
INTERPERSONAL COMMUNICATION OF COACHES WITH MOTIVATION OF STUDENT-ATHLETES

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ABSTRACT

A coach's interpersonal communication is carried out to familiarize himself with athletes, the hope is that the coach can know what the athlete is thinking and at the same time, the coach can include positive motivations for the athlete, including achievement motivation. This research aims to determine the relationship between coaches' interpersonal communication and the achievement motivation of athletes who have become students at the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo. This correlational research uses an incidental sampling technique with a sample of 97 student-athletes. The research instrument uses a closed questionnaire for each variable. As a result, this research reveals that there is a significant relationship in the moderate category between coaches' interpersonal communication and student athletes' achievement motivation in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo. This has answered the question of how coaches' interpersonal communication can influence the achievement motivation of student-athletes in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo. Coaches can combine other things to motivate their athletes to excel, especially to increase athlete motivation. Researchers also suggest that future research should focus on what can motivate student-athletes to achieve achievements.

Keywords: interpersonal; motivation; student-athletes

INTRODUCTION

Communication is used to facilitate a person's relationship with other people, active communication between individuals can bring relationships between individuals closer (Sofia et al., 2020; Zis et al., 2021). Communication between a coach and his athletes is something that must be done in order to help athletes develop optimally. A coach can also help an athlete through the training process and can even help an athlete in a competition or important match.

Interpersonal communication is a form of direct or indirect communication aimed at someone with another person in order to get to know themselves (Lado, 2022; Ronquillo et al., 2020; Sulistyaniningsih et al., 2022). Interpersonal communication between coaches and athletes is an effort to familiarize themselves. This can also lighten the atmosphere so that there is no tension or so that coaches can incorporate positive doctrines into their

athletes. Even coaches can provide positive motivation so that athletes are motivated to become even better.

In general, someone's motivation that is considered better for others will have an effect that influences results (Awally et al., 2023; Erida & Arisman, 2023). The results in question are positive results that provide good benefits. A good example set by a coach will also motivate athletes. This can include extrinsic motivation in the hope that the athlete will also follow good things in order to change behavior to make it even better.

An athlete needs motivation to achieve an achievement, both internal and external motivation which is no less important and must be done continuously in order to gain the enthusiasm to compete or compete. (Duhe & Haryanto, 2021; Indraharsani & Budisetyani, 2018). A good coach will certainly not dampen his athlete's enthusiasm for achievement. Even good coaches will always provide support to their athletes both on and off the field.

Sports students in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo Most of them are athletes who are still involved in the sports they have been involved in for a long time, this is because the selection process for entering the Sports Study Program requires a portfolio of several types of physical skills and sports. Students who have entered the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo Apart from being required to achieve achievements in the academic field, they will also be directed to always achieve good achievements at the provincial, national and even international levels. So, the impact of this is of course that students still have to train under the guidance of a trainer.

The importance of this research is that it is a fundamental investigation into the importance of interpersonal communication between coaches and student athletes. If this is known, it is hoped that coaches can continue to implement this in increasing the motivation of their athletes if it really has a significant relationship to athlete motivation.

Almost similar research has been carried out between the interpersonal communication relationships of coaches and athletes. Research entitled the relationship between the effectiveness of coaches' interpersonal communication and athletes' mental toughness revealed that there was a positive and significant relationship between the effectiveness of coaches' interpersonal communications and the mental toughness of PBSI Semarang City athletes (Giandra & Setyawan, 2014). Research entitled the relationship between coach interpersonal communication and the achievement motivation of badminton athletes at the Jaya Raya Satria Badminton Association (PB) revealed that there is a significant relationship between the coach's interpersonal communication and the achievement motivation of badminton athletes at Jaya Raya Satria Badminton Association (PB) (Arum, 2023). Another research entitled the effect of a 6-month coach educational program on strengthening coach-athlete interpersonal relationships in individual youth sport which has the aim of developing an educational program for coaches to strengthen coach-athlete interpersonal relationships in individual youth sport, the results of the research show that the education for coaches has a positive effect on the quality of interpersonal relationships between athletes and coaches as well as increasing positive coaching strategies in youth sports as well as changes in behavioral, emotional, cognitive and social strategies for youth athletes (Lisinskiene, 2018).

The difference between this research and previous research lies in the research subjects who are student athletes regardless of the type of sport they are involved in. Of course, if we look at it from the perspective of athletes who are also students, this research

will provide a reference from a different perspective in the hope that it can become a benchmark for coaches in increasing the motivation of athletes who are also students.

METHOD

This research is correlational research which is used to determine the relationship between variables. This research used the entire population of 97 athletes and students of the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo who were still actively practicing using the incidental sampling technique. The research instrument uses a closed Linkert scale questionnaire which has 4 options whose validity and reliability are known. The alternative answers to the questionnaire are as follows:

Table 1. Alternative Answers

Statement	Alternative Answers			
	Strongly Agree (SA)	Agree (A)	Don't Agree (DA)	Strongly Disagree (SD)
Positive	4	3	2	1
Negatives	1	2	3	4

The trainer's interpersonal communication instrument is known to have a validity of 0.727 and a reliability of 0.813 (Arum, 2023). The grid of the trainer's interpersonal communication instruments is as follows:

Table 2. Coach Interpersonal Communication Instrument Grid

Variable	Factor	Item Number	
		Positive	Negatives
Interpersonal communication	Verbal	2, 3, 4, 7, 9, 10, 11, 14	1, 5, 6, 8, 12, 13
	Nonverbal	15, 16, 17, 18, 19, 20, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34	21, 22, 27
Amount		34	

