

## A Multifaceted Exploration of Loyalty in SSB: Links between Training Environment, Coach Leadership, and Participant Satisfaction



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**ABSTRACT:** This study aims to investigate the multifaceted nature of participant loyalty in School Soccer (SSB) with a focus on the link between the training environment, coach leadership, and participant satisfaction. Through survey, interview and observation approaches, data was collected from participants at SSB Pekanbaru, Riau. The results of the correlation analysis show that there is a significant positive relationship between the training environment and trainer leadership, as well as between the training environment and participant satisfaction. These findings support the concept that a conducive training environment can increase the level of participant loyalty towards SSB. Trainer leadership was also shown to influence participant satisfaction, while participant satisfaction was significantly related to the level of participant loyalty. The regression model showed that the training environment, trainer leadership, and participant satisfaction could explain approximately 65.9% of the variation in participant loyalty. From the regression coefficient, participant satisfaction emerged as the most significant variable in influencing participant loyalty. The implication is that SSB management is advised to focus on improving the quality of the training environment and efforts to increase participant satisfaction in order to strengthen participant loyalty to the training program. This research contributes academic insight and a strong empirical basis for the development of more effective strategies and programs in increasing participant loyalty at SSB Pekanbaru, Riau.

**KEYWORDS:** Multifaceted Loyalty, Football School, Training Environment, Coach Leadership, Participant Satisfaction.

### I. INTRODUCTION

Football as a sport has a central role in shaping the character and skills of athletes [1], and the Football School (SSB) is a vital vehicle for developing participant potential [2]. Basically, SSB success is not only reflected in the team's achievements, but also in the level of participant loyalty to the club [3]. In exploring the complex dynamics of loyalty in SSB, this study approaches the phenomenon through a multifaceted lens, considering crucial factors such as the training environment and coach leadership. In this ever-growing era, interest in sports, especially football, is not only reflected in the existence of professional level competitions [4]. On the other hand, public attention to the talent development stage is realized through the existence of the Football School [5]. SSB is a vital landscape in producing future players, not only as skilled athletes, but also as individuals who are dedicated and loyal to their long journey of self-development [6]. In this context, participant loyalty becomes a compelling and multifaceted dimension, involving complex dynamics shaped by factors of the training environment, trainer leadership, and participant satisfaction [7]. This research attempts to explore this complexity, uncovering layers in SSB dynamics that are often invisible to the naked eye. The training environment, often considered the foundation for athlete development, has an impact not only on participants' technical skills, but also on their psychological well-being [8]. Meanwhile, the key leadership role of the trainer as a guide, motivator, and authoritative figure opens up space for further understanding of how these interpersonal aspects play a role in shaping participant loyalty [9]. No less important, participant satisfaction is an element that cannot be ignored, considering its pervasive influence on the relationship between SSB and its participants [10]. As a study that explores this depth and complexity, this research does not simply examine these factors separately, but rather tries to reveal the complex and often mutually influencing links between them. Therefore, a detailed understanding of how an optimal practice environment and effective coach leadership correlates with levels of participant satisfaction, forms an integral foundation for our understanding of the multifaceted nature of loyalty in the context of SSB [11]. In this context, this research enters territory that goes beyond conventional studies, with the aim of opening new insights into the way these complex factors interact and how these interactions stimulate or dampen participant loyalty [12]. Thus, it is hoped that this research will not only contribute

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to academic understanding of SSB management, but also bring practical implications that can lead to the development of more effective strategies and programs to increase the level of participant loyalty in SSB. The focus of this research is to investigate the relationship between the training environment, coach leadership, and participant satisfaction as core elements that shape participant loyalty in SSB. It is hoped that the study of these three aspects can provide a more comprehensive understanding of the factors underlying individual loyalty in the context of basic football. This study has high urgency because participant loyalty not only influences the sustainability of SSB, but also plays an important role in the athletic development and character of participants. With a deep understanding of the factors that can strengthen or undermine loyalty, SSBs can improve the effectiveness of training programs and training management to achieve their long-term goals. Although there is previous research examining loyalty in a sports context, this study makes a significant contribution by broadening the scope of factors influencing participant loyalty in SSB. The novelty of this research lies in its multifaceted approach that combines aspects of the training environment, coach leadership, and participant satisfaction in one conceptual framework. The central question of this research involves the extent to which the training environment provided by SSB, trainer leadership, and participant satisfaction contribute to the level of participant loyalty. Therefore, this research aims to fill knowledge gaps and answer crucial problems in an effort to understand and increase participant loyalty at SSB.

