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## The Relationship between The Teaching Style of Physical Education Teacher with Student Motivation of Learning Movement

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### ABSTRACT

The purpose of this study was to determine the relationship between the teaching style of Physical Education teachers with students' motivation to learn motion in vocational high schools. The method used is descriptive method. The population in this study were physical education teachers and class XI. In the sampling of this study were 4 physical education teachers with saturated sampling techniques and class XI MM 2 at Vocational High School using simple random sampling. This study used a teaching style questionnaire for Physical Education teachers and a questionnaire on students' motivation to learn motion. The results of this study indicate a correlation of 0.72 which has a strong relationship and there is a significant relationship marked with  $t_{hitung/stat} = 4,29 > t_{tabel} = 2,78$ . So it can be concluded that there is a relationship between the teaching style of Physical Education teachers with the motivation to learn movement of students at Vocational High School.

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## 1. INTRODUCTION

Physical education is an educational process about and through physical activities, games, and sports to achieve educational goals (Redelius et al., 2015). In schools, Physical Education lessons or often called physical education are one of the lessons that must be followed by every student, in that case the Physical Education teacher must have the ability to provide good assurance.

In the learning process there is an interaction between teachers and students. Teachers must have a learning method or strategy to prepare themselves in teaching. Learning strategies can also be interpreted as patterns of learning activities selected and used by teachers contextually, according to student characteristics, school conditions, the surrounding environment and specifically formulated learning objectives (Hiebert et al., 2007; Hollins, 2011). In the learning strategy, one of them is the teaching style.

The essence of the teaching style according to (Zahorik, 1990) is to identify that the application of a certain style is very flexible to the constraints that each style must go through. Teaching styles are characteristics of habits, preferences that are important in relation to students, even teaching styles are more than just habits and ways of behaving or certain words of teachers or lecturers (Rahmat & Jannatin, 2018). The teacher in this case shows habits, character, communication, in fostering relationships with students so that learning is effective and efficient. Teaching style is one of the factors that generate motivation for students. This is emphasized (Emda, 2018). The teaching and learning process of students will be successful in learning if there is a desire to learn by itself, this desire or urge is called motivation. The teacher in this case shows habits, character, communication, in fostering relationships with students so that learning is effective and efficient, he emphasized (Andersen et al., 1981; Dobransky & Frymier, 2004). The teaching and learning process of students will be successful in learning if there is a desire to learn, this desire or urge is called motivation.

According to (Deci & Ryan, 2000) motivation as a psychological process is a reflection of the strength of the interaction between cognition, experience and needs. This is also very influential for the continuity of learning. Meanwhile, according to (Emda, 2018) motivation is a series of efforts to provide certain conditions, so that someone is willing and willing to do something and if they don't like it they will try to eliminate or avoid feelings of dislike. So motivation is a series of efforts to provide certain conditions, so that someone wants and wants to do something and if he doesn't like it then he will try to eliminate or avoid feelings of dislike.

There are many factors that can generate student learning motivation, namely the teacher's teaching style. Therefore, students' learning motivation in the learning process greatly determines the quality of the students themselves, this is explained (McInerney, 2019). How strong a person's motivation is will determine the quality of his behavior, both in the context of learning, work and in other life.

However, in the learning process in the field, many students are less motivated to learn which is one of the causes is the teacher's teaching style. This was emphasized (Rahmat & Jannatin, 2018). The role of the teacher is very important in a learning process, but the teaching style of the teacher in learning often makes students feel bored and lazy. This is because the teacher is less communicative with their students, the teacher's appearance during learning and the ethics shown by the teacher to the students.

Students often do not participate in learning, especially in vocational high schools. Students prefer to gather and play in the canteen area rather than do the assignments given

by the teacher, to avoid students making wrong excuses not to take part in learning. Students who are less motivated in learning.

The teacher's teaching style is one of the driving factors to arouse enthusiasm in the learning process, this is wrong (Nugraha, 2018) that teachers must choose a teaching style that makes students more active in the learning process, an assumption (Rahmat & Jannatin, 2018) The learning motivation of most students is still low, one of the reasons is that the teacher's teaching style is still not good, it does not attract the enthusiasm of students to learn. This is confirmed in research (Rahmat & Jannatin, 2018) which states that there is a strong relationship between teacher teaching style and learning motivation.

