

Analysis of Basketball Coach Competency: A Case Study of Student Level Basketball Coaches in Yogyakarta



Indra Setiawan¹, Tomoliyus², Ardiah Juita³, Ni Putu Nita Wijayanti⁴, Trisnar Adi Prabowo⁵

^{1,2,5} Department of Sport Science, Yogyakarta State University, Indonesia

^{3,4} Department of Sport Coaching Education, Faculty of Teacher Training and Education, Riau University, Indonesia

ABSTRACT: The purpose of this study was to analyze and measure the competence of student-level basketball coaches. The sample in this study were 70 student level basketball athletes. There are four indicators of coach competence, namely Motivation Competency, Game-strategy competency, Character-building competency, Technique competency. Data collection was carried out in 5 Yogyakarta schools simultaneously for one day. This research instrument uses a questionnaire and is distributed via the Google form. This questionnaire uses a Likert scale of 1 – 4. Before the questionnaire is distributed to athletes to answer, the Aiken's validity test is first carried out with a value of 0.898 and the Cronbach Alpha reliability test is 0.791. Based on the competency results of Yogyakarta student basketball coaches "very poor" 6 answers (8.57%), "less" 17 answers (24.29%), "enough" 21 answers (30%), "Good" 23 answers (32.86%), "very good" 3 answers (4.28%). However, the weakness of Yogyakarta student basketball coaches is the Character-building competency and Technique competency indicators. This is evidenced by the total answers are very less and less, more than the total answers are very good and good. So that there is a need for special training support, coach training, or basketball coach education through sports colleges, the competency test stages are carried out gradually and periodically so that the competence of student basketball coaches can continue to increase and develop.

KEYWORDS: Basketball, Coach Competency, Coach Basketball

I. INTRODUCTION

The success of the athlete's achievements, certainly cannot be separated from the role of the coach. For athletes, coaches can see all the abilities of each athlete from talent, ability, physical and psychological (Williams et al., 2021). The coach also has a role like a parent on the field during training or during a match. Coaches are also expected to have adequate competence or ability to coach and train their athletes (Missura et al., 2022). Without adequate competence, all will be in vain. Achievement which is the main goal will not be achieved optimally. The training carried out must adjust and pay attention to the levels of athletes (Koh et al., 2017). In addition, the coach is expected to be able to create a fun and not boring training atmosphere for the athletes. The training materials provided must also be systematic, measurable, purposeful but varied in order to create a comfortable and enjoyable training atmosphere (Lam et al., 2021). The purpose of the training remains to provide a good foundation of motion, basic techniques or tactics, improve physical conditions to achieve achievements. However, in reality, many coaches do not understand the competency criteria that must be possessed by a coach, especially in basketball.

Basketball is one of the most popular sports in the world and most in demand by everyone. Many athletes have started their career as basketball players since they were children or at school. Therefore, to become a successful basketball player, the role of a coach in the field of basketball competence is needed. Ideally a basketball coach must master basic techniques and tactics, physical condition training, training programs in teams or individual players (Hidayatullah, 2019). But to reach the ideal factor as a basketball coach, special training or basketball education is needed through a sports university (Missura et al., 2022), (Komotska & Sushko, 2022). However, special training for basketball coaches or sports universities that have basketball coaching programs is still very rare. So the coach does not know the ideal as a basketball coach. In addition to the physical training program, the coach must also understand the condition of a team. A coach must be able to motivate his team during training or matches (Darisman & Suharti, 2019). Motivation will be very useful to improve teamwork (Šimková & Válková, 2020), (Atta et al., 2021).

From these problems, it is necessary to have ideal coach competency criteria for basketball athletes, especially from the student level. So the purpose of this study was to analyze and measure the competencies possessed by student basketball coaches.

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So that the ideal as a basketball coach can be known, the first step is to use a survey. The importance of this research is to examine what are the indicators of ideal coach competence based on the answers of basketball athletes at the student level.

