



THE INFLUENCE OF COACH LEADERSHIP STYLE ON ATHLETE'S TRAINING MOTIVATION IN EXTRACURRICULAR ACTIVITIES

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Abstract

The coach's leadership style has an important role in increasing the enthusiasm and motivation of athletes to follow the training program. Various factors can influence training motivation, one of which is the leadership style approach the coach applies during training. This study aims to determine the dominant leadership style used by the coach, the level of training motivation, and the influence of the coach's leadership style on athlete training motivation at SMANTIR ATHLETIC CLUB. The type and method used in this study is quantitative research. The sample in this study amounted to 10 people using a total sampling technique. Data collection in this study was done by surveying using questionnaires, and data analysis techniques used were simple regression analysis. The results of this study indicate that first, the dominant leadership style applied by the coach is autocratic, with a percentage of 76%. Second, the level of training motivation of SMANTIR ATLETIK CLUB athletes varies quite a lot. Most athletes have a moderate level of motivation with a percentage of 40%, very high 10%, high 20%, low 20%, and deficient 10%. Third, the coach's leadership style affects training motivation with a sig value of 0.03 and a coefficient of determination of 44.5%. The conclusion is that the dominant leadership style applied by the coach is autocratic, the level of training motivation of the majority of athletes is in the moderate category, and the coach's leadership style influences the training motivation of athletes at SMANTIR ATHLETIC CLUB.

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INTRODUCTION

Participating in sports is something that many people will choose to do in their lives. In participating in this sport, one of the relationships that directly impact an athlete's success is the relationship between the athlete and his coach. The quality of the coach-athlete relationship is important for the athlete's development and overall sports performance.

According to Masram (2020) dalam (Tarigan et al., 2021) leadership style directly or indirectly shows a leader's beliefs about his subordinates. The coach's leadership style is a typical method and is usually carried out by a coach in carrying out his duties (Suci Cahyati et al., 2020).

The role of a coach is very important in helping athletes reach their full potential and achieve success in competition (Čaprić et al., 2023). Motivated athletes tend to learn more about discipline, hard work, and responsibility. Still, on the other hand, if athletes are not motivated, they tend not to have a sense of enthusiasm in training, so it becomes a problem that affects their level of achievement (Nasiruddin et al., 2020).

Motivation is the main driver behind an athlete's commitment and hard work in training and preparation. Strong motivation and drive to achieve will significantly help an athlete undergo a training program that has been prepared correctly, with sincerity, and with high discipline (Pamungkas & Mahfud, 2020).

Based on the results of the observation, it was found that there was a problem with the level of student attendance in participating in routine training. Many students attended training at the beginning of training, but after several meetings, many were often absent from

routine training. The absence of a coach from a training session can significantly impact student motivation.

The coach acts as a technical and strategic director and a source of inspiration and encouragement. The absence of a coach often makes students feel less enthusiastic and lose focus in training. The lack of this authoritative figure can cause training to be less structured so that students do not get the guidance they need to develop. Furthermore, without moral support and encouragement from the coach, the spirit of togetherness and healthy competition among students can decrease. This ultimately hinders individual and team progress.

Until now, the most influential coach leadership style in increasing student training motivation at SMANTIR ATLETIK CLUB is still unknown. The complexity of the relationship between leadership style and student motivation at SMANTIR ATLETIK CLUB is influenced by many factors, including individual student characteristics, team dynamics, and training situations. The lack of in-depth research examining the specific context at SMANTIR ATLETIK CLUB makes it challenging to determine the most effective leadership approach.

With a deep understanding of how the coach's leadership style influences, the coach can make more effective changes in the management and structure of training (Dio Rosadi, 2018). This can help improve the quality of training and ultimately achieve better results in competition.

This study aims to determine the dominant leadership style applied by the coach, assess the level of athlete training motivation, and analyze the effect of the coach's leadership

style on athlete training motivation. So that it can understand the practical leadership style approach to athlete training motivation, the coach can design a more effective training program according to the needs of the athletes.

METHOD

This type of research uses a quantitative approach and research design using a survey with a data collection method through a questionnaire (questionnaire). The questionnaire instrument used was the Leadership Scale of Sport (LSS) developed by Saleh, (1980) (Fikret Soyer et al., 2014) to determine the coach's leadership style on this scale, consisting of 40 questions covering five dimensions of leadership behavior. The subdimensions include training and teaching behavior (13 items), democratic behavior (9 items), autocratic behavior (5 items), social support behavior (8 items), and positive feedback behavior (5 items). Participants provided answers on a 5-point scale ranging from 1 (never) to 5 (always).

The instrument used to measure training motivation is the Sport Motivation Scale (SMS), developed by Pelleiter et al. (1995) and adopted from research (Clancy et al., 2017). Respondents were asked to provide their responses or answers to each statement presented in the questionnaire, totaling 28 questions.