Therefore, this study aims as follows:

1. to see the teaching style of physical education teachers at Vocational High School
2. To find out the motivation to learn movement of students at Vocational High School
3. To determine the relationship between teaching styles of physical education teachers and student motivation in vocational high schools.

## 2. METHODS

The method used in this research is descriptive. The aim of this research is to describe the components or aspects of physical education teacher teaching style consisting of teacher behavior, teacher communication, teacher ethics, teacher orientation, teacher interaction. Interaction is associated with students' learning motivation abilities which include aspects of persistence in learning, resilience in facing difficulties, interest and sharp attention in learning, achievement in learning, independent in learning. This description painting is expected to illustrate the strength of the constructive relationship between the teacher's teaching style and the students' motivation to learn. This study focuses on the independent variable, namely the teacher's teaching style and the dependent variable, namely the motivation to learn student movements.

### Participants

The population in this study were PHYSICAL EDUCATION teachers who have the characteristics of teachers at Vocational High School, have a history of education and have teaching experience. The population data for grade 11 students are as follows

### Sampling Procedures

The sample in this study were 4 PHYSICAL EDUCATION teachers using saturated sampling technique because saturated sampling is a sampling technique when all members of the population are used as the sample. This is done by a relatively small population, less than 30 people. Explains the procedure for selecting participants and in determining a sample for students is to use random sampling techniques and how to determine the sample is by locking all classes that have a chance of one class being selected, so students who The samples were students in grade 11 MM 2, which might be 35 students.

### Instrument

The instrument used in this study was a questionnaire. The questionnaire used in this study were 2 questionnaires, the first was a physical education teacher teaching style questionnaire and the second was a student motion learning motivation questionnaire.

### Procedures

In a study there must be a research flow to clarify a research plan, so that the authors determine the research steps as follows:

- 1) The initial stage

At this stage the researcher looks for field facts from the problem to be studied by making observations at SMKN 1 Katapang, the field facts that occur in schools are about the teaching style of teachers that are not varied so that student learning motivation is lacking and students feel bored in learning PHYSICAL EDUCATION then after determining the problem what happens researchers identify problems that occur to formulate problems to be studied.

## 2) Implementation Stage

At the implementation stage the researcher has conducted research and the first thing to do is to determine the population to be studied, the population in this study are physical education teachers and class XI students of SMKN 1 Katapang. After determining the population, the researcher determines the sample to conduct the research to be carried out. Then the researchers conducted research by giving a questionnaire to a sample of Physical Education teachers and class XI at SMKN 1 Katapang.

## 3) The last stage

At this stage, after the researcher takes the data from the sample used, the researcher then processes and analyzes the data so that the research results can be known and whether there is a relationship or not.

## Data Analysis

In this study using descriptive statistics. Descriptive statistics are statistics that are used to analyze data by describing or describing the data that has been collected as it is without intending to make general conclusions or generalizations. To determine the relationship between variables using the product person moment correlation formula. This correlation is denoted ( $r$ ) provided that the value of  $r$  is not more than the price ( $-1 \leq r \leq +1$ ). If the value of  $r = -1$  means perfect negative correlation;  $r = 0$  means there is no correlation;  $r = 1$  means that the correlation is very strong, And do the  $t$  test to determine the significant relationship between variables with the basis of decision making as follows:

- If  $t > t$  table, there is a significant relationship between Physical Education teacher teaching style and students' motivation to learn motion
- If  $t$  count  $< t$  table then there is no significant relationship between the teaching style of Physical Education teachers with students' motivation to learn motion.

