

The Influence of the Coach's Leadership Type on the Mental Toughness of Soccer Players



M. Sahrul Kurniawan¹, Fauzi², Afeb Chesa Arianto³

^{1,2,3} Department of Sport Science, Yogyakarta State University, Yogyakarta Indonesia

ABSTRACT: The objectives to be achieved in this study are in accordance with the existing problems, namely to determine the effect of the coach's leadership type on the mental toughness of soccer players. The type of research used is descriptive quantitative with correlation. The population in the study were 128 soccer players. The sampling technique was carried out by purposive sampling. The criteria are (1) willing to be a sample, (2) at least 16 years old, (3) have participated in matches, (4) still actively practicing. Based on these criteria, there were 62 players who met. The data analysis technique uses the product moment correlation test. Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that there is a significant relationship between the coach's leadership type and mental toughness in soccer players, with rcount 0.850. For athletes, it is recommended to do more training and increase flight hours by participating in competitions and also be able to establish a positive bond with the coach to overcome the problems encountered in the field while practicing or when playing a match. It is hoped that research data can be obtained before the athlete competes and after the match. Then increase the research variables and the number of samples in the next research, and can monitor the effects that occur when athletes want and before competing.

KEYWORDS: coach leadership type, mental toughness, soccer players

INTRODUCTION

Sport is an activity that has become a human need because with regular, measured and directed behavior or sports activities, it will make the human body and soul better. One of the sports that is very much in demand, especially the people of Indonesia, is soccer. Football is a big ball game played by two teams with the aim of entering as many goals as possible into the opponent's goal without experiencing the ball from the opponent. Football is a ball game played by two teams with eleven members each (Gardasevic, et al., 2019).

An athlete must have a good mentality in order to excel in his field, sometimes the mentality of an athlete is the determining factor whether the athlete can excel or not. In the match, if the technique is sufficient, then the mentality will speak more in the field. One important component that can determine the success of athletes in achieving is mental toughness. Gucciardi (2017, p. 17) states that mental toughness is a collection of values, attitudes, behaviors, and emotions that allow a person to survive and face various obstacles, obstacles, or pressures experienced. But still maintain one's concentration, motivation, and consistency in achieving goals. Another opinion expressed by Liew, et al., (2019) that mental toughness is a collection of values, attitudes, behaviors and emotions that make athletes able to survive and go through various obstacles, difficulties, or pressures experienced. Athletes are also able to maintain concentration and motivation during normal situations.

The coach in developing the mental toughness of athletes, has a fairly central role. The coach in training is not only physical, technical, tactical and strategic, but the need for the coach's style in the training process. The attitude and leadership style of the coach in communicating to handle athletes can build the image of the team he is coaching. The coach functions as a facilitator for athletes to get to the peak of achievement. The coach is someone who must know about all the basic needs for the fulfillment of conditions where athletes have the opportunity to achieve achievement. The relationship between the coach and the athlete being coached must be a relationship that reflects a common view in realizing what is aspired to (Hattu, 2023). A coach is required to be able to undergo his profession by not merely capitalizing on himself as a former athlete, but must equip himself with a set of important supporting competencies. Among them is the ability to transfer their sports knowledge to athletes completely in

The Influence of the Coach's Leadership Type on the Mental Toughness of Soccer Players

terms of technique, tactics, and mentality. The ability to organize the mental dynamics of athletes is very important for the coach to master.

Coach leadership behavior is a form of leadership behavior displayed by the coach that consistently appears on and off the field. In sport, leadership research focuses on the coach-athlete relationship (Jowett, 2017). There are five dimensions in coach leadership behavior, namely: (1) Training and instruction, is the main function of a coach. The coach is responsible for training and instructing athletes in an effort to help athletes achieve maximum physical potential. (2) Democratic behavior, reflecting the coach's freedom to involve athletes in the decision-making process. (3) Autocratic behavior, reflecting the extent to which a coach must be separate from athletes and emphasize his or her power as a coach, this is expected to lead to compliance with every decision made by the coach. (4) Social support, reflecting the extent to which the coach is involved in meeting the interpersonal needs of athletes. (5) Positive feedback, reflecting feedback in the form of praise and appreciation of the coach for the athlete's contribution and performance.

