



The Relationship Between Communication and Teamwork with The Learning Outcomes of Physical Education, Sports and Health

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Abstract

This research is motivated by the fact that student involvement in Physical Education, Sports, and Health (PE) learning is still not optimal, especially in the aspects of communication and teamwork that have the potential to affect learning outcomes. The purpose of this study is to find out the relationship between communication skills and teamwork on student learning outcomes. The research uses a quantitative approach with a correlational descriptive method. The research subjects consisted of 90 grade VII of Junior High School 12 Bandung who were selected using a simple random sampling technique based on certain criteria. Data collection was carried out through a Likert scale questionnaire that has been adjusted to the context of Physical education learning. Data analysis uses descriptive and inferential statistics. The normality test showed that not all variables were normally distributed, so the analysis was continued using the Spearman Rank correlation test. The results showed that communication had a significant and strong relationship with learning outcomes ($r = 0.759$; $p < 0.05$), while teamwork had a very strong relationship ($r = 0.830$; $p < 0.05$). Simultaneously, communication and teamwork also showed a very strong association with learning outcomes ($r = 0.818$; $p < 0.05$). These findings indicate that teamwork has a more dominant role than communication, especially in PE learning based on group activities. Communication serves as the basis for information delivery and coordination, while teamwork strengthens the process of interaction, role-sharing, and student engagement. Thus, it can be concluded that communication and teamwork are two aspects that complement each other and need to be developed simultaneously to improve student learning outcomes in Physical education learning.

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INTRODUCTION

Education is the main foundation in forming a quality generation, because through a holistic learning process, students not only gain academic knowledge, but also social values, character, and critical thinking skills needed in life. This is important considering that the low quality of education can have a direct impact on the formation of superior human resources, and even have implications for the welfare aspect of educators themselves (Noviyani, 2023). Thus, improving the quality of education cannot only focus on cognitive aspects, but also needs to touch a broader dimension.

In line with that, education not only plays a role in developing intellectual abilities, but also shapes the character and social skills of students (Irwan & Kamarudin, 2021). A holistic educational approach has been proven to be able to strengthen students' competencies as a whole, including in strengthening moral values such as integrity, responsibility, and the ability to work together. In fact, research shows that the integration of character education in the curriculum has a real impact on improving students' empathy and social responsibility (Suhara et al., 2025). This shows that character education is not just a complement, but an important part of the educational process.

In the context of education policy in Indonesia, strengthening character education is one of the main focuses in response to various phenomena of declining morale among the younger generation (Hambali, 2024). These efforts are directed at forming individuals who are not only academically intelligent, but also have a strong moral foundation in daily life (Atik & Mulyani, 2022). Therefore, the educational curriculum is designed to develop students' competencies as a whole, including cognitive, affective, and psychomotor aspects (Erin, 2019). This approach is considered to be able to increase learning motivation while deepening students' understanding through more meaningful learning experiences (Aulia Arsinta, Abdur Rahman, 2024).

One of the subjects that has a significant contribution to the development of this aspect is Physical Education, Sports, and Health (PE). Physical education is not only oriented to physical activity, but also plays a role in shaping students' character, mental health, and social abilities (Ramadhani et al., 2022). In practice, Physical education learning provides a space for students to interact, work together, and develop

communication skills.

Communication skills themselves are important skills that support individual success in various contexts, including in learning (Anas & Sapri, 2022). In the digital and post-pandemic era, this ability has become increasingly relevant due to changes in increasingly complex interaction patterns (Jean Aril Farisma et al., 2024). Interpersonal communication, as part of these abilities, is the basis for building effective relationships through direct exchange of information, both verbal and non-verbal (Kusumasari, Nuruliah, Hidayat & Nugraha, 2025).

However, based on initial observations at Junior High School 12 Bandung, Physical education learning has not been fully able to optimize the aspects of communication and cooperation. There are still students who are less active in group activities, have difficulty conveying ideas, and are low in working together. This condition shows that affective and social aspects in learning have not been developed optimally, which ultimately has an impact on low learning effectiveness and student learning outcomes.

Based on these problems, this study is focused on analyzing the relationship between communication skills and teamwork to student learning outcomes in Physical education learning. In addition, this study also aims to find out the extent to which the two variables together have an influence on student learning outcomes at Junior High School 12 Bandung. Thus, the results of this study are expected to provide a clearer picture of the importance of strengthening communication and collaboration aspects in improving the quality of learning, the novelty of this research lies in the simultaneous integration of communication skills and teamwork into PE learning outcomes. Previous research generally only discussed one social skill variable, while this study examined both variables simultaneously in learning Physical education. Another novelty is in the context of research conducted in Physical education learning, especially large ball game activities that require verbal and nonverbal communication, as well as direct teamwork. This is different from previous research that was more conducted on general or non-practical learning subjects.

