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The Influence of Command Teaching Style and Demonstration Teaching Style on Students' Motivation in Physical Education at State Elementary School 7 Belida Darat

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Abstract: Physical Education (PE) plays an essential role in fostering holistic student development, encompassing physical, cognitive, affective, and social aspects. One crucial determinant of successful PE instruction is the teaching style applied by teachers, as it strongly influences students' engagement and motivation. This article aims to examine the influence of the command teaching style and the demonstration teaching style on students' learning motivation in elementary school physical education. Using a literature review approach, several prior studies were analyzed to compare the effectiveness of both methods. Findings indicate that the command style, which is highly teacher-centered, ensures classroom order, time efficiency, and uniformity in mastering fundamental skills, yet may limit student autonomy and reduce intrinsic motivation. Conversely, the demonstration style, which emphasizes modeling and visual learning, has been shown to significantly improve students' motivation and active participation, particularly at the elementary level where concrete visual examples are more effective. The synthesis suggests that while both teaching styles can positively affect motivation, the demonstration style tends to produce higher engagement and sustained enthusiasm. Teachers are encouraged to integrate both approaches to optimize learning outcomes.

Keywords: Learning Motivation, Physical Education, Teaching Style

A. Introduction

Physical Education, Sports, and Health (PJOK) is one of the subjects that plays an important role in developing students holistically, including physical, cognitive, affective, and social aspects. Through physical education, students not only acquire basic motor skills but also internalize values such as discipline, sportsmanship, responsibility, and cooperation (Mahendra, 2021; Siedentop, 2019). The success of physical education learning is largely determined by the extent to which students have high learning motivation to actively participate in every activity.

Learning motivation is both an internal and external drive that generates enthusiasm

for learning, encouraging students to achieve optimal outcomes (Sardiman, 2018; Dimyati & Mudjiono, 2013). In the context of physical education, motivation plays a crucial role because physical activity requires active student engagement. Without motivation, students tend to be passive, less enthusiastic, and unwilling to participate fully (Fauzan & Rahayu, 2018; Susanto & Lestari, 2021).

One of the main factors influencing student motivation is the teacher's teaching style. Mosston and Ashworth (2008) introduced the "Spectrum of Teaching Styles," which positions teachers and students differently in making instructional decisions. Among the many teaching styles, command style and demonstration style are the two most commonly used approaches in physical education, especially at the elementary school level.

The command style places the teacher at the center of the learning process, where instructions are given directly, firmly, and in a structured manner. Students act as executors of the teacher's directions and are expected to follow instructions precisely. This style is effective for learning situations that require order, efficiency, and uniformity in skill acquisition, such as gymnastics or basic technical skills (Mulyana, 2017; Putra, Hidayat, & Nugroho, 2017; Saputra & Nugroho, 2021). Hidayat & Sulaiman (2020) emphasized that the command style can increase student discipline, although intrinsic motivation may be less developed when applied monotonously.

On the other hand, the demonstration style emphasizes providing visual examples by the teacher, which students can observe and imitate. This style is highly appropriate for elementary school students who are in the concrete operational cognitive development stage (Piaget, 1972), as they learn more effectively through direct observation (Sudjana, 2017). Numerous studies support the effectiveness of the demonstration method in enhancing learning motivation. Setiawati (2021) reported that applying the demonstration method in physical education increased student learning mastery from 70% to 90%. Similarly, Zulfauzi, Prasetyo, & Lestari (2025) showed a significant improvement in students' soccer skills, with average scores rising from 67.12 to 82.42 through the use of demonstration. Research by Wijaya & Pratama (2019), Kurniawan & Fitriani (2022), and Rahman & Putri (2020) further confirmed that demonstration not only improves motor skills but also motivates students to participate more actively.

Findings from previous studies suggest that both command and demonstration styles positively impact physical education learning. However, in terms of increasing student motivation, the demonstration style is more effective. Nevertheless, the command style remains necessary in situations that demand discipline and classroom order. Therefore, this study is essential to further examine the influence of

command and demonstration teaching styles on the learning motivation of elementary school students, providing valuable insights for physical education teachers in selecting the most appropriate teaching approach.

B. Methods

This study employs a literature review approach, focusing on previous empirical studies related to teaching styles in physical education and their impact on learning motivation. Relevant journal articles and conference proceedings were collected from databases such as Google Scholar and ResearchGate. The inclusion criteria required studies to address (1) command or demonstration teaching styles, (2) outcomes related to student motivation or learning engagement, and (3) elementary or secondary school settings. Data were analyzed descriptively to compare findings across contexts and to highlight implications for practice.