The problem empirically is that players lack confidence and doubt their abilities, so that players become tense and desperate, especially in making decisions when shooting. When the match takes place, athletes usually experience pressure which is influenced by the conditions of their opponents, the field situation including the audience. During this situation, effective communication is needed between the coach and the athlete briefly, concisely and clearly, so that the athlete can understand the advice and opinions given by the coach. Previous research suggests sport coaches have the ability to significantly influence athletes through their behavior, communicative actions, and the environment they create (Felton & Jowett, 2013). Positive coach-athlete relationships are recognized to increase participation, athlete satisfaction, self-esteem, and improved performance (Peng, et al., 2020). Foulds, et al.'s (2019) research findings support the dyadic nature of the relationship. Athletes prefer coaches who have a positive outlook and an athlete-centered mindset, with active listening and individualized goal setting considered key features in developing positive relationships.

On the other hand, attachment to the coach is very important (Kim & Park, 2020). Coaches provide athletes with a platform for growth, and encourage them to take on challenges and develop new skills. Insecure coach-athlete attachment may prevent athletes from receiving support from coaches. The objectives to be achieved in this study are in accordance with the existing problems, namely to determine the effect of the coach's leadership type on the mental toughness of soccer players.

METHODS

The type of research used is descriptive quantitative with correlation. The population in the study were soccer players totaling 128 players. The sampling technique was carried out by purposive sampling. The criteria are (1) willing to be a sample, (2) at least 16 years old, (3) have participated in matches, (4) still actively practicing. Based on these criteria, there were 62 players who met. The data analysis technique uses the product moment correlation test. This calculation will be assisted by SPSS 23.0 for Microsoft Windows.

Coach leadership type is the coach's behavior that is consistently displayed on and off the field in an effort to influence members to achieve common goals. The measurement of coach leadership behavior in this study uses the Leadership Scale for Sports (LSS). The LSS measures a multidimensional leadership construct model. The scale consists of 40 items measuring five dimensions of coach behavior: training and instruction (13 items), democratic behavior (9 items), autocratic behavior (5 items), social support (8 items), and positive feedback (5 items).

Mental toughness is an attitude or self-assessment of positive emotional reactions, especially athletes to overcome obstacles, difficulties, even pressure, in order to maintain concentration and motivation which is the determination of positive energy to achieve a goal in surviving throughout the match. This study uses measurements adapted from the research of Gucciardi, et al., (2009). This scale is called AfMTI (Australian Football Mental Toughness Inventory). This scale consists of 24 items that measure four factors of mental toughness, thrive through challenge, sport awareness, tough attitude, and desire success. The internal reliability of the AfMTI measuring instrument falls into the acceptable category with an alpha cronbach coefficient of 0.70-0.81, with the minimum value of alpha cronbach reliability being 0.70.

RESULTS

The results of descriptive analysis of coach leadership type and mental toughness of soccer players are presented in Table 1.

Table 1. Descriptive Statistics

Statistics	Coach's Leadership Type	Mental Toughness
N	62	62
Mean	2.44	2.46

The Influence of the Coach's Leadership Type on the Mental Toughness of Soccer Players

Median	2.38	2.42
Mode	2.18 ^a	2.40
Std. Deviation	0.29	0.20
Minimum	2.00	2.06
Maximum	3.00	2.92

The correlation test was conducted to determine the effect of the coach's leadership type on the mental toughness of soccer players. The complete correlation test analysis results are presented in Table 2 below.