## 3. RESULTS

### 3.1 Teaching Style Statistics of Physical Education Teachers and Student Motivation

The data in this study were obtained from two questionnaires, namely the physical education teacher teaching style questionnaire and student learning motivation. So that to know the description of each variable consists of the average value (Mean), middle value (Median), standard deviation, variance. To see statistics for each descriptive use the help of Microsoft Excel 2013 with the following results:

**Table 1.** Teaching Style Statistics of Physical Education Teachers and Students' Motivation for Learning Movement.

| Aspect              | n  | $\bar{X}$ | $m_e$ | SD   | S    |
|---------------------|----|-----------|-------|------|------|
| Teaching Style      | 4  | 3,5       | 3,3   | 0,22 | 0,05 |
| Motivation to Learn | 35 | 3,05      | 3,1   | 0,03 | 0,10 |

Based on table 1, the number of people who filled out the questionnaire for the teaching style components of the Physical Education teacher was 4 people, while the learning motivation questionnaire was 35 students. This questionnaire has a scale of 1-4 values. The teaching style component of the Physical Education teacher and the learning motivation component has a difference of 0.45, this indicates that the average component of the Physical Education teacher's teaching style is more optimal.

The mean value of the aspects of the teaching style of the teacher and the aspects of student motivation in this study shows that the middle value has the same value, which is close to the optimal value. In the deviation of the teaching style of Physical Education teachers, it is seen to be greater than the motivation of learning teachers, this shows that the level of group variation from the teaching style aspect of Physical Education teachers is greater than the motivation aspects of students learning motion. The difference between the teaching style aspects of the Physical Education teacher and the motivational aspects of the students' motion learning has a clear difference. It can be seen that the variance of the motivation to learn motion is greater than the aspect of the teacher's teaching style which indicates that the level of distribution or variation is more.

### 3.2 Statistical Aspects of Physical Education Teacher Teaching Style

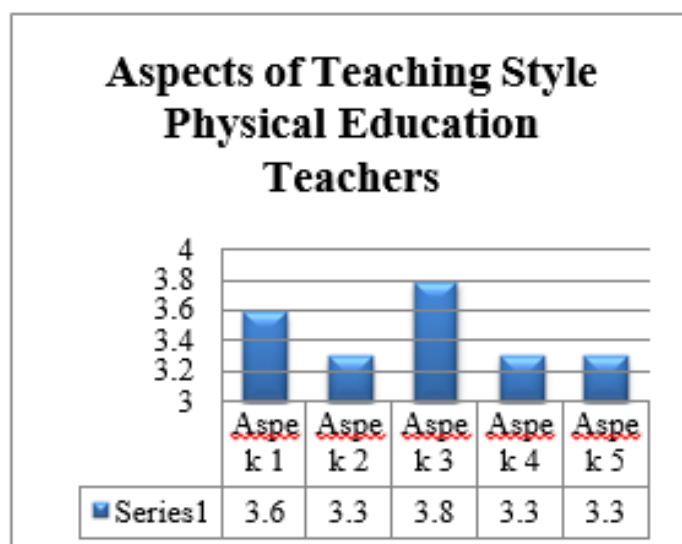
The results of the research on the questionnaire on the aspects of learning motivation with an assessment scale of 1-4 with a value of 1 = very low and a value of 4 = very high, then processed to determine the number of item questions and the average of each aspect which includes (1) persistence in learning; (2) resilient in the face of adversity; (3) Interest and sharpness of attention in learning; (4) Excellent in learning; (5) Independent in learning.

**Table 2.** Descriptive Statistics of Teaching Style The Teacher Aspects.

| Aspect                                       | Aspect 1 |           | Aspect 2 |           | Aspect 3 |           | Aspect 4 |           | Aspect 5 |           |
|--|----------|-----------|----------|-----------|----------|-----------|----------|-----------|----------|-----------|
|  | n        | $\bar{x}$ | N        | $\bar{x}$ | N        | $\bar{x}$ | n        | $\bar{x}$ | n        | $\bar{x}$ |
| Teaching Style of Physical Education Teacher | 8        | 3         | 8        | 3         | 8        | 3         | 6        | 3.3       | 6        | 3.3       |
|  |          | 6         |          | 3         |          | 8         |          |           |          |           |
|  |          |           |          |           |          |           |          |           |          |           |
|  |          |           |          |           |          |           |          |           |          |           |
|  |          |           |          |           |          |           |          |           |          |           |
| N = 36                                       |          |           |          |           |          |           |          |           |          |           |
| , $\sum \bar{x}$                             |          | = 3,46    |          |           |          |           |          |           |          |           |

