

Evaluation of Sport Psychology Knowledge of Coaches at the Buleleng Volleyball Academy (ABVB)

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ABSTRAK

Saat ini program yang tertuang dalam periodisasi latihan terfokus pada program latihan fisik, teknik dan taktik dalam bermain Bola voli. Namun bila terjadi kegagalan penampilan atlet maka kondisi psikologis yang disalahkan. Perbedaan generasi antara pelatih dan atlet sangat mengganggu interaksi diantaranya, sehingga dibutuhkan pendekatan khusus yang menyentuh sisi psikologis atlet dalam memberikan pelatihan maupun meningkatkan prestasi. Penelitian ini bertujuan untuk mendeskripsikan tingkat pemahaman pelatih di Akademi Bola Voli Buleleng (ABVB) tentang program psikologi periodisasi latihan. Penelitian ini merupakan penelitian deskriptif analisis, dengan 12 orang pelatih ABVB sebagai subyek penelitian. Pengumpulan data melalui teknik observasi dan survei dengan instrumen penelitian menggunakan dua kuesioner. Kuisisioner pertama untuk mengetahui peran psikologi dalam olahraga dan kedua, melihat kemampuan pelatih dalam mengimplementasikan psikologi dalam program pelatihan. Analisis data dengan triangulasi data. Penelitaian ini dilaksanakan pada masa pandemi covid-19 sehingga dilakukan melalui google form. Hasil penelitian menunjukkan bahwa pelatih memahami peran psikologi olahraga, serta tidak mengetahui bentuk latihan yang diberikan kepada atlet. Simpulan yaitu sport psychology knowledge dimiliki oleh pelatih ABVB namun belum dterapkan dalam menangani Atlet, sehingga dibutuhkan penguatan untuk membuat pelatih lebih baik dalam menerapkan dalam latihan.

ABSTRACT

Currently, the program contained in the training periodization focuses on physical training programs, techniques, and tactics for playing volleyball. However, the psychological condition is to blame if an athlete's performance fails. The generational difference between coaches and athletes greatly disrupts interactions, so a unique approach is needed that touches the psychological side of athletes in providing training and improving performance. This research aims to describe the level of understanding of coaches at the Buleleng Volleyball Academy (ABVB) regarding the psychology program of training periodization. This research is a descriptive analysis research, with 12 ABVB trainers as research subjects. Data were collected through observation and survey techniques with research instruments using two questionnaires. The first questionnaire determines the role of psychology in sports, and the second examines the coach's ability to implement psychology in training programs. Data analysis with data triangulation. This research was carried out during the Covid-19 pandemic, so it was carried out via Google Forms. The research results show that coaches understand the role of sports psychology but need to learn the form of training given to athletes. The conclusion is that ABVB coaches own sport psychology knowledge but have yet to apply it in handling athletes, so strengthening is needed to make coaches better at using it in training.

1. INTRODUCTION

The sports training process is a long and complex process. The preparation of training programs must consider multilateral physical development, sport-specific physical development, technical skills, tactical abilities, psychological factors, health maintenance, injury management, and knowledge of the sport itself (Permana et al., 2022; Sujarwo, 2021). This then becomes the duty of a coach to carry out training without harming the athlete, even indirectly the coach has the responsibility to develop and develop the

athlete's mentality, both on and off the field (Arwin et al., 2023; Pulungan & Dimiyati, 2019). The relationship that exists between the athlete and the coach is one of the factors that determines an athlete's success and confidence in competing (Amansyah, 2019; Sujarwo & Margono, 2023). It was further explained that coaches and parents have a role in dealing with pressure when competing and have an influence on the level of anxiety experienced by athletes which has an impact on competing success (Jarwo, 2022; Sulistyowati & Irsyada, 2022). So it can be said that the coach has a quite important position, not only preparing athletes physically, technically and tactically, but also having to pay attention to the athlete's psychological condition (Nailufar & Hartono, 2022; Siekanska & Wojtowicz, 2020). Psychological conditions are conditions related to the mental/state of an individual, where these psychological conditions will influence the individual's attitudes and behavior (Nopiyanto et al., 2022; Ramli, 2021). Psychological conditions can include the ability to control, self-confidence, and goal orientation (Erdiyanti & Maulana, 2019; Fadhli, 2021).

