

THE EFFECT OF TEACHING STYLE AND MOTIVATION ON FOOTBALL DRIBBLING LEARNING OUTCOMES OF STUDENTS OF SMA 2 TAKENGON

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ABSTRACT

This study aims to determine: 1) the difference in the influence between the Teaching Style of Practice, the Inclusion teaching style on the learning outcomes of soccer dribbling, 2) the difference in the influence between high and low levels of motivation on the learning outcomes of soccer dribbling, 3) there is an interaction between teaching style and motivation on the learning outcomes of soccer dribbling. This study uses an experimental method with a 2 x 2 factorial design. The research population of students amounted to 175 people and the sample used in this study amounted to 44 people with a purposive sampling technique, consisting of 22 students with high motivation and 22 students with low motivation. The results of the study showed that the results of the pre-test dribbling in soccer games using the Teaching Style of Practice from 22 students who were sampled in this study showed that the results of the pre-test dribbling in soccer games averaged 62.70. The results of the post-test dribbling in soccer games averaged 85.23, resulting in an increase in value of 22.53. Meanwhile, the results of dribbling learning in soccer games using an inclusive teaching style from 22 students sampled in this study showed that the average dribbling pre-test result in soccer games was 62.72. The average dribbling post-test result in soccer games was 82.98, resulting in an increase in value of 20.25.

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INTRODUCTION

The teaching and learning process is an activity aimed at guiding students toward desired behavioral changes. This definition may seem quite simple and straightforward, but when it becomes more fundamental, the process required to manage the lesson itself becomes more complex (McGuire et al., 2023). This is understandable because guiding students toward change is a demanding task. This work requires solid, continuous planning and implementation methods for students so that they can experience the desired changes. (Lintong et al., 2025)

Schools are educational institutions designed for student learning under teacher supervision, facilitating the learning process and achieving learning objectives (Chakraborty, 2023). In schools, effective teaching and learning interactions are fostered when both teachers and students understand the learning objectives. (Hapsari et al., 2025). Therefore, teachers need to prepare the learning materials to be delivered, prepare appropriate and engaging learning media, and conduct evaluations to assess student learning progress. (Hetharion, 2023)

Through quality education, it is hoped that national education goals can be achieved. Students are the subjects who most determine the achievement of educational goals. (Lintong et al., 2025) Physical education is an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally, and emotionally. It is also said that physical education teachers try to achieve their goals by teaching and promoting physical activities. Physical education activities in high school emphasize basic movements to be taught to students, namely locomotor movements, non-locomotor movements, and manipulative movements. (AR, 2015)

Based on data from the last 5 years and supported by observations, researchers found problems in soccer learning, especially in dribbling techniques in soccer games. As a solution to overcome these problems, researchers provide solutions by applying teaching styles and motivation as a solution to overcome dribbling problems in soccer games. The reason for choosing teaching styles as a solution to solve problems is because teaching styles will provide significant assistance in achieving learning objectives and motivation plays a role in transmitting messages from sender to recipient so that it can stimulate students' thoughts, feelings, attention, and motivation in following the learning process. (Ar et al., 2024)

Teachers play a strategic role in enhancing students' learning motivation. In addition to serving as conduits and facilitators of knowledge, teachers also act as motivators, fostering enthusiasm for learning throughout the learning process. High levels of learning motivation encourage students to be more diligent, disciplined, and diligent in understanding the learning material. Conversely, low motivation can hinder students' academic development and interest in learning. Therefore, educator involvement and the creation of a supportive learning environment are crucial factors in shaping and enhancing student motivation to achieve optimal learning outcomes (Brophy, 2004).