In this study, ten members of SMANTIR ATLETIK CLUB were used as samples. The sampling technique was carried out by total sampling. The variables in this study were the coach's leadership style (X) as the independent variable and training motivation (Y) as the dependent variable.

Data analysis technique: To determine the dominant leadership style applied by the

coach at SMANTIR ATLETIK CLUB, the researcher used a descriptive analysis technique by dividing the total score of the research results from each leadership style by the ideal score. To get the ideal score (Highest score x Number of instrument items x Number of respondents) (Sugiyono, 2016:248).

To study the level of athlete training motivation at SMANTIR ATLETIK CLUB. The data were then processed using the norm reference assessment approach (PAN).

Table 1 Motivation Level Score Category Exercise

Interval	Category
$X \geq M + 1,5 \text{ SD}$	Very High
$M + 0,5 \text{ SD} < X < M + 1,5 \text{ SD}$	High
$M - 0,5 \text{ SD} < X < M + 0,5 \text{ SD}$	Moderate
$M - 1,5 \text{ SD} < X < M - 0,5 \text{ SD}$	Low
$X < M - 1,5 \text{ SD}$	Very Low

Resource: (Wattimena. F.E & Khaeroni, 2021)

The researcher used a simple linear regression analysis technique to analyze the influence of the trainer's leadership style. Simple linear regression analysis tests the impact of one independent variable on the dependent variable.

RESULT AND DISCUSSION

Coach Leadership Style

Table 2 Coach Leadership Style

Leadership Style	Percentage
Training and Instruction	53%
Autocratic	76%
Democratic	60%
Social Support	62%
Positive Feedback	70%

Sumber: (Peneliti,2024)

The table above shows that the dominant leadership style applied by the coach is autocratic. This is in line with the research

conducted by (Muhammad Bikri Ash Shiddiq, 2023), which states that the autocratic leadership style is the dominant leadership style compared to the training and instruction style, democratic, social support, and positive feedback. In an autocratic leadership style, the leader has total control in setting policies and procedures, determining the goals to be achieved, and directing and supervising all team activities without involving team members (Rozikin & Andriani, 2024). An autocratic leadership pattern will occur if a coach wants to control all training activities. According to (Cholid, 2015), The autocratic coaching pattern has the coach determines several elements, namely, everything related to athletes, each athlete only does one type of action, giving praise (rewards) and punishments (punishment) is personal, in providing guidance is passive and the coach does not participate actively.

An autocratic coach leadership style can affect a bad relationship between athletes and coaches, and will hinder the development of athletes in developing their potential (Jiménez et al., 2019). This will have a negative impact on their self-confidence and level of motivation to practice. An autocratic leadership style often does not provide praise or support in balance with what athletes get, which will cause a loss of internal motivation.

An authoritarian leadership style also tends to be negative because it limits the space for athletes to develop and hinders their participation and motivation (Anjas Tamara, 2021). When coaches focus more on full control without paying attention to individual needs or team dynamics, players can feel underappreciated, lose confidence, and be hampered in developing their potential (Toto

Hariono et al., 2024). Therefore, it is very important for a coach to adopt a more adaptive leadership approach.

According to (Syed Ahmad & Parnabas, 2020) in their research, it shows that most athletes tend to choose coaches who apply a democratic leadership style. Therefore, researchers recommend that coaches apply a democratic leadership style approach predominantly used during training. This style is ideal because it allows athletes to be actively involved in the decision-making process, convey their ideas, and feel valued as important team members. This approach creates a more harmonious relationship between coaches and athletes and encourages mutual trust.

For example, in a match strategy determination situation, a democratic coach might discuss various options with his team. This coach will listen to input from his athletes and then integrate the best ideas into his strategic plan. In addition, if an athlete faces difficulties in training or competition, democratic coaches tend to provide emotional support and discuss with the athlete to find the most effective solution.

According to (Aziz et al., 2019), their research shows that communication or preferences for autocratic or democratic leadership styles do not solely determine the relationship between coach leadership behavior and athlete motivation. To encourage intrinsic and extrinsic motivation in athletes, coaches need to apply an approach appropriate to their athletes' character. This involves utilizing various dimensions of leadership, such as coaching and instruction, implementing democratic and autocratic styles, and providing social support and positive feedback. In

addition, coaches need to adapt the approach to the gender context and the specific needs of athletes to create an environment that supports optimal athlete development and performance.