The trainer's ability to understand the athlete's psychology is of course very necessary to maximize the training process and maximize the development of the athlete's abilities (Murni et al., 2020; Rohendi et al., 2021). However, the reality on the ground shows that not all training is able to understand the athlete's psychological condition well. This is in line with the results of initial observations carried out at the Buleleng Volleyball Academy (ABVB). The ABVB volleyball club has a well-organized training program. On paper ABVB is an ideal volleyball club, it's just that they don't have a lot of playing time because the club is still young. Even though ABVB is still dominated by young and inexperienced athletes, this club has participated in several competitions around Buleleng Regency and Bali province. Trainers have actually been able to improve the players' physical skills and abilities, but what happens when an athlete loses in a competition is that the blame is placed on the athlete's psychological factors. In several friendly matches played by the ABVB team, incidents were blamed for psychological factors in their performance. Judging from the benchmarks of an exercise and the results in the field cannot be the same. The lack of clarity regarding the development and approach to psychological factors in this training program raises the question, what is the existence of the trainers' Sport Psychology Knowledge?

Sport psychology knowledge the trainer's ability is the trainer's ability to understand the athlete's psychological condition (Jarwo, 2022; Sudhen et al., 2023). A good and competent coach must have adequate psychological skills, this is because psychological knowledge plays a role and is useful in understanding the psychological symptoms that appear in athletes, helps provide motivation, anxious thoughts, attitudes and knowledge from a coach, so that it can be used as material. in solving a problem in developing athletes (Guntoro et al., 2020; Triananda et al., 2021). It was further explained that sports psychology can also influence an athlete's performance during a match, so that the right psychological approach will be able to help coaches to provide maximum possible encouragement to athletes (Caruzzo et al., 2021; Silva et al., 2019). Several studies that have been conducted previously revealed that psychological factors must receive special attention when dealing with coaching. Coaches are involved in Coach Development Programs (CDP) to be able to improve coaching skills through increasing interpersonal abilities (Turnnidge & Côté, 2017). The results of other analyzes show that trainers who have taken part in psychological skills training (PST) still encounter difficulties in preparing training periodicity programs (Hashim & Noor, 2020). Coaches are accompanied by mentors to work with athletes to find more creative solutions in their interactions through a psychological opinion approach (Leeder, 2019). So based on several research results, it can be said that trainers' psychological knowledge tends to be different and still needs to be improved. It's just that in previous research, there have been no studies that specifically discuss the evaluation of sports psychology knowledge of coaches at the Buleleng Volleyball Academy (ABVB). So this research is focused on this study with the aim of finding out the ability of Sport Psychology Knowledge, which will be used as a basis for the trainer's skills development program in handling athletes from a psychological approach.

2. METHOD

This research is classified as a qualitative descriptive research type, with the research subjects being the coaches who are members of the ABVB team. ABVB trainers are divided into several training group categories with a total of 12 trainers, where the trainers are not differentiated by gender according to group category. Data collection in the research was carried out using observation, interviews and questionnaires. The use of questionnaires is carried out with the aim of producing different types of data that are useful in different situations. The open questionnaire form was chosen in order to collect data on research subjects. The trainers filled out the questionnaire via Google Form, apart from that, a limited interview process was also carried out to confirm the answers to the questionnaire. The research instrument grid can be seen in Table 1.

Table 1. The Questionnaire Grid

Variable	Sub Variable
Coach profile	Personal data Education (general and professional) Experience
Knowledge of exercise programs	Preparation of training programs Implementation of exercise programs
Sport psychology knowledge	Basic knowledge Application in training programs Application in a practice environment Knowledge development

The data obtained in the research is then grouped based on the category of problem to be uncovered. The next stage is to interpret the meta data in accordance with theory and previous research, so that discussions and treatments that can be carried out are presented.

3. RESULT AND DISCUSSION

Result

The research results are categorized into three parts which include trainer criteria, trainer knowledge about psychology in sports and trainer knowledge about preparing psychological programs in training periodization. The results of the research analysis can be seen at [Table 2](#), [Table 3](#), and [Table 4](#).