II. METHOD

The method used in this study uses a survey, and the analysis uses a descriptive percentage (Prabowo et al., 2023). The sample in this study were 70 student level basketball athletes. Data collection was carried out in 5 Yogyakarta schools simultaneously for one day. This research instrument uses a questionnaire and is distributed via the Google form. This research questionnaire was prepared based on a review of literature and academics specifically for basketball through discussion. So that found 4 indicators of competence of basketball coaches. This questionnaire uses a Likert scale 1 – 4. The following is a questionnaire grid:

Table 1. Kisi-Kisi Instrument

Indicators	Statement	Item
Motivation competency	Help athletes maintain confidence in themselves	1
	Mentally prepare his/her athletes for game strategies	2
	Build the self-esteem of his/her athletes	3
	Motivate his/her athletes	4
	Build team cohesion	5
	Build the self-confidence of his/her athletes	6
	Build team confidence	7
Game-strategy competency	Recognize opposing team's strengths during competition	8
	Understand competitive strategies	9
	Adapt to different game situations	10
	Recognize opposing team's weakness during competition	11
	Make critical decisions during competition	12
	Maximize his/her team's strengths during competition	13
	Adjust his/her game strategy to fit his/her team's talent	14
Characterbuilding competency	instill an attitude of good moral character	15
	Instill an attitude of fair play among his/her athletes	16
	Promote good sportsmanship	17
	Instill an attitude of respect for others	18
Technique competency	Demonstrate the skills of his/her sport	19
	Coach individual athletes on technique	20
	Develop athletes' abilities	21
	Recognize talent in athletes	22
	Detect skill errors	23
	Teach the skills of his/her sport	24

Before this questionnaire was distributed by athletes, especially through validity and reliability tests. The results of the validity test using Aiken's V obtained a value of 0.898 and the Cronbach Alpha reliability test obtained a value of 0.791. Based on the results of the validity and reliability tests, the questionnaire is feasible for research use.

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III. RESULTS

After the data is collected, it is necessary to test for normality using the Kolmogorov-Smirnov. to determine whether the data is normally distributed or not. If the data is normal, then it is feasible to continue the next analysis. Based on the Kolmogorov-Smirnov test, it is known that the value of Sig. 0.200 which means the data is normally distributed, then the results of the normality test are shown in the figure below.

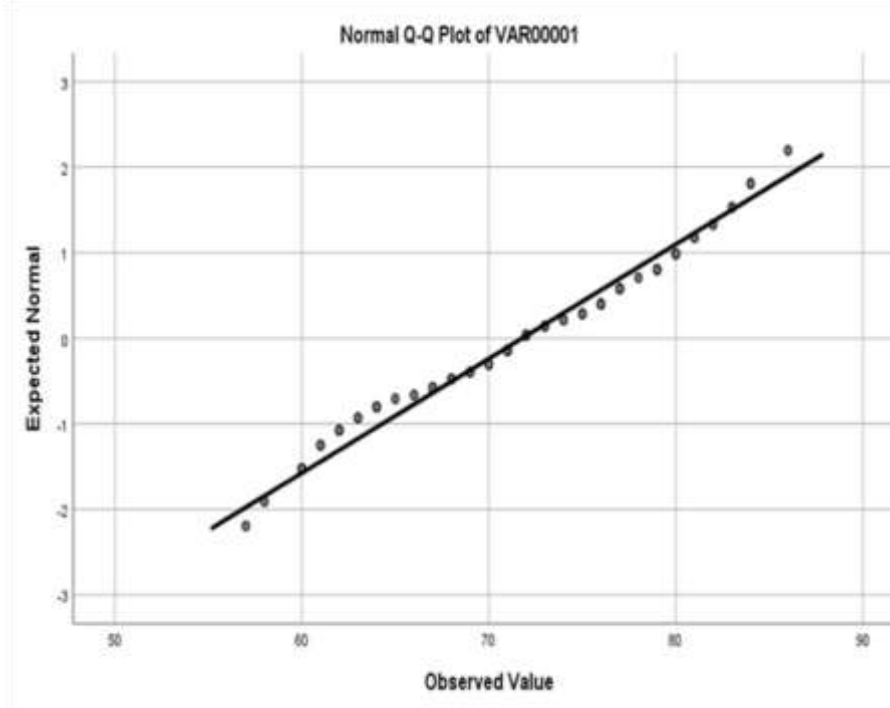


Figure 1. Normality Test Results

Based on the figure, the distribution of the dots is close to a straight line, meaning that the research data is normal. So it is feasible to use for subsequent analysis using descriptive percentages.