In addition, this study measures learning outcomes more comprehensively through cognitive, affective, and psychomotor aspects, so that it is in accordance with the characteristics of PE learning which emphasizes the development of students as a whole. This study also provides an

empirical contribution regarding the relationship between communication skills and teamwork to the learning outcomes of grade VII students of junior high school 12 Bandung through partial and simultaneous correlational analysis. Thus, this research is expected to strengthen the study of social skills in PE learning and become a reference in the development of learning oriented to the physical and social aspects of students.

METHOD

This study uses a quantitative approach with a correlational descriptive method. This approach was chosen because the data collected is in the form of numbers, so it can be analyzed using statistical techniques to see the relationships between variables. The correlational descriptive method itself is used to determine the extent of the relationship between communication skills (X_1) and teamwork (X_2) on Physical education learning outcomes (Y), without any treatment or manipulation of the variables studied (Candra Susanto et al., 2024). In other words, the study is non-experimental, where the researcher only observes conditions that occur directly in the field and measures them objectively. Data analysis was carried out using descriptive statistics to describe the data condition, as well as inferential statistics to test the research hypothesis.

The subject of this study is a grade VIII student of a public junior high school in the city of Bandung who participated in Physical Education, Sports, and Health (PE) learning in the current school year. Grade VIII students are generally in the age range of 13 – 14 years, which is the early adolescent phase which is characterized by the development of communication skills, social interaction, and cooperation in the school environment. These characteristics are assessed in accordance with the focus of research that examines communication skills and teamwork in physical education learning.

The population in this study is all grade VIII students of junior high school 12 Bandung. Population is understood as a whole subject that has certain characteristics in accordance with the focus of the research (Subhaktiyasa, 2024). Meanwhile, the sample is part of the population that is selected to represent the overall characteristics of the population. The sampling technique is carried out using simple random sampling so that each member of the population has the same opportunity to be selected as a research sample. The use of this technique aims to be able to describe the actual conditions in the field so that the re-

search results remain representative. The sample criteria in this study include students who actively participate in Physical education learning, are willing to be respondents, and are involved in group learning activities. Based on these criteria, a sample of 90 students was obtained which was considered to be able to represent the research population. In this way, the results of the study are expected to remain representative even though they only use a portion of the population.

This study involved three main variables, namely two independent variables consisting of communication (X_1) and teamwork (X_2), and one bound variable, namely PE learning outcomes (Y). Communication skills in this study are understood as the process of conveying information, instruction, and feedback, both between teachers and students as well as between students in physical education learning. Indicators used include message clarity, frequency of feedback, listening ability, openness in asking questions, and use of appropriate language. Teamwork is defined as the ability of students to work together to achieve learning objectives, which is demonstrated through coordination, division of tasks, responsibility, conflict resolution, and support between group members. Meanwhile, learning outcomes refer to student achievement in sports learning which includes cognitive, affective, and psychomotor aspects, which are measured through test scores, attitudes and participation, and practical skills.

The research instrument used was a questionnaire with a Likert scale. Communication instruments refer to sport communication, while teamwork instruments refer to teamwork instruments developed by (James Tangkudung, 2018). Each statement is prepared in the form of a Likert scale to measure students' perceptions of communication skills and teamwork in PJOK learning.

However, not all items in the instrument are used. In the communication instrument which initially consisted of 25 items, the researcher only used 11 items that were considered most relevant to the research purpose. Likewise, in the team cooperation instrument which originally amounted to 38 items, 18 statements were selected in accordance with the characteristics of the research. The process of selecting this item is carried out by considering the suitability of the indicators with the variables being researched and the conditions of the respondents in the field. In addition, the instrument was also readjusted to be more contextual with the characteristics of Junior High School 12 Bandung students as research subjects.