In this questionnaire has a scale of 1-4 values based on table 2 shows that the aspect of teacher habits has an optimum average value because it is close to a perfect score. This aspect of teacher communication has an average that is quite optimal because it is close to the score 3. The ethical aspects of the teacher aim at the highest average than other aspects and have the optimum value with a value close to the value 4. The aspect of teacher orientation has an average value that is quite optimum and the last aspect is that teacher interaction has a fairly optimal average

**Chart 1.** Aspects of Teaching Style Physical Education Teachers.



Based on chart 4.1 that aspect 3, namely teacher ethics when teaching is higher than other aspects of teaching styles, but other aspects also support a teacher to have a quality teaching style.

### 3.3 Statistics on the Motivation of Students' Motivation

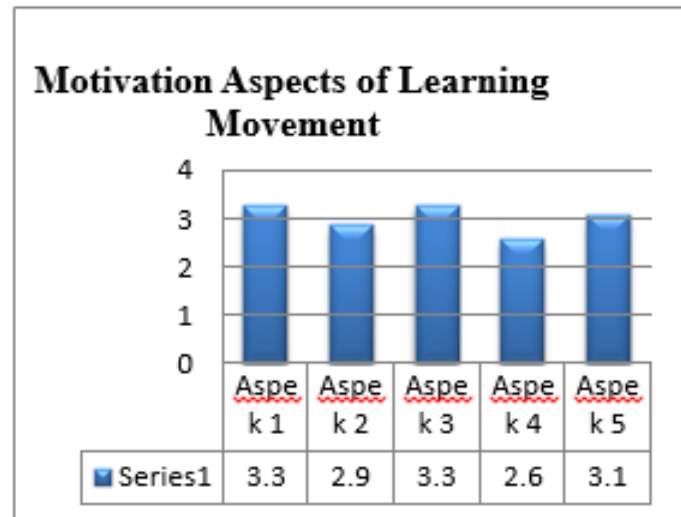
The results of the questionnaire research on the aspects of learning motivation with an assessment scale of 1-4 with a value of 1 = very low and a value of 4 = very high, then processed to determine the number of item questions and the average of each aspect which includes (1) persistence in learning; (2) tough in facing difficulties; (3) Interest and sharpness of attention in learning; (4) Excellent in learning; (5) Independent in learning.

**Table 3.** Descriptive statistics of the aspects students' motivation to learn movement.

| Aspect                         | Aspect |           | Aspect |           | Aspect |           | Aspect |           | Aspect |           |
|--------------------------------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|
|                                | 1      |           | 2      |           | 3      |           | 4      |           | 4      |           |
|                                | n      | $\bar{x}$ | n      | $\bar{x}$ | n      | $\bar{x}$ | N      | $\bar{x}$ | N      | $\bar{x}$ |
| Motivation to Learn            |        |           |        | 2         |        | 3         |        | 2         |        |           |
| Student Movement               | 8      | 3.3       | 8      | 9         | 8      | 3         | 6      | 6         | 6      | 3.1       |
| N = 36 , $\sum \bar{x} = 3,05$ |        |           |        |           |        |           |        |           |        |           |

Based on table 3, it shows that the persistence aspect of learning has an average value that is quite optimal and has a higher average than other aspects. The tenacity aspect in facing difficulties shows a fairly optimal average value. In the aspect of interest and acuity in learning, it shows that the average value is quite optimal and has the same average value with the aspect of persistence in learning. the average value is quite optimal.

**Chart 2.** Motivation Aspects of Student's Learning Movement.



Based on chart 4.2 that aspect 1, namely persistence in learning and aspect 3, namely interest and acuity of attention in learning, has a visible value compared to other aspects, but other aspects of motivation to learn motion also support students who have quality learning motivation.