Exercise Motivation Level

Based on the research results on the training motivation level of athletes at SMANTIR ATHLETIC CLUB. The athlete's level of motivation in participating in training can be described in the following table:

Table 3. Exercise Motivation Level

Category	Percentage
Very High	10%
High	20%
Moderate	40%
Low	20%
Very Low	10%

Based on the table above, it is known that the level of motivation of athletes at SMANTIR ATHLETIK CLUB training is moderate, mainly with a percentage of 40%, athletes with very high motivation with a percentage of 10%, athletes with high motivation with a percentage of 20%, athletes with low motivation with a percentage of 20%, and athletes with shallow motivation with a percentage of 10%. The results of this study align with the results of research conducted by (Pamungkas & Mahfud, 2020), which stated that the level of motivation of UKM taekwondo Satria Teknokrat training is in the sufficient/moderate category.

Motivation is an internal or external drive that drives individuals to achieve their goals (Hidayat & Heri Riswanto, 2023). In this case, SMANTIR ATHLETIK CLUB athletes need to be motivated during training and competitions because motivation is not just an addition but is universally accepted as something important to help athletes perform their best and perform better. This aligns with what (Blegur & Mae,

2018) said in their research that proper motivation motivates athletes to train hard and perform best in every competition.

Based on the results of the study above, the level of motivation training athletes at SMANTIR ATHLETIK CLUB have a relatively good level of motivation for training. Still, there needs to be a strategy to increase more specific motivation, for example, through a coach leadership style approach that can bring a more enjoyable training atmosphere and allow athletes to enjoy the program enthusiastically in every training session. This is in line with what was said by (Andesta et al., 2023) in their research that G Sports Center swimming coaches need to develop their knowledge and leadership style in training to increase athlete motivation in participating in training to achieve higher achievements.

Athlete psychology also plays an important role in the success of the achievement, with internal and external motivation being the main factors that support optimal performance in each match (Septi Lukman & Eko Bagus Fahrizki, 2022). You can emphasize the importance of reflection after each training session to motivate athletes. Every day, athletes must evaluate their results so that they are used to thinking, "What have I done and achieved today?" This approach helps athletes become more aware of their development and stay motivated (Kinandana & Achmad, 2020).

The Influence of Coach Leadership Style on Training Motivation

Coach Leadership Style on Training Motivation can be analyzed if it meets the analysis prerequisite test. Based on the research

results, the Shapiro-Wilk normality test shows that for the coach leadership style, the significance value (sig.) It is 0.077, and for training, motivation is 0.777. Because both values are more significant than 0.05, it can be concluded that the data is usually distributed. Furthermore, the linearity test produces a significance value of $0.946 > 0.05$ so that the relationship between the coach leadership style variables (X) and training motivation (Y) can be considered linear. The heteroscedasticity test shows a p-value of $0.530 > 0.05$. This means there is no homoscedasticity assumption violation, so that the residual variance can be regarded as the same. The results of the analysis prerequisite test show that the data meets the requirements and that the simple linear regression test can be continued.

Based on the simple linear regression test, a significance value of $0.035 < 0.05$ was obtained. This shows that the null hypothesis (H_0) is rejected, so it can be concluded that the coach's leadership style significantly influences training motivation. To find out how much the coach's leadership style contributes to training motivation, the R square value is 0.445, which means that the coach's leadership style contributes 44.5% to training motivation. The rest, 55.5%, is influenced by other factors not examined in this study. The influence of the coach's leadership style on athlete motivation is important because a good leadership style from a coach has a significant positive effect on athlete motivation (Getu & Getu Yemiru, 2020). The influence of the coach's leadership style that predominantly applies an autocratic style to the training process in motivating SMANTIR ATLETIK CLUB athlete training has a less good effect on athletes because the coach's

autocratic leadership style makes all decisions without involving athletes. The coach tends to increase extrinsic motivation.

Therefore, athletes will be motivated by external encouragement rather than their own will to develop, so their motivation to participate in training decreases. This is in line with the results of research conducted (Fitri & Gumelar, 2020). which revealed that the behavior of coaches who emphasize their athletes always follow their orders must follow the athlete's character, the right situation, and conditions will be more effective in increasing athlete motivation. Still, if the situation and conditions are incorrect, it will likely negatively impact and reduce training motivation.

Athletes at SMANTIR ATLETIK CLUB rely too much on the coach's instructions, so they have difficulty making tactical decisions on the field when they have to think independently because the coach is often not present directly on the field. This is in line with research conducted by (Jiménez et al., 2019), which states that an autocratic leadership style often results in decreased athlete motivation, ultimately affecting performance and performance

CONCLUSION

Based on the study results above, it can be concluded that the dominant leadership style applied by coaches is an autocratic leadership style, with 76% of coaches using an autocratic leadership style in their training process. The level of motivation for training athletes at SMANTIR ATLETIK CLUB, the majority have a moderate level of motivation, with a percentage of 40%. The coach's leadership style significantly influences athlete training

motivation, and the coach's leadership style contributes 44.5% to training motivation.

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