RESULTS AND DISCUSSION

Table 1. Descriptive statistics

Variabel	Mean	Std. Devi-ation	N
Communication	41.13	4.047	90
Teamwork	66.46	5.482	90
Learning outcomes	95.21	1.402	90

Based on **Table 1** of descriptive statistics, all variables were analyzed on 90 respondents, so that the data used were consistent and could represent the condition of the sample. Judging from the average score, the learning outcomes had the highest score 95.21 which showed that the respondents' learning outcomes were relatively good. Meanwhile, teamwork 66.46 and communication 41.13 were below, with communication as the lowest variable. This gives an early impression that high learning outcomes are not always followed by equally strong communication skills. In terms of data dissemination, learning outcomes have the smallest variation $SD = 1.402$, so they tend to be homogeneous. In contrast, teamwork $SD = 5.482$ and communication $SD = 4.047$ showed greater variation between respondents. In summary, this data shows that learning outcomes are high and relatively even, but communication and teamwork skills still vary. This condition is the basis for further analysis regarding possible relationships or influences between variables.

Table 2. Normality test

variabel	Test sta-tistic	Asymp. Sig
Communication	0.103	0.020
Teamwork	0.079	0.200
Learning outcomes	0.089	0.078

Based on the results of the normality test, all variables were tested on 90 respondents so that the data was consistent for comparison. From the value of Asymp. It can be seen that the communication variable has a value of $0.020 < 0.05$, so the data is not normally distributed. In contrast, teamwork 0.200 and learning outcomes $0.078 > 0.05$, so both can be considered to meet the assumption of normality. This condition shows that the assumption of normality is not fulfilled as a whole. Because there is one of the abnormal variables, the use of parametric tests is inappropriate if used. Therefore, the analysis was continued with a non-parametric approach, namely using Spearman's Rank. The selection of Spearman's Rank was done because this method does not demand normal distributed data.

This approach was chosen so that the re-

sults of the analysis can still provide an accurate and scientifically accountable picture of the relationship between variables. Thus, the data has fulfilled one of the important assumptions in parametric statistical analysis, but there is one variable that is abnormally distributed that makes the analysis use non-parametrics. In line with this, the correlation test used is Spearman's Rank to identify the relationship between variables in this study.

Table 3. Linearity test

variabel	F	sig
Communication – Learning outcomes	0.948	0.513
Teamwork – Learn-ing outcomes	1.774	0.044

Based on **Table 3**, it is stated that the results of the linearity test, there are two relationships that are tested, namely communication with learning outcomes and teamwork with learning outcomes. The significance value of the relationship between communication and learning outcomes is $0.513 > 0.05$, so the relationship between the two can be considered linear. This means that changes in communication still show a pattern that is in the same direction and is quite consistent with learning outcomes. In contrast, the relationship between teamwork and learning outcomes had a sig value of $0.044 < 0.05$, which means that it does not meet the assumption of linearity. This suggests that the pattern of relationships that occur is not entirely linear and likely does not follow a straight line simply. From this, it can be concluded that not all variables have a linear relationship pattern with learning outcomes. This needs to be considered because it will affect the selection of the next analysis, especially in determining the approach that suits the characteristics of the data.

Table 4. Uji hypothesis

Variable	Correlation Coefficien	sig
Communication	0.759	0.000
Teamwork	0.830	0.000
Communication & Teamwork – Learning outcomes	0.818	0.000

Based on the results of the correlation test, all variables were analyzed in 90 respondents and showed a significance value of $0.000 < 0.05$. This indicates that the relationship between variables in this study is statistically significant. The correlation value between communication and learning outcomes of 0.759 shows a strong and

positive relationship. This means that improved communication tends to be followed by improved learning outcomes. Meanwhile, the relationship between teamwork and learning outcomes has a coefficient of 0.830, which is in the very strong category. This shows that teamwork has a higher correlation to learning outcomes than communication.

For joint relationships, communication and teamwork on learning outcomes showed a correlation value of 0.818, which is also in the very strong category. This indicates that the two variables simultaneously have a strong relationship with learning outcomes. Overall, these results show that communication and teamwork both have a positive and significant relationship to learning outcomes, both individually and together. Thus, the research hypothesis is acceptable and these results are the basis for looking at the role of the two variables in supporting the achievement of learning outcomes.

Communication of learning outcomes
Clarity in material delivery is one of the important factors that explains why communication and teamwork can affect learning outcomes. In the learning process, material that is delivered in a clear, structured, and easy-to-understand manner will help students grasp the essence of information without causing misinterpretation. When communication takes place effectively, students not only receive information, but also have space to confirm understanding through questions and answers or group discussions (Miftah, 2019). These findings are in line with several studies that show that a high level of student interpersonal communication has the potential to be a major supporting factor in achieving optimal learning outcomes, especially in physical education subjects that require social interaction (Salim, Reshandi, 2025).