### II. METODOLOGY

#### Participation

This research was conducted at SSB Pekanbaru, Riau, where SSB is a representation of the respondent population. The data presented describes the respondent profile based on several key parameters. Table 1 displays respondent data consisting of three main variables: gender, age and education. In terms of gender, 154 respondents (74.8%) were men, while 52 respondents (25.2%) were women. In terms of age, there are two main ranges, namely 13-15 years and 16-18 years. Of the total 206 respondents, 102 respondents (49.5%) were in the 13-15 year age group, while 104 respondents (50.5%) were 16-18 years old. In terms of education, the majority of respondents had studied Senior High School, including 123 people (59.7%), while 83 respondents (40.3%) came from Junior High School. This analysis provides a comprehensive picture of the composition of respondents, including differences in gender, age distribution and their education level. With this data, we can see diversity in the respondent population, which can provide a basis for further research. This information provides valuable insight into understanding the demographic characteristics of the groups involved in the research or survey.

**Table 1: Respondent Data Table**

	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Gender</b>				
Man	154	74.8	74.8	74.8
Woman	52	25.2	25.2	100.0
Total	206	100.0	100.0	
<b>Age</b>				
13-15 Years	102	49.5	49.5	49.5
16-18 Years	104	50.5	50.5	100.0
Total	206	100.0	100.0	
<b>Education</b>				
Junior High School	83	40.3	40.3	40.3
Senior High School	123	59.7	59.7	100.0
Total	206	100.0	100.0	

#### Statistics Analysis

This research uses survey methods to explore the multifaceted loyalty of participants at Football Schools[13]. The survey method was chosen because it provides a systematic and measurable framework for exploring participants' perceptions regarding social dynamics, coach leadership, and family support in the SSB environment. The survey design was developed with careful consideration, arranging structured and semi-structured questions to obtain in-depth quantitative data. The sample was randomly selected from various SSBs, taking into account variations in social dynamics, coach leadership, and family support, with the inclusion criteria being active participants having at least one season of experience at an SSB. Researchers will use SPSS statistical software to analyze the data that has been collected. In this analysis First, Pearson Correlation is used to evaluate the

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extent to which there is a linear relationship between the main variables, namely Training Environment, Coach Leadership, and Participant Satisfaction. Significant correlation can provide an indication of the relationship between these variables [14]. Next, a Regression Analysis was conducted to understand the extent to which variability in Participant Loyalty could be explained by variability in Practice Environment, Coach Leadership, and Participant Satisfaction [15]. Regression models are used to identify the relative contribution of each variable to participant loyalty, providing an idea of how much influence each factor has. Then, ANOVA analysis is used to test the significance of the regression model [16]. This test helps in determining whether the overall regression model is significant in explaining variability in Participant Loyalty. In other words, does the combination of these factors together play an important role in influencing participant loyalty to the training program? Through this analysis, it is hoped that deeper insight can be found regarding the factors that most influence participant loyalty, so that it can provide a basis for improving and developing more effective and satisfying training programs.

### III. RESULTS AND DISCUSSION

#### RESULTS

**Table 2: Correlation Between Training Environment Variables, Coach Leadership, Participant Satisfaction, and Loyalty in SSB**

		Practice Environment	Coach Leadership	Participant Satisfaction	Loyalty
Practice Environment	Pearson Correlation	1	,524**	,494**	,531**
	Sig. (2-tailed)		,000	,000	,000
	N	206	206	206	206
Coach Leadership	Pearson Correlation	,524**	1	,595**	,565**
	Sig. (2-tailed)	,000		,000	,000
	N	206	206	206	206
Participant Satisfaction	Pearson Correlation	,494**	,595**	1	,793**
	Sig. (2-tailed)	,000	,000		,000
	N	206	206	206	206
Loyalty	Pearson Correlation	,531**	,565**	,793**	1
	Sig. (2-tailed)	,000	,000	,000	
	N	206	206	206	206