Table 2 is an analysis of all basketball coach competency indicators, the following are the results

Table 2. Basketball Coach Competency Results in Yogyakarta

No	Interval	Category	Frequency	%
1	83,01 < 86	Very Good	3	4.28%
2	75,33 < 83,01	Good	23	32.86%
3	68,05 < 75,53	Enough	21	30%
4	60,57 < 68,05	Less	17	24.29%
5	57 < 60,57	Very Poor	6	8.57%
Amount			70	100%

Based on the overall results, it can be seen that the content of the Yogyakarta city basketball coach was "very poor" 6 Answers (8.57%), "less" 17 answers (24.29%), "enough" 21 answers (30%), "Good" 23 answers (32.86 %), "very good" 3 answers (4.28%).

Then in table 3 are the results of the motivation competency indicators which are part of the basketball coach competency. Following are the results:

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Table 3. Result of Indicator Coach Motivation Competency for basketball coaches in Yogyakarta

No	Interval	Category	Frequency	%
1	27,29 < 28	Very Good	4	5.71%
2	23,05 < 27,29	Good	20	28.58%
3	18,81 < 23,05	Enough	24	34.28%
4	14,57 < 18,81	Less	18	25.72%
5	14 < 14,57	Very Poor	4	5.71%
Amount			70	100%

Based on the overall results, it can be seen that the motivation competency of Yogyakarta city basketball coaches is "very poor" 4 answers (5.71%), "less" 18 answers (25.72%), "enough" 24 answers (34.28%), "Good" 20 answers (28.58%), "very good" 4 answers (5.71%).

Table 4 shows the results of the Game-strategy competency indicator which is part of the basketball coach's competency. Following are the results:

Table 4. Results of Indicator Game-strategy competency for basketball coaches in Yogyakarta

No	Interval	Category	Frequency	%
1	27,57 < 28	Very Good	5	7.14%
2	23,21 < 27,57	Good	18	25.72%
3	18,85 < 23,21	Enough	24	34.28%
4	14,49 < 18,85	Less	19	27.13%
5	14 < 14,49	Very Poor	4	5.71%
Amount			70	100%

Based on the overall results, it can be seen that Game-strategy competency of Yogyakarta city basketball coaches is "very poor" 4 answers (5.71%), "poor" 19 answers (24.29%), "enough" 24 answers (34.28%), "good" 18 answer (25.72%), "very good" 5 answers (7.14%).

Table 5 shows the results of the Character-building competency indicators, which are part of the basketball coach's Competency. Following are the results:

Table 5. Results of Indicator Character-building competency for basketball coaches in Yogyakarta

No	Interval	Category	Frequency	%
1	15,75 < 16	Very Good	7	10%
2	13,20 < 15,75	Good	15	21.44%
3	10,66 < 13,20	Enough	24	34.28%
4	8,11 < 10,66	Less	16	22.87%
5	8 < 8,11	Very Poor	8	11.41%
Amount			70	100%

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Based on the overall results, it can be seen that the Character-building competency of Yogyakarta city basketball coaches is "very poor" 8 answers (11.41%), "less" 16 answers (22.86%), "enough" 24 answers (34.28%), "Good" 15 answers (21.44%), "very good" 7 answers (10%).

Table 6 shows the results of the Technique competency indicator, which is part of the basketball coach's competency. Following are the results:

Table 6. Results of the Indicator Technique Competence for Basketball Coaches in Yogyakarta

No	Interval	Category	Frequency	%
1	23,19 < 24	Very Good	5	7.14%
2	19,51 < 23,19	Good	20	28.57%
3	16,29 < 19,51	Enough	18	25.72%
4	12,61 < 16,29	Less	23	32.86%
5	12 < 12,61	Very Poor	4	5.71%
Amount			70	100%

Based on the overall results, it can be seen that the Yogyakarta city basketball coaches technique competency is "very Poor" 4 answers (5.71%), "less" 23 answers (32.86%), "enough" 18 answers (25.72%), "good" 20 answers (28.57%), "very good" 5 answers (7.14%).