Learning motivation is one of the factors that explains why communication and teamwork affect student learning outcomes. In the learning process, open and supportive communication makes students feel more valued and comfortable to be involved, for example when asking questions, expressing opinions, or trying new things. This condition indirectly increases students' internal drive to learn. When combined with teamwork, there is a sense of shared responsibility that encourages each member to contribute to achieving the group's goals. As a result, students not only learn because of demands, but also because of encouragement from within themselves and their social environment, so that learning involvement becomes more consistent.

This is supported by research by Nafia Wafiqni, (2023) Learning motivation is one of the determining factors for success in learning activities. If students do not have the motivation to learn in themselves, it will result in several problems, including lack of enthusiasm, seriousness, concentration and activeness in learning activities and low learning outcomes obtained by students. One of the indicators that can give rise to learning motivation in students is a conducive learning environment.

Teamwork on learning outcomes

Interaction and discussion between students is one of the important mechanisms that explain the relationship between communication, teamwork, and learning outcomes. In learning, especially those involving group activities, students not only passively receive the material, but also engage in the process of asking each other, explaining, and responding to each other's opinions is also explained in the research of Muana & Elhawwa, (2024) stating that through discussion, students have the opportunity to test their understanding, correct misconceptions, and see a material from a different perspective. This process makes learning more active and meaningful, as knowledge is not only received, but also built together through social interaction. In the context of Physical education, this interaction is also seen in the preparation of game strategies and coordination between team members, which strengthens students' understanding and skills.

These findings are supported by the research of Irgi Iksan Mulyana et al., (2024) By providing a hands-on and interactive experience, students are more likely to engage and retain information better because In physical education and sports, this strategy can increase student engagement and strengthen understanding of the concepts taught. Examples include group discussions, simulation games, and collaborative projects. This can motivate students to learn and improve their overall learning outcomes. It also shows that active interaction in Physical education learning increases student participation and learning outcomes. Thus, interaction and discussion between students are not only part of the learning process, but also a key factor that strengthens the relationship between communication, teamwork, and learning outcomes (Firman-syah et al., 2025).

The division of roles in a team is an important factor that explains how cooperation and communication can impact learning outcomes. In group-based learning, each student generally

has certain responsibilities, such as setting strategies, coordinating members, or carrying out technical tasks in the field. This division of roles makes students not only physically present, but also actively involved in the learning process. When roles are well executed and supported by clear communication, each member understands what needs to be done and how to contribute to the group's goals. This condition encourages a sense of individual and collective responsibility, so that the learning process becomes more directed and effective.

These findings are in line with the research of Krisnawati, (2022) who states that individuals can learn through observation and interaction with others. In addition to increasing awareness about cooperation, this study also shows an improvement in students' collaborative skills. They become more skilled at communicating, sharing ideas, and working together in groups, skills that are invaluable for future professional lives.

Communication and Teamwork on learning outcomes

Clarity of information delivery and exchange can be understood as the main factor that explains why communication and teamwork affect learning outcomes. In the learning process, communication that is delivered in a coherent and easy-to-understand manner helps students avoid misconceptions, so that the material can be received more appropriately (Khoiriyatul, 2018). Not stopping at receiving information, effective communication also provides space for students to ask questions, confirm, and deepen understanding through interactions that occur in the classroom. Meanwhile, in teamwork, information exchange takes place more intensely through discussions, knowledge sharing, and mutual correction of understandings between members. This process allows for immediate clarification of concepts, so that errors can be minimized from the start. In addition, two-way communication within the team encourages the active involvement of each member, so that the understanding formed is not only individual, but is the result of a shared construction that ultimately strengthens the quality of student learning outcomes.

These findings are supported by research by Shalahuddin & Nurhaliza, (2024) who state that effective communication in organizations includes clarity, openness, and constructive feedback. Leaders who adopt a participatory and transparent communication style tend to be more successful in engaging their team members and ensuring that all perspectives and information are

considered in the decision-making process. In addition, continuous communication and constant feedback are essential to ensure that the decisions taken are well implemented and can be adjusted based on the results achieved (Kusyani, 2022).

Feedback and direct correction are important mechanisms that explain how communication and teamwork can improve learning outcomes. In learning, two-way communication makes students not only accept the material, but also obtain responses to the understanding they have, so that mistakes can be immediately recognized and corrected without having to drag on (Muslim et al., 2022). This process becomes more effective when it takes place in teamwork, as students exchange opinions, proofread, and complete understanding through active discussion. On the other hand, the role of teachers remains crucial in providing direction, clarification, and reinforcement so that the correction process runs on target. The combination of peer feedback and teacher guidance creates a responsive and adaptive learning environment, so that every mistake is not only corrected, but also interpreted as part of the learning process that deepens student understanding (Zulfatunnisa, 2022).