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results of the Pearson correlation analysis showed that there was a significant positive correlation ( $p < .01$ ) between the Training Environment and Coach Leadership, with a correlation coefficient of .524. This indicates that the quality of the training environment at SSB is positively related to the level of trainer leadership. Other findings revealed a positive correlation between Training Environment and Participant Satisfaction, with a correlation coefficient of .494 ( $p < .01$ ). This illustrates that SSB participants tend to feel satisfaction when the training environment is considered conducive. Furthermore, the results of the analysis show a significant correlation ( $p < .01$ ) between the Training Environment and Loyalty, with a correlation coefficient of .531. This indicates that the level of participant loyalty at SSB is positively correlated with the quality of the training environment provided. In the context of Coach Leadership, findings show a strong positive correlation ( $p < .01$ ) between Coach Leadership and Participant Satisfaction, with a correlation coefficient of .595. This confirms that the presence of effective trainer leadership contributes to the level of participant satisfaction in SSB. Furthermore, the results of the analysis also show a significant positive correlation ( $p < .01$ ) between Coach Leadership and Loyalty, with a correlation coefficient of .565. That is, participants led by effective coaches were more likely to show high levels of loyalty to SSB. The results of the correlation analysis also highlighted a very strong positive relationship ( $p < .01$ ) between Participant Satisfaction and Loyalty, with a Pearson correlation coefficient reaching .793. This indicates that participants who are satisfied with the training experience at SSB have a very high tendency to remain loyal to the program. Thus, these findings provide in-depth insight into the factors that play a role in shaping participant loyalty in SSB, involving the complexity of interactions between the Training Environment, Coach Leadership, and Participant Satisfaction. The implication is that SSB management can use this information to design more targeted strategies to improve participant experience and strengthen their loyalty to the training program.

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**Table 3: Summary of Regression Models for Training Environment Variables, Coach Leadership, and Participant Satisfaction as Predictors of Loyalty in SSB**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812a	.659	.654	3.04820

a. Predictors: (Constant), Participant Satisfaction, Training Environment, Trainer Leadership

The results of the statistical model analysis show that the model used has a good level of fit with observational data. This model explains approximately 65.9% of the variation in participants' loyalty to School Football (SSB). This is reflected in the R Square value of 0.659, which indicates the extent to which variability in loyalty can be explained by variability in the Training Environment, Coach Leadership, and Participant Satisfaction. Furthermore, Adjusted R Square, which takes into account the number of predictors in the model, also shows good results at 0.654. This provides an indication that the model maintains a high level of fit without sacrificing the level of accuracy obtained by adding predictor variables. Additionally, the Standard Error of the Estimate of 3.04820 provides an estimate of the average deviation between the model predicted value and the actual observed value. The lower this value, the better the model can provide accurate estimates. Thus, the results of this statistical model analysis show that the Training Environment, Coach Leadership, and Participant Satisfaction have a significant relationship with participant Loyalty in SSB. This model makes a significant contribution in explaining the complexity of factors influencing participant loyalty and provides an empirical basis for a deeper understanding of these dynamics in the context of Football Schools.

**Table 4: Analysis of Variance (ANOVA) for Regression Model of Participant Loyalty in SSB**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3634.840	3	1211.613	130,400	,000b
	Residual	1876,888	202	9,292		
	Total	5511.728	205			

a. Dependent Variable: Loyalty

b. Predictors: (Constant), Participant Satisfaction, Training Environment, Trainer Leadership

ANOVA results showed that the model significantly explained the variation in participants' Loyalty ( $F = 130.400$ ,  $p < .001$ ). Thus, it can be concluded that at least one of the predictor variables (Training Environment, Coach Leadership, or Participant Satisfaction) has a significant influence on participant Loyalty in SSB. Further explanation can be found in the details, where the Sum of Squares for Regression is 3634,840 and for Residual is 1876,888. This value reflects how much variation the model explains and how much variation the model cannot explain. This model as a whole achieved a significant F value, indicating that the predictor variables together contributed significantly to participant Loyalty. Thus, the results of the ANOVA analysis support previous findings that factors such as Training Environment, Coach Leadership, and Participant Satisfaction play a significant role in shaping participant Loyalty in SSB. By implication, these results provide a strong empirical basis for recommendations and strategy development within the Football School environment to increase the level of participant loyalty.