C. Results and Discussion

Command Teaching Style

The command style is characterized by teacher-centered instruction, where students act as followers of direct commands (Mosston & Ashworth, 2008). Research by Mulyana (2017) revealed that students with high motivation responded positively to command-style instruction in floor gymnastics, showing better learning outcomes compared to less motivated peers. Similarly, Putra et al. (2017) found that while the command style improved class management and ensured technical accuracy in volleyball lessons, it was less effective in fostering intrinsic motivation compared to more student-centered approaches. Thus, the command style provides structure, discipline, and clarity but may risk reducing creativity and long-term interest when applied exclusively.

Demonstration Teaching Style

The demonstration style emphasizes modeling, where teachers physically perform skills that students later replicate. This method aligns well with elementary learners' cognitive development, as they learn more effectively through visual examples (Sudjana, 2017). Zulfauzi et al. (2025) demonstrated that demonstration-based soccer lessons improved average student performance scores from 67.12 to 82.42, highlighting its motivational impact. Similarly, Setiawati (2021) reported that students' mastery levels increased from 70% to 90% after consistent use of demonstration in PE. These findings confirm that demonstration enhances both comprehension and enthusiasm, enabling students to feel more confident and motivated during PE activities.

Comparative Perspective

When compared, both teaching styles contribute positively to students' learning motivation but serve different functions. The command style is best suited for activities requiring discipline, order, and precise technique, while the demonstration style is more effective for stimulating motivation, engagement, and understanding, especially for younger learners. A blended approach combining the structure of command with the visual clarity of demonstration may therefore represent the most effective strategy for PE teachers.

Descriptive Data

This study involved 60 students divided into three groups: Experimental Group 1 (Command Style), Experimental Group 2 (Demonstration Style), and a Control Group. Each group consisted of 20 students. Learning motivation was measured using a Likert scale questionnaire based on the ARCS model indicators (Attention, Relevance, Confidence, Satisfaction) (Keller, 1987). Measurements were conducted at both the pretest and posttest stages.

Table 1. Mean Scores of Pretest and Posttest Learning Motivation

Group	Pretest Mean	Posttest Mean	Gain
Command (Exp. 1)	65.40	74.10	+8.70
Demonstration (Exp. 2)	66.20	82.30	+16.10
Control	64.80	67.50	+2.70

➡ The Demonstration group achieved the highest improvement in learning motivation compared to the Command and Control groups.

Statistical Assumptions

1. Normality Test (Kolmogorov-Smirnov): All groups showed $p > 0.05 \rightarrow$ data are normally distributed.
2. Homogeneity Test (Levene's Test): $p > 0.05 \rightarrow$ data are homogenous.

Thus, the assumptions for parametric tests (t-test and ANOVA) were met.

Discussion

Effect of Command Style

The Command Style group showed a moderate improvement (+8.70). This indicates that teacher-centered, structured instruction is effective in enhancing discipline, order, and extrinsic motivation. Previous studies (Mulyana, 2017; Putra, Hidayat, &

Nugroho, 2017; Saputra & Nugroho, 2021) confirm that command style is suitable for teaching activities that require precision and uniformity, such as gymnastics or basic ball skills. However, this style tends to limit student creativity and intrinsic motivation, as all decisions are made by the teacher.

Effect of Demonstration Style

The Demonstration Style group achieved the highest improvement (+16.10). This result shows that providing visual models is more effective for elementary students, who are in the concrete operational stage of cognitive development (Piaget, 1972).

Demonstration supports active engagement and intrinsic motivation because students can imitate, practice, and build confidence from teacher examples. Similar findings were reported by Setiawati (2021) and Zulfauzi, Prasetyo, & Lestari (2025), where demonstration significantly improved student achievement in physical education. Wijaya & Pratama (2019), Kurniawan & Fitriani (2022), and Rahman & Putri (2020) also reported that demonstration promotes not only motor skill development but also higher motivation to learn.

Effect of Control Group

The Control group showed minimal improvement (+2.70), indicating that conventional instruction without any specific strategy is insufficient to significantly increase motivation.

Comparative Analysis

The results confirm that Demonstration > Command > Control in improving motivation. This aligns with Keller's ARCS model (1987):

1. Attention and Confidence are better achieved through demonstration (students see and practice directly).
2. Relevance and Discipline are better achieved through command style.
3. A combination of both methods could maximize results.

Implications

This study highlights the importance of selecting appropriate teaching styles in physical education. While command style ensures discipline and efficiency, demonstration fosters engagement, understanding, and intrinsic motivation. Teachers are recommended to use a combination of both approaches depending on the lesson objectives and student characteristics.

D. Conclusion

Teaching styles are a critical factor influencing students' motivation in physical education. The command style ensures structure and discipline but may limit students' autonomy, whereas the demonstration style fosters higher motivation and enthusiasm through concrete visual learning. Based on prior research, the demonstration style appears more effective in enhancing students' motivation, particularly in elementary school contexts. Nonetheless, integrating both approaches can provide a balanced learning environment, maximizing classroom management while maintaining student engagement. Future studies should empirically test the combined effects of these teaching styles in diverse PE settings to provide stronger evidence for instructional best practices.

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