Here, the teacher is responsible for determining teaching objectives, selecting activities, and establishing the sequence of activities to achieve these objectives. (Weinberg

& Gould, 2023) The practice teaching style is particularly well-suited for mastering basic techniques. In this practice style, students participate in determining the pace of learning. This means that the teacher allows each student the freedom to determine their own learning pace and progress. (Hetharion, 2023)

The practice teaching style is a teaching guideline used by teachers to present learning materials in the form of sequential part-by-part exercises, this teaching style is intended to find an answer to student learning outcomes. While the Inclusive Teaching Style Moston said that the inclusive teaching style is learning that provides opportunities for learners to choose the type of activity that suits their abilities, based on the level of difficulty of the learning material provided. (Reeve, 2024) The inclusive teaching style also means involving all students without exception in the learning process. The inclusive teaching style or scope in principle is to provide the same form of assignment with different levels of difficulty. Therefore, the uniqueness of the inclusive teaching style can be used as one of the choices of educators in using learning strategies and can also be developed as a complement to other learning models.

Previous studies have demonstrated that teaching styles significantly influence students' learning outcomes in physical education. However, the findings remain inconsistent. Several studies reported that the Practice Teaching Style is more effective in improving the mastery of sport-specific skills because students are given greater opportunities for repetition and individual practice. In contrast, other studies found that the Inclusive Teaching Style produces better learning outcomes by accommodating differences in students' abilities and learning readiness. These contradictory findings indicate that there is still no clear consensus regarding the most effective teaching style for improving football dribbling skills among high school students.

In addition, most previous studies have focused on the independent effect of teaching styles or learning motivation on learning outcomes. Limited research has examined the interaction between teaching styles and students' motivation levels simultaneously, particularly in football learning. Consequently, it remains unclear whether students with different motivational characteristics respond differently to specific teaching styles during the learning process. This condition represents an important research gap that requires further investigation.

Motivation is a crucial element that drives individuals to act and achieve predetermined goals. In an educational context, motivation significantly contributes to increased enthusiasm for learning, persistence, and student achievement. Students with

high levels of learning motivation tend to achieve more optimal learning outcomes. The greater the motivation, the greater the effort expended in the learning process, which ultimately impacts learning achievement. Therefore, the presence of motivation in the teaching process is a very important aspect to consider (Yogi Fernando et al., 2024). Motivation can originate from within the individual, known as intrinsic motivation, which is the internal drive to take action. On the other hand, motivation can also come from external factors or the surrounding environment, referred to as extrinsic motivation, such as family support, rewards, and encouragement from educators (Suardika, 2022).

Football is a fairly popular sport so that in the physical education curriculum, football is a material that is familiar to students and physical education teachers (Macedo et al., 2022) The game of football is one of the physical education learning materials taught in educational and non-educational institutions. (McGowan, 2019) Dribbling is kicking intermittently or slowly, to move the ball from one area to another while the game is in progress, and is an important technical requirement of individual techniques (Pearson & Stott, 2022). Based on the description above, this study aims to examine and analyze the application of learning with the Practice Teaching Style, Inclusion teaching style and high motivation and low motivation on the learning outcomes of football dribbling in students of SMA Negeri 2 Takengon.

RESEARCH METHODS

This research employed a quantitative approach using an experimental method with a 2×2 factorial design. The study aimed to examine the effect of teaching style and motivation on students' football dribbling learning outcomes. The independent variables consisted of two teaching styles, namely the Practice Teaching Style (A1) and the Inclusion Teaching Style (A2). Motivation level served as the attribute variable, categorized into high motivation (B1) and low motivation (B2). The dependent variable was the students' football dribbling learning outcomes.

Table 1. The factorial design of the study can be illustrated as follows:

Motivation Level	Practice Teaching Style (A1)	Inclusion Teaching Style (A2)
High Motivation (B1)	A1B1	A2B1
Low Motivation (B2)	A1B2	A2B2

The population of this study consisted of students of SMA 2 Takengon. The sampling technique used was purposive sampling with the criteria that students were actively participating in physical education classes, physically healthy, and willing to participate

throughout the research process. The selected sample was then divided into experimental groups according to the research design.

The treatment was conducted for eight meetings over four weeks, with each meeting lasting 90 minutes. Students in the Practice Teaching Style group (A1) received instruction through structured and repetitive dribbling exercises, where the teacher determined the learning tasks and students practiced individually according to the prescribed sequence. Meanwhile, students in the Inclusion Teaching Style group (A2) were provided with several levels of dribbling tasks with varying degrees of difficulty, allowing them to select activities according to their abilities and gradually progress to higher levels. At the beginning of the study, students' motivation levels were measured using a learning motivation questionnaire and subsequently classified into high-motivation and low-motivation groups based on the median-split procedure.