### 3.4 The Relationship between Teaching Style of Physical Education Teachers and Student Motivation

The results of this study were to determine the relationship between aspects of physical education teaching style with aspects of students' motivation to learn movement. The correlated results are aspects of teaching style which include (1) teacher behavior; (2) Teacher communication; (3) the attitude of the teacher; (4) teacher orientation; (5) teacher interaction with student learning motivation which includes aspects (1) persistence in learning; (2) tough in facing difficulties; (3) Interest and sharpness of attention in learning; (4) learning achievement; (5) Independent in learning. The correlation results can be seen in the following table:

**Table 4.** Correlation of Teaching Style and Learning Motivation.

| Aspect              | Teaching Style | Motivation to learn |
|---------------------|----------------|---------------------|
| Mean                | 3.5            | 3.05                |
| Variance            | 0.05           | 0.1                 |
| Observations        | 5              | 5                   |
| Pearson Correlation | 0.72           |                     |
| t Stat              | 4.29           |                     |
| t Critical two-tail | 2.78           |                     |

Based on table 4.4, it can be seen that the aspect of the teacher's teaching style has an average difference with a difference of 0.45 and this difference shows that the aspects of student learning motivation are more varied than the teaching style of Physical Education teachers. The teaching style aspect of the teacher is significantly related to student learning motivation. It can be said that the teacher's teaching style between aspects of teacher teaching style and student learning motivation shows a strong relationship because the relationship between teaching style and learning motivation is marked ( $r$ ) = 0.72 and the value of  $t_{\text{count}} / \text{stat}$  = 4.29 while  $t$  table for the two-party test (Two tail) with an error rate of



0.05 = 2.78. The relationship between teaching style and students' motivation to learn motion is 0.72 with a strong level of relationship.

To find out that there is a significant relationship between the teaching style of Physical Education teachers with student learning motivation by comparing the  $t_{\text{count}} / \text{stat} = 4.29 > t_{\text{table}} = 2.78$  so it can be concluded that there is a significant relationship. between the teaching styles of Physical Education teachers and the motivation to learn movement of students in vocational high schools.

## 4. DISCUSSION

### 4.1 Teaching Style of Physical Education Teacher

Based on table 4.2, the ethical aspects of teachers have the highest score among other aspects, namely having an average value of 3.8 and aspects of the teaching style of Physical Education teachers which include aspect 1, namely teacher habits, aspect 2 teacher communication, aspect 3 teacher ethics, aspect 4 teacher orientation, 5 aspects of teacher interaction are good and the average of all aspects of Physical Education teaching style is 3.46 with these results it can be concluded that the teaching style of Physical Education teachers has an optimum value.

A good teacher's teaching style is a teacher who has habits, communication, ethics, orientation and teacher interaction, this is in accordance with Winkel that the key to teacher success lies not so much in mastering didactic skills as much as possible, but rather in the ability to use the skills they have, according to the situation and the conditions of the class and the teaching style of the teacher itself so as to get good learning outcomes (Derakhshan et al., 2020). Teaching style was also explained by Suparman that the teaching style itself was the behavior, attitudes, and actions of the teacher in carrying out the learning process.

So it can be concluded that the teaching style of teachers can be influenced by several things such as Teacher Behavior, Teacher Communication, Teacher Ethics, Teacher Orientations and Teacher Interaction at Vocational High School. good because based on the teaching style are characteristics, habits, preferences that are important to the relationship with students, even the teaching style is more than habits and special ways of speaking behavior of the teacher or lecturer (Rahmat & Jannatin, 2018).

### 4.2 Motivation to Learning Movement

Based on table 4.2 that aspect 1, namely persistence in learning and aspect 3, namely interest and acuity of attention in learning, has a higher value than other aspects with an average of 3.8 and the motivation aspect of learning motion which includes aspect 1, namely persistence in learning, aspect 2 resilient in facing difficulties, 3 aspects of interest and sharpness of attention in learning, 4 aspects of learning achievement, 5 aspects of being independent in learning are good and the average of all aspects of motivation for learning motion is 3.05 with these results it can be concluded that the motivation to learn movement of students quite optimum.