This finding is supported by research by Talan et al., (2021) which states that corrective feedback in the learning process of health care philosophy in PJKR UKAW students is in the Very Appropriate category. Thus, so far what is applied by lecturers to students in the learning process of the philosophy of health care is very appropriate. Thus, immediate feedback and correction are important factors that strengthen the relationship between communication, teamwork, and learning outcomes.

Peer learning can be understood as a mechanism that bridges the influence of communication and teamwork on student learning outcomes. In practice, students not only act as recipients of information, but also as active parties to explain the material back to their peers. The communication process that is built tends to use simpler and contextual language, so that it is easier to understand than formal delivery in class (Nur, 2017). This indirectly helps reduce barriers to understanding, especially in complex materials.

On the other hand, teamwork strengthens the process through continuous interaction in the study group in line with Muhkarom's research, (2021) stating that the discussions, questions and answers, and clarifications that occur encourage students to complement each other's understanding and process information more deeply. In-

terestingly, not only students who receive explanations benefit, but also students who provide explanations because they are required to understand the material more comprehensively. Thus, the combination of active communication and effective teamwork makes peer learning a relevant approach in improving the quality of understanding and ultimately impacting student learning outcomes (Rofiudin et al., 2024).

This finding is supported by research by Kalsum et al., (2023) stating that by applying peer tutors, students feel free and do not feel pressured if they communicate with their peers. This can also be seen from the learning process applied by researchers where students are more free to ask questions to their peers than to ask teachers who teach in line with the research of Wali et al., (2020) stating that the application of peer learning in Physical education activities can increase student involvement, understanding, and learning outcomes. Thus, peer learning is an important factor that strengthens the relationship between communication, teamwork, and improved learning outcomes.

Coordination and strategy formulation in PE learning are basically inseparable from the quality of communication and teamwork built among students, while in the research of Yeni & Susanti, (2023) stated that in the context of game activities and group tasks, communication functions as the main medium to convey instructions, manage positions, as well as equalize understanding of the strategy to be implemented. When communication takes place clearly and precisely, students tend to understand the role, implementation time, and techniques that must be carried out, so that the learning process becomes more directed and effective, this is also strengthened by the research of Sartika & Nengsi, (2022) stating that teamwork is a tangible manifestation of the implementation of the strategy in the field. Students are not only required to participate, but also be able to adjust to team rhythms, support each other, and perform roles consistently. According to Ismail et al., (2025) stated that without good cooperation, strategies that have been formulated through communication will be difficult to realize optimally. Another study stated that the balance between effective communication and solid teamwork is a key factor that not only improves the quality of learning interactions, but also has a direct impact on improving movement skills, tactical understanding, and overall student learning outcomes (Paat et al., 2023).

This finding is supported by research by Serunting et al., (2025) which states that the learning

process by using the right learning strategy certainly makes learning meaningful. The growth of students' interest and interest is influenced by fun treatments that can be applied to all levels of education (elementary, junior high, and high school). It also shows that the combination of communication and teamwork contributes to the improvement of students' movement skills and learning outcomes. Thus, coordination and strategy are concrete evidence that communication and cooperation not only have a theoretical impact, but are also seen directly in student performance and learning achievement (Natoil & Zulkifli, 2020).

CONCLUSION

Based on the overall results of the analysis that has been carried out in this study, it can be concluded that communication and teamwork skills have a very important role in supporting the achievement of student learning outcomes in pjok learning. The test results showed that the two variables were not only significantly related, but also in the category of strong to very strong relationships. This indicates that the better the students' communication skills, the greater the opportunities for students to understand the material, follow instructions, and be actively involved in the learning process.

On the other hand, teamwork has been shown to make a more dominant contribution, which can be seen from the higher strength of relationships than communication. This condition shows that in the context of pjok learning which involves a lot of group activities, interaction, and coordination between students, the ability to work together is a factor that greatly determines the success of learning. Processes such as role sharing, discussion, and mutual feedback between group members indirectly strengthen students' understanding of the material studied.

Overall, these findings show that communication and teamwork are not two aspects that stand alone, but complement each other in creating a more effective learning process. When the two run in balance, learning becomes more lively, participatory, and meaningful. Therefore, strengthening these two aspects needs to be the main concern in designing a pjok learning strategy, so that student learning outcomes can be improved optimally and sustainably.

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