Data collection was conducted using a motivation questionnaire and a football dribbling skill test. The motivation questionnaire consisted of 25 items developed from four dimensions of learning motivation: (1) attention, (2) persistence in learning, (3) self-confidence, and (4) achievement orientation. The questionnaire used a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The blueprint of the motivation questionnaire is presented in Table 2.

Table 2. Blueprint of Learning Motivation Questionnaire

Dimension	Indicator	Number of Items
Attention	Interest and focus during learning	1-6
Persistence	Consistency in completing tasks	7-12
Self-confidence	Confidence in performing learning activities	13-18
Achievement Orientation	Desire to achieve better performance	19-25

The motivation questionnaire was developed based on learning motivation indicators and tested for validity and reliability before implementation. Instrument validity was examined using product-moment correlation analysis, while reliability was tested using Cronbach's Alpha coefficient. The football dribbling test instrument also underwent validity and reliability testing to ensure measurement accuracy and consistency.

Prior to hypothesis testing, prerequisite analyses were conducted, including normality and homogeneity tests. The normality test was performed using the Kolmogorov-Smirnov test, while the homogeneity test employed Levene's Test. After fulfilling the assumptions, the data were analyzed using a two-way Analysis of Variance (Two-Way ANOVA) at a significance level of 0.05 to determine the main effects and

interaction effects between teaching style and motivation on football dribbling learning outcomes.

RESULTS AND DISCUSSION

Table 3. Mean Scores of Football Dribbling Learning Outcomes in Each Treatment Group

Motivation Level	Practice Teaching Style (A1)	Inclusion Teaching Style (A2)
High Motivation (B1)	95.17	95.05
Low Motivation (B2)	75.30	73.91

Information:

- A1B1 = Students with high motivation taught using the Practice Teaching Style
- A2B1 = Students with high motivation taught using the Inclusion Teaching Style
- A1B2 = Students with low motivation taught using the Practice Teaching Style
- A2B2 = Students with low motivation taught using the Inclusion Teaching Style

Based on the results presented in Table 3, students taught using the Practice Teaching Style showed an improvement in football dribbling learning outcomes. The pre-test mean score of 22 students was 62.70, while the post-test mean score increased to 85.23. This indicates an improvement of 22.53 points after the treatment.

Similarly, students taught using the Inclusion Teaching Style also demonstrated improvement in football dribbling learning outcomes. The pre-test mean score of 22 students was 62.72, while the post-test mean score increased to 82.98. Therefore, the improvement achieved in this group was 20.25 points.

The Practice Teaching Style is a teaching approach in which students perform learning tasks through structured and sequential exercises. This teaching style allows students to repeatedly practice movement skills in order to improve mastery of football dribbling techniques. Meanwhile, the Inclusion Teaching Style provides students with opportunities to choose learning tasks according to their ability levels, thereby encouraging active participation and individual learning development.

Discussion

There is a significant difference between the Practice Teaching Style and the Inclusion Teaching Style on students' football dribbling learning outcomes. Students who received the Practice Teaching Style demonstrated better dribbling performance compared to those who received the Inclusion Teaching Style. This finding is reflected in the average increase between the pre-test and post-test scores. Students taught using the Practice Teaching Style achieved an average improvement of 22.53 points, whereas students taught using the Inclusion Teaching Style achieved an average improvement of 20.25 points. These results

indicate that the Practice Teaching Style was more effective in improving football dribbling skills. More broadly (Nugraha & Yuliawan, 2021) learning motivation is a student's tendency to engage in learning activities driven by the desire to achieve the best achievements or learning outcomes. Motivation drives a person to strive to improve the desired results, this effort will continue until they achieve what they want (Ali et al., 2025). Therefore, every activity, whatever its form and function, requires motivation, especially learning activities that are sometimes difficult for someone. Motivation will always determine the intensity of a student's learning efforts (Chakraborty, 2023)

The Practice Teaching Style emphasizes structured, repetitive, and sequential movement practice, allowing students to develop technical mastery through continuous feedback and direct task execution. In football learning, especially dribbling skills, repeated movement practice is essential because it improves coordination, ball control, speed, and movement accuracy. In contrast, the Inclusion Teaching Style provides students with opportunities to select learning tasks according to their own ability levels. Although this approach supports student autonomy and participation, technical mastery in football dribbling may develop more slowly because students progress at different levels of task difficulty.