Table 2. Correlation Test Analysis Results

		Mental Toughness (Y)
Coach's Leadership Type (X1)	Pearson Correlation	.850**
	Sig. (2-tailed)	.000
	Sum of Squares and Cross-products	3.017
	Covariance	.049
	N	62

Based on the results of the analysis above, it shows that the coach's leadership type on mental toughness obtained rcount value 0.850, p-value 0.000 < 0.05, then H0 is rejected, meaning that the hypothesis that reads "There is a significant relationship between the coach's leadership type and the mental toughness of soccer players" is accepted. The correlation coefficient is positive, meaning that if the coach's leadership type is getting better, the mental toughness in soccer players will be better.

DISCUSSION

Based on the results of the study, it shows that there is a significant relationship between the coach's leadership type and mental toughness in soccer players. The correlation coefficient is positive, meaning that if the coach's leadership type is getting better, the mental toughness in soccer players will be better. The results of the study are supported by previous research conducted by Abdillah, et al., (2021) which found that there is a significant relationship between the coach's leadership type and mental toughness in soccer players. A significant correlation was found between two factors including coach-athlete attachment, perceived coach support, self-esteem, and subjective well-being. Subjective well-being is the subjective evaluation of happiness, and consists of life satisfaction, as well as the experience of positive and negative affect (Diener, et al., 2018).

In the social life of athletes, the relationship with the coach is an important interpersonal structure, which requires two-way interaction. On the other hand, attachment to the coach is very important (Kim & Park, 2020). Coaches provide athletes with a platform for growth, and encourage them to take on challenges and develop new skills. Insecure coach-athlete attachment may prevent athletes from receiving support from coaches. For example, attachment avoidance may result in decreased likelihood of athletes obtaining social support from coaches, and attachment anxiety may result in decreased subjective perceptions and satisfaction with athletes' support from coaches (Barnum & Perrone-McGovern, 2017).

Gufon (2020) defines leadership as a behavioral process of influencing individuals and groups to achieve predetermined goals. Nugroho, et al., (2023) explained that there are five leadership styles of a coach, namely (a) Builder, the coach develops something from nothing in the early stages of club development; (b) Revitalizer, the coach restores lost energy when the club loses momentum; (c) Accelerator, the coach continues and adds momentum to the change process started by others; (d) Turn-arounder, the coach is involved in a major change in some parts of the club that have suffered setbacks; and (e) Inheritor, the coach inherits success at a club and tries to continue that success in his own style.

Sports coaches have the role of teacher, father, and friend. As a teacher, the coach is respected for his knowledge, as a father he is loved, and as a friend he can be trusted to pour out complaints even in personal matters (Navkaria & Wijaya, 2021). In addition to the communication between coaches and their athletes, there needs to be ethics in the process of practicing and training. These ethics include: (a) appreciating the athlete's talent. (b) develop the potential of athletes, (c) understand athletes individually, (d) explore sports to perfect athletes, (e) honest, (f) open, (g) attentive, (h) able to implement a control system (Irianto, 2018).

A coach is one of the human resources in sports that plays a very important role in the achievement of the athletes he trains. The main function of the coach is as a vehicle for communicating, educating, nurturing, and socializing athletes, developing the ability of all students to carry out their functions in the scope of sports properly. The presence of the coach will be perceived as something positive. It is often said that the coach and athlete relationship is at the heart of effective management. The burden that must be

The Influence of the Coach's Leadership Type on the Mental Toughness of Soccer Players

carried will feel lighter if a coach is present as a source of inspiration and a source of strength in a match. Conversely, if there is no support in his decision, it is likely that the athlete will decrease the quality of his abilities and affect the performance of the competition.

As a central figure in the development of mental toughness, the coach provides guidance, training and activities tailored to the athlete's condition. Each program prepared by the coach is expected to provide positive changes in the character, attitude and thinking of athletes. A coach needs to realize the leadership aspect to be able to direct athletes to achieve goals (Darisman, et al., 2021). A coach's leadership is a behavioral process that influences athletes to have optimal performance. A coach is responsible for training and instructing athletes in an effort to help athletes achieve maximum physical potential (Atrizka & Pratama, 2022).