The achievement motivation instrument is known to have a validity of 0.760 and a reliability of 0.960 (Arum, 2023). The grid of achievement motivation instruments is as follows:

Table 3. Achievement Motivation Instrument Grid

Variable	Factor	Item Number	
		Positive	Negatives
Achievement motivation	Task Selection Risks	1, 2, 5, 6	3, 4
	Feedback	7, 8, 10	9, 11, 12
	Responsibility	13, 14, 15	16, 17, 18
	Creative-Innovative	19, 20, 22	21, 23
	Task Completion Time	24, 27	25, 26, 28
	Have Realistic Goals	29, 30, 31, 33	32, 34
Amount		34	

This research uses descriptive statistical techniques to find the mean, median, mode, standard deviation, maximum score and minimum score using SPSS version 25. The score criteria use Norm Reference Assessment (NRA). Normality testing was carried out using the Shapiro-Wilk test because there were only 97 samples. Linearity testing uses the Anova test (F test). Hypothesis testing uses Pearson Correlation Product Moment.

RESULT AND DISCUSSION

This research has two variables, namely one independent variable and one dependent variable. Descriptive analysis data in this research can be seen in the following table:

Table 4. Descriptive Analysis

Statistics	Interpersonal	Motivation
N	97	97
Minimum	89	86
Maximum	133	129
Mean	108.5	104.54
Std. Deviation	7.895	9.421

Descriptive analysis data using SPSS version 25 was then processed to obtain supporting data which is important in testing linearity using the Anova Test and in obtaining Std. Deviation will also be used in preparing the Norm Reference Assessment (NRA). The assessment norms can be seen in the following table:

Table 5. Assessment Norms

Interpersonal			
Category	Intervals	f	%
Very High	> 120	7	7
High	120 - 112	26	27
Moderate	111 - 104	40	41
Low	103 - 96	19	20
Very Low	< 96	5	5
Amount		97	100
Motivation			
Very High	> 118,5	7	7
High	118,5 - 109,5	32	33
Moderate	108,5 - 100,5	28	29
Low	99,5 - 91,5	23	24
Very Low	< 91,5	7	7
Amount		97	100

The assessment norm data shows that the coach's interpersonal communication is in the moderate category for his athletes. Athletes' motivation also tends to be moderate. Next, a normality test is carried out as a requirement to reach the hypothesis testing stage. The results of the normality test can be seen in the following table:

Table 6. Normality Test

Variable	p	Sig	Information
Interpersonal	0.566	0,05	Normal
Motivation	0.285	0,05	Normal

Data from the Shapiro-Wilk normality test revealed that both variables were normal. This is based on a p value > 0.05. These results can of course be continued at the linearity testing stage using the Anova Test. The results of the linearity test can be seen in the following table:

Table 7. Linearity Test

Functional Relationships	p	Sig	Information
Interpersonal-Motivation	0,616	0,05	Linear

Based on the results of the linearity test using the Anova test, it states that the two variables are functionally linear. Next, a hypothesis test was carried out using Pearson Correlation Product Moment. The results of the hypothesis test can be seen in the following table:

Table 8. Hypothesis Test Analysis

Correlation	Pearson Correlation	Sig. (2-tailed)	Sig	Information
Interpersonal with motivation	0,575	0,000	0,05	Moderate - Significant

Based on the results of the Hypothesis Test analysis using Pearson Correlation Product Moment, it was revealed that the correlation between coach interpersonal communication and student athlete motivation in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo significant and has a moderate category.

Personal interpersonal communication between coaches and athletes has a positive impact on athletes. Even in several studies on interpersonal communication, this is related to athletes' achievements in badminton (Faisal et al., 2019; Suseno, 2009). This research does have a different subject from the sport of badminton in particular. However, there are several similarities with the things studied, namely interpersonal relationships and achievement.

Athletes' motivation to achieve has important benefits in increasing athletes' fighting power in obtaining the title of champion (Rosalina & Nugroho, 2020; Sumarsono & Riyanto, 2021). In fact, research on badminton athletes states that the role of badminton athletes' internal motivation is to obtain the title of champion (Putra, 2020). This proves that this motivation is very influential on process things so that goals can be achieved.

The results of this research hypothesis state that the coach's interpersonal communication with the achievement motivation of student athletes in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo is significant and has a moderate category. This supports previous research on Futsal, Football, Badminton, Karate and other sports (Irawan, 2022; Karisman et al., 2018; Prakoso, 2022; Pratama, 2020). This research used sports student athletes as subjects regardless of the type of sport they were involved in.

Other research provides results whose conclusion states that interpersonal relationships between athletes and coaches will increase positive coaching strategies in youth sports as well as changes in behavioral, emotional, cognitive and social strategies for youth athletes (Lisinskiene, 2018). This becomes a support as a reference for coaches in raising the motivation of athletes who are also sports students.

CONCLUSION

Based on the results of this research, it is significant in the moderate category between the correlation between coaches' interpersonal communication and the achievement motivation of student athletes in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo. This has answered the question that coaches' interpersonal communication can influence the achievement motivation of student athletes in the Sports Coaching Education Study Program, Faculty of Sports and Health, Universitas Negeri Gorontalo. Coaches can combine other things to motivate their athletes to excel, especially to raise the athlete's internal motivation. Researchers also suggest that future research should focus on what can motivate student athletes to achieve achievements.

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