**Table 5: Regression Coefficients for Practice Environment Variables, Coach Leadership, and Participant Satisfaction as Predictors of Loyalty in SSB**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	1,585	2,424	,654	,514
	Practice Environment	,230	.073	,158	,002
	Coach Leadership	.071	,044	,088	.107
	Participant Satisfaction	,674	,054	,663	,000

a. Dependent Variable: Loyalty

The results of the analysis show that the Training Environment variable has an unstandardized coefficient of 0.230 ( $p = 0.002$ ), with a standardized coefficient of 0.158. This shows that a one unit change in the Training Environment correlates with a 0.230 unit increase in participant Loyalty, and this contribution is positive, although with a relatively low effect. Meanwhile, the Coach Leadership variable has an unstandardized coefficient of 0.071 ( $p = 0.107$ ), with a standardized coefficient of 0.088. Although it did not reach the required level of significance ( $p > 0.05$ ), the presence of a positive coefficient indicates that Coach Leadership

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makes a positive contribution to participant Loyalty, although the effect is limited. The Participant Satisfaction variable, with an unstandardized coefficient of 0.674 ( $p < 0.001$ ) and a standardized coefficient of 0.663, shows the most significant contribution in this research. These results confirm that a one unit increase in Participant Satisfaction is associated with a 0.674 unit increase in Participant Loyalty, with a very positive and significant contribution. In all, these findings imply that, in the context of SSB, the Training Environment and Participant Satisfaction may have a stronger role in shaping participant Loyalty than Coach Leadership. The implication is that SSB management can focus on improving the quality of the Training Environment and make maximum efforts to increase Participant Satisfaction in order to strengthen participant loyalty to the training program.

### **IV. DISCUSSION**

The results of this research reveal a number of significant findings related to the factors that influence participant loyalty at the Football School (SSB). Correlation analysis shows that there is a significant positive relationship between the quality of the Training Environment and the level of Coach Leadership, as well as between the Training Environment and Participant Satisfaction. In addition, the findings also illustrate a positive correlation between the Training Environment and the level of Participant Loyalty, indicating that the quality of a conducive training environment can increase participant loyalty towards SSB. Furthermore, the results of the analysis highlight the important role of Trainer Leadership in shaping Participant Satisfaction, with a strong positive correlation between the two factors. It was also found that participants led by effective coaches were more likely to show high levels of loyalty to SSB. This finding is strengthened by the very strong correlation between Participant Satisfaction and Participant Loyalty, confirming that participant satisfaction is a key element in forming and maintaining loyalty to the training program. The regression model suggested that the combination of the factors Training Environment, Coach Leadership, and Participant Satisfaction could explain approximately 65.9% of the variation in participant loyalty at SSB. From the regression coefficient, Participant Satisfaction was identified as the most significant variable in influencing participant loyalty, followed by Training Environment. Therefore, the implication is that SSB management should focus efforts on improving the quality of the Training Environment and pay maximum attention to increasing the level of participant satisfaction in order to strengthen participant loyalty to the training program.

### **V. CONCLUSIONS**

This research describes in detail the multifaceted nature of participant loyalty in School Soccer (SSB) by recognizing the significant link between the practice environment, coach leadership, and participant satisfaction. The conclusion of this research confirms that the Training Environment, Coach Leadership, and Participant Satisfaction have an integral role in forming participant loyalty at the Football School (SSB). The findings show a positive relationship between the quality of the Training Environment and Trainer Leadership, Participant Satisfaction, and Participant Loyalty. In particular, a conducive training environment can increase the level of participant loyalty towards SSB. Furthermore, the vital role of Coach Leadership was revealed in shaping Participant Satisfaction, and participants who were guided by effective coaches tended to show high levels of loyalty. The regression model showed that approximately 65.9% of the variation in participant loyalty could be explained by a combination of Training Environment, Trainer Leadership, and Participant Satisfaction factors. From the regression coefficients, Participant Satisfaction emerged as the most significant variable in influencing participant loyalty, followed by Training Environment. Therefore, the recommendation for SSB management is to focus on improving the quality of the Training Environment and make maximum efforts to increase participant satisfaction in order to strengthen participant loyalty to the training program. In the context of strategy and program development at SSB, a deep understanding of the complex interactions between Training Environment, Coach Leadership, and Participant Satisfaction is key. By detailing the contribution of each factor to participant loyalty, SSB management can take more targeted steps to create a supportive environment, strengthen trainer leadership, and improve the participant experience. The implication is that this research not only contributes to academic understanding of SSB management, but also provides a strong empirical basis for the development of strategies and programs that are more effective in increasing the level of participant loyalty in SSB.

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