IV. DISCUSSION

Qualified coaches must have good competence and excel in their fields. With adequate competence, the coach can be said to be able to provide training to athletes (Williams et al., 2021). However, good competence is not necessarily acceptable to athletes because the abilities of athletes or teams are definitely different (Phillips & Jubenville, 2023). Based on the overall data in table 2, the coach who was said to be very good and good by athletes namely 26 answers and the coach who was said to be very poor and less namely 23 answers. Meanwhile, the remaining 21 answers were said to be enough, meaning that the competence quality of Yogyakarta city student basketball coaches can be said to be sufficiently dominant. Apart from that the numbers are very good and good with very less and less, actually the difference is not much different. From these results the quality of trainer competence must continue to be improved. The way to improve the competence of the coach is by serving as a long-term special coach or by attending basketball coaching education at a sports university (Collet et al., 2019). Then, before you really want to become a basketball coach, you have to be tested gradually and periodically every year.

After carrying out an overall competency analysis, then the analysis is based on the competence indicators of Yogyakarta student basketball coaches. Based on the results for each indicator which consists of table 3 namely Motivation Competency, table 4 namely Game-strategy competency, table 5 Indicator Character-building competency, table 6 Indicator Technique competency, it can be seen that the difference in the results is not much different between very good, good and very poor, less. In the results of the athlete's answers, namely Motivation Competency (table 3), the coach was able to provide motivation, but in providing motivation, many answers from student basketball athletes thought that the motivation conveyed had not been able to increase mentality. The total answers of athletes are very good and good are 24 answers, while the total answers of athletes are very less and less are 22 answers, the remaining 24 answers are enough. From these results there are still many Yogyakarta student athletes who consider that the competence of the coaches to provide motivation is lacking. Motivation is the main force in team sports, with high motivation in each athlete, the cooperation between individuals will be better (Mu'ammal et al., 2022). Besides that, high motivation will affect the level of confidence, concentration, reduce anxiety and mental toughness in the team (Atta et al., 2021), (Prabowo et al., 2023).

The results of the athlete's answers on the Game-strategy competency (table 4), namely the total of very good and good namely 23 answers, while the total is very poor and less namely 23 answers, the remaining 24 answers are enough. The total results are not much different, these results also indicate that the competence of trainers in strategy games is still sufficient. The coach is still not careful in observing the team's abilities such as strengths and weaknesses, the condition of the team or each individual, even the conditions in the match. Game-strategy competency is a mandatory indicator that every coach must have, even in all types of sports (Rangel et al., 2023). Strategy games include tactics in every basketball game. So with a good strategy, there will also be

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many game patterns such as attack and defense. In addition, a coach who has a good strategy is able to see weaknesses in opponents (Tian et al., 2020), (Sarlis & Tjortjis, 2020).

The results of the athletes' answers on Character-building competency (table 5) total very good and good answers namely 22 answers, the total answers are very poor and less answers namely 24 answers, while the remaining 24 answers are enough. From these results, Yogyakarta student basketball character-building competency coaches can be said to be lacking. Through the character taught by coaches to athletes, a good personality will be formed (Kilic & Ince, 2021). Team sports have a big risk of stimulation by the opponent or the team itself. Without a strong character, athletes run the risk of becoming emotional, refusing to accept defeat or boasting about their wins (Józefowicz, 2020). Then the Technique Competency indicator (Table 6) the total answers of the athletes were very good and good, namely 25 answers, very poor and less namely 27 answers, while the remaining 18 answers were enough. These results are clear, that the technical competency of the basketball coach based on the answers of Yogyakarta student athletes is still lacking. Technique is the most basic main material of every sport (de Andrade Rodrigues et al., 2020), (Sofyan & Budiman, 2022). Coaches without good technical skills will make athletes not develop (Junior et al., 2021). It can even cause athletes prone to injury. Because of the need for education and training of trainers, so that the competence of trainers can be formed and continue to develop.

V. CONCLUSION

The competence of Yogyakarta student basketball coaches is quite enough. Based on the results of this study, coaches who were said to be very good and good by athletes namely 26 answers and coaches who were said to be very poor and less totaled 23 answers. While the rest which is said to be enough amounted to 21 answers. The coaches competency indicators, namely Motivation Competency and Game-strategy competency, received a total of very good and good answers more than the total very poor and less answers. However, the total amount is not significant. Then the Character-building competency and Technique competency indicators got a total of very good answers, both less than the total answers were very poor and less. So that the Characterbuilding competency and Technique competency indicators of Yogyakarta student basketball coaches are bad. So that the need for special training support, coach training, or basketball coach education is then carried out in a phased and periodic competency test stage so that the competency of student basketball coaches can continue to increase and develop

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