There is a significant difference between students with high motivation and students with low motivation regarding football dribbling learning outcomes. Students with high motivation achieved better dribbling performance compared to students with low motivation. This finding indicates that learning motivation plays an important role in improving students' engagement, persistence, and willingness to practice during the learning process. Students with high motivation tend to participate more actively in learning activities, show greater enthusiasm during practice sessions, and demonstrate stronger commitment to improving their football skills. Motivation encourages students to maintain learning intensity and overcome difficulties during technical skill training. Conversely, students with low motivation generally show lower participation and less consistency during practice, which may influence their learning outcomes.

This finding is consistent with recent studies emphasizing that motivation is one of the main psychological determinants influencing success in physical education learning, particularly in football skill acquisition. The study highlighted that continuous engagement and active participation during training sessions positively affect students' mastery of technical football skills. Similarly, (Dary Wibawa, 2025) reported that game-based learning methods significantly increased students' motivation and participation in physical

education learning. Their findings showed that motivated students were more enthusiastic during movement-based activities and demonstrated greater persistence in completing learning tasks.

In addition, recent evidence suggests that motivation not only affects students' willingness to participate but also influences cognitive and psychomotor learning processes. According to (Dese et al., 2025), students who possess strong intrinsic motivation tend to show better motor skill development because they are more focused, confident, and engaged during learning activities. The researchers emphasized that motivated students are more likely to repeat movement practices voluntarily, which contributes to greater mastery of fundamental motor skills, including football dribbling techniques.

Furthermore, motivation has been closely associated with self-confidence, concentration, and students' readiness to face learning challenges. A study by (Mulyana & Suherman, 2025) revealed that students with higher learning motivation displayed better football skill performance because they were more willing to explore learning tasks and maintain concentration during practice. The study also found that instructional approaches capable of increasing student motivation contributed positively to football learning achievement, including dribbling, passing, and shooting skills.

The present findings are also supported by (Hermansyah et al., 2025), who reported that learning motivation has a strong and significant relationship with physical education learning outcomes. Students who possess high motivation tend to show better discipline, stronger learning commitment, and greater consistency during practice sessions. These characteristics positively influence their ability to acquire technical sports skills effectively. In football learning contexts, students with high motivation are more likely to perform repeated dribbling exercises with seriousness and concentration, thereby improving ball control, agility, and coordination.

Moreover, recent studies in football learning indicate that dribbling performance is influenced not only by physical abilities but also by psychological readiness and learning engagement. Explained that students who were actively engaged and motivated during varied dribbling exercises achieved significantly higher improvements in agility and ball control. The findings suggest that motivated students are more capable of adapting to different movement situations and maintaining learning consistency during training sessions (Gui & Luwuk, 2025).

Based on these findings, it can be concluded that motivation plays a crucial role in football dribbling learning outcomes. Students with high motivation demonstrate stronger

learning engagement, higher practice intensity, and greater persistence in improving technical skills. Therefore, teachers should implement learning strategies capable of increasing students' motivation, participation, and enjoyment during physical education learning activities

Learning motivation can therefore be considered an important psychological factor in physical education learning, particularly in football dribbling instruction, because students who possess stronger intrinsic and extrinsic motivation are more likely to achieve optimal performance outcomes.