CONCLUSIONS

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that there is a significant relationship between the coach's leadership type and mental toughness in soccer players, with r count 0.850. For athletes, it is recommended to do more training and increase flight hours by participating in competitions and also be able to establish a positive bond with the coach to overcome the problems encountered in the field while practicing or when playing a match. It is hoped that research data can be obtained before the athlete competes and after the match. Then increase the research variables and the number of samples in the next research, and can monitor the effects that occur when athletes are about to and before competing.

REFERENCES

- 1) Abdillah, H., Fathoni, A., & Amboningtyas, D. (2021). Pengaruh perilaku kepemimpinan pelatih, hubungan pelatih pemain dan pengembangan bakat oleh klub terhadap ketangguhan mental pemain sepakbola (Studi Kasus Pada Klub PSIS Semarang). *Journal of Management*, 7(1).
- 2) Atrizka, D., & Pratama, I. (2022). The influence of organizational leadership and coaches on Indonesian athletes' adversity quotient (intelligence). *Revista de Psicología del Deporte (Journal of Sport Psychology)*, 31(1), 88-97.
- 3) Barnum, E. L., & Perrone-McGovern, K. M. (2017). Attachment, self-esteem and subjective well-being among survivors of childhood sexual trauma. *Journal of mental health counseling*, 39(1), 39-55.
- 4) Darisman, E. K., Prasetyo, R., & Bayu, W. I. (2021). *Belajar psikologi olahraga sebuah teori dan aplikasi dalam olahraga*. Surabaya: Jakad Media Publishing.
- 5) Diener, E., Oishi, S., & Tay, L. (2018). Advances in subjective well-being research. *Nature Human Behaviour*, 2(4), 253-260.
- 6) Felton, L., & Jowett, S. (2013). "What do coaches do" and "how do they relate": Their effects on athletes' psychological needs and functioning. *Scandinavian journal of medicine & science in sports*, 23(2), e130-e139.
- 7) Foulds, S. J., Hoffmann, S. M., Hinck, K., & Carson, F. (2019). The coach-athlete relationship in strength and conditioning: High performance athletes' perceptions. *Sports*, 7(12), 244.
- 8) Gardasevic, J., Bjelica, D., Vasiljevic, I., & Corluka, M. (2019). Differences in body composition of football players of two top football clubs. *Journal of Anthropology of Sport and Physical Education*, 3(4), 15-19.
- 9) Gucciardi, D. F. (2017). Mental toughness: progress and prospects. *Current Opinion in Psychology*, 16, 17-23.
- 10) Irianto, D. P. (2018). *Dasar-dasar latihan olahraga untuk menjadi atlet juara*. Bantul: Pohon Cahaya (Anggota IKAPI).
- 11) Jowett, S. (2017). Coaching effectiveness: The coach-athlete relationship at its heart. *Current opinion in psychology*, 16, 154-158.
- 12) Kim, Y., & Park, I. (2020). "Coach Really Knew What I Needed and Understood Me Well as a Person": Effective Communication Acts in Coach-Athlete Interactions among Korean Olympic Archers. *International journal of environmental research and public health*, 17(9), 3101.
- 13) Nugroho, S., Nasrulloh, A., & Apriyanto, K. D. (2023, January). Comparison of coach leadership, parental involvement, and athletes' enjoyment in Indonesian and Malaysian Youth Training. In *Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)* (pp. 172-179). Atlantis Press.
- 14) Peng, J., Zhang, J., Zhao, L., Fang, P., & Shao, Y. (2020). Coach-athlete attachment and the subjective well-being of athletes: A multiple-mediation model analysis. *International Journal of Environmental Research and Public Health*, 17(13), 4675



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.