Another factor is also important to support student learning motivation in learning success. It is emphasized by (Deci & Ryan, 2000; Emda, 2018) that motivation is one of the factors that determines the success of learning and behavior (Emda, 2018). Described (McInerney, 2019) that the motivation to display a certain behavior is based on the desire to achieve or satisfy a need. In this case the desire to be achieved by students is to be able to master movement, therefore motivation can grow.

high student motivation due to various factors this is explained (Serdyuk & Kovalenko, 2020) learning motivation has the following indicators (1) perseverance in facing tasks; (2)



Resilient in facing difficulties (not quick to give up); (3) Showing interest in various adult problems; (4) Prefer to work back and forth; (5) Quickly bored with routine tasks; (6) Can defend his opinion.

So it can be concluded that students who have good learning motivation are students who have perseverance in learning, are resilient in facing difficulties, interest and sharp attention in learning, excel in learning and are independent in learning.

#### 4.3 The Relationship between The Teaching Style of Physical Education Teacher with Student Motivation of Learning Movement

Based on the results of the research in table 4, there is a strong relationship between the teaching style of Physical Education teachers with students' motivation to learn movement, it shows a positive relationship with a correlation result of 0.72 and there is a significant relationship between the teaching style of Physical Education teachers and the motivation to learn movement of students which is marked by 8.  $t_{hitung} = 4,29 > t_{tabel} = 2,7$

This research is in line with research from (Rahmat & Jannatin, 2018) which states that there is a strong relationship between teacher teaching styles and learning motivation. This relationship can be categorized as strong because the factors between teaching styles and learning motivation are interrelated. Research from (Sulistiyarini & Sukardi, 2016) states that there is a positive and significant relationship between teacher teaching styles and motivation to learn mathematics.

Student learning motivation can be influenced by the teaching style of the teacher, it is explained that the teaching style is the characteristics of habits, preferences that are important to the relationship with students, even the teaching style is more than a habit and a special way of behavior or speech of the teacher or lecturer. (Rahmat & Jannatin, 2018). The factors of each teacher have habits, ways or methods of how to foster motivation in each student.

The variation in teaching styles is one of the factors that can help students' learning motivation, this is explained (Rahayu, 2018) which says that teachers must choose a teaching style that makes students more active in the learning process.

There are 2 types of motivation, namely intrinsic motivation and extrinsic motivation (Calder & Staw, 1975; Deci, 1972) as follows Intrinsic motivation is a change that occurs within a person, a state of feeling dissatisfied or psychological tension. In learning activities, intrinsic motivation is needed, especially self-study and extrinsic motivation is what a person wants, the goals that become the direction of his behavior or the goals someone wants to achieve.

So it can be concluded that the teacher's teaching style has a strong relationship with learning motivation, it can be said that the teacher's teaching style is extrinsic motivation for students to learn. This relationship still interprets that student motivation depends on the teaching style of the teacher. In accordance with the results of this study which states that there is still a strong relationship between the teaching style of Physical Education teachers and the learning motivation of students in vocational high schools. However, perhaps in this case students still depend on the teacher's teaching style to foster motivation to learn in themselves and do not have creation, innovation and independent thinking to develop their potential.

## 5. CONCLUSION

Based on the results of the research, the relationship between physical education teachers' teaching styles and motivation to learn motion in vocational high schools can be concluded as follows:

1. The teaching style of physical education teachers at Vocational High School shows that teachers in learning have aspects of teacher ethics that are more visible than other aspects such as teacher habits, teacher communication, teacher orientation and teacher interaction, but other aspects contained in the teacher's teaching style support in learning.
2. Motivation for learning motion at Vocational High School shows that students in learning have aspects of persistence in learning, interest and sharp attention in learning which is more visible from other aspects such as persistence in dealing with problems, achievement in learning and being independent in learning, but other aspects are there is in the motivation to learn student movements to support student learning.
3. There is a strong relationship between aspects of the teaching style of Physical Education teachers with aspects of the motivation to learn movement of students in vocational high schools with a strong category, so that if the teaching style of the Physical Education teacher is getting better, the motivation to learn the movements of the students will be even higher.

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