The results also revealed an interaction effect between teaching style and motivation level on football dribbling learning outcomes. Students with high motivation who were taught using the Practice Teaching Style achieved the highest improvement, with an average increase of 29.92 points between the pre-test and post-test scores. Meanwhile, highly motivated students taught using the Inclusion Teaching Style achieved an average improvement of 25.05 points. For students with low motivation, the Practice Teaching Style resulted in an average improvement of 15.13 points, while the Inclusion Teaching Style resulted in an average improvement of 15.46 points. These findings indicate that the effectiveness of teaching style is influenced by students' motivation levels. The Practice Teaching Style appears to be more suitable for highly motivated students because they are more capable of maintaining concentration, discipline, and consistency during repetitive technical exercises. Meanwhile, students with low motivation demonstrated relatively similar improvements under both teaching styles, indicating that motivation remains a dominant factor influencing learning achievement.

The findings of this study are supported by recent studies in physical education and sports pedagogy which emphasize that the success of a teaching style is closely related to students' motivational characteristics. Students with high motivation tend to demonstrate stronger engagement, persistence, and commitment during learning activities, particularly in technical sports training such as football dribbling. A study published in (Hu et al., 2022) explained that learning motivation significantly influences students' participation, autonomy, and persistence during physical education learning. The study, based on Self-Determination Theory, found that motivated students were more actively involved in repetitive movement practices and showed greater consistency in achieving learning goals. This finding strengthens the present study, where highly motivated students achieved better dribbling learning outcomes compared to students with low motivation.

In football learning contexts, dribbling skills require repetitive movement patterns, concentration, coordination, and continuous practice. Therefore, students with high motivation are more likely to benefit from the Practice Teaching Style because this instructional approach emphasizes repeated technical exercises and direct corrective feedback. Research entitled (Rohmansyah et al., 2022) reported that teacher-centered and practice-oriented teaching styles positively influence students' cognitive and affective motivation in physical education. The study highlighted that students who received structured and systematic instruction demonstrated higher engagement and stronger learning discipline during sports activities. These characteristics are consistent with the current findings, where students taught through the Practice Teaching Style achieved higher dribbling improvement scores.

Similarly, another study entitled (Mawarti, S., Rohmansyah, N. A., & Hiruntrakul, 2022) emphasized that teaching styles significantly affect students' learning motivation in physical education classes. The researchers explained that students who perceive instructional activities as structured, clear, and supportive are more likely to develop stronger intrinsic motivation and learning engagement. In the present study, highly motivated students who received the Practice Teaching Style demonstrated the highest learning improvement because the instructional process enabled them to repeatedly practice dribbling techniques with greater focus and consistency.

Although previous studies have examined the relationship between teaching styles and motivation in physical education, this study contributes additional evidence by specifically investigating the interaction effect between the Practice Teaching Style and the Inclusion Teaching Style on football dribbling learning outcomes among Indonesian high school students. Furthermore, this study provides empirical evidence regarding how motivation levels influence the effectiveness of different teaching styles in football skill learning contexts. This interaction-based analysis offers a more comprehensive understanding of instructional strategies in physical education, particularly in football dribbling instruction at the secondary school level.

CONCLUSIONS AND SUGGESTIONS

In general, it can be said that the Practice Teaching Style approach and motivation are variables that influence the improvement of *dribbling learning outcomes* in soccer games. The Inclusive Teaching Style approach is a fun learning approach, but sometimes students are more busy paying attention to the level of difficulty between students presented by the

teacher, therefore teachers need to condition learning to provide more optimal results in improving *dribbling learning outcomes* in soccer games (Pranata et al., 2024). Learning with the Practice Teaching Style approach turns out to have a higher influence on improving *dribbling learning outcomes* in soccer games. The advantages of this Practice Teaching Style can be used as a solution for teachers in an effort to improve *dribbling results* in soccer games. Regarding the application of the two teaching styles, the use of the Practice Teaching Style and the Inclusive Teaching Style to improve *dribbling learning outcomes* in soccer games, there is still another factor, namely motivation (Beissel et al., 2024). The results of the study showed a significant difference in improving *dribbling learning outcomes* in soccer games between groups with high motivation and groups with low motivation. This implies that teachers need to pay attention to motivational factors in efforts to improve *dribbling learning outcomes* in soccer games (Chakraborty, 2023).

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