Table 2. The Coach Profile

No.	Coach Profile	Classification	Results
1.	ABVB coach age	20-30 years	33.3%
		31-40 years old	25%
		41-50 years old	16.7%
		>51 years	25%
2.	ABVB coach's formal education level	Senior High School	16.7%
		Bachelor	66.7%
		Masters	16.7%
3.	Trainer certificate	local area	33.3%
		area	58.3%
		national	8.3%
4.	Coaching experience	<1 year	16.7%
		1-5 years	50%
		>5 years	33.3%

Table 3. The Coach's Knowledge of the Training Program

No.	Coach Knowledge	Classification	Results
1.	The form of the psychological program is listed in the training periodization	Physical exercise program	91.7%
		Engineering training program	83.3%
		Psychological training program	75%
2.	Providing psychological programs at the periodization stage.	Administration is carried out in special preparations	66.7%
		Administration is carried out in special preparations	75%
		Giving is done pre-competition	58.3%
		Awards are made at competitions	50%
		Giving is done at the transition stage.	50%
3.	A form of psychological training given by coaches to athletes.	The trainer provides special psychological training	58.3%
		The trainer stated that psychological training was carried out integrally	83.3%
		That the psychological training program is given accidentally according to the athlete's condition.	58.3%

Table 4. The Sports Psychology Knowledge Coach

No.	Focus	Description
1.	The relationship between psychology and athlete performance	Coaches are aware of the important role psychology plays in athlete performance. This psychological role is useful when: Competitive readiness, training comfort (situational), improving athlete skills (learning process), developing athlete mentality (attitude).
2.	Recognizing psychological problems in athletes during interactions in training	Coaches recognize several problems that disturb athletes psychologically, including: lack of self-confidence, anxiety, tension, being too ambitious, emotional, lack of motivation, experiencing bullying.
3.	The level of coach's need to learn psychology in the coaching process.	All coaches realize the importance of studying psychology, especially sports psychology. The aims of studying psychology include: getting to know the athlete's character, supporting the athlete's performance, finding solutions to the problems faced by the athlete, and overcoming problems within the coach himself. Thus, coaches really need knowledge and training in the application of psychology to help develop athletes, both to improve their abilities and in facing competition.

Discussion

Based on the results of the analysis that has been carried out, three main findings were obtained in this research, including: the first finding, related to the form of interpersonal interaction in a team, where the results of the research analysis show that the coach has a good relationship with the athletes, where interpersonal relationships are good. both have a positive influence on improving athletes' abilities. Psychomotor ability is a strong asset in an athlete's performance, this can be developed through the quality of good interpersonal relationships. Improving psychomotor skills is assisted by clear instructions from the trainer. A trainer is a facilitator who can help develop psychomotor and interpersonal skills (Bell et al., 2022; Wekesser et al., 2021; Wilczyńska et al., 2022). A good relationship begins with good quality communication. Communication is important in improving athlete performance as revealed in the findings (Kim & Park, 2020). The coach's ability to develop athletes will leave a good impression on the athletes themselves, so that the athletes will give a good view of the coach's way of training (Erdiyanti & Maulana, 2019; Fadhli, 2021). Highlighting the views of athletes who have been successful about a good coach, namely a coach with the right leadership attitude in coaching athletes towards success is a coach who teaches directly and indirectly, and emphasizes hope, hard work, discipline and attitude (Caruzzo et al., 2021; Silva et al., 2019). Direct training means that the trainer interacts to convey the training program that the athlete must carry out during the training session. Indirect training by showing a caring attitude, paying attention and being able to help shape the athlete's personality (Murni et al., 2020; Rohendi et al., 2021). Apart from that, there is a special need for trainers to be able to prepare individual training programs to overcome problems faced individually, this refers to the principle of individual training.

The second finding related to the position of sport psychology in training. Based on the results obtained through surveys, the trainers at ABVB are of good quality, where in general the trainers are young and highly educated. It's just that there is still a lack of experience in developing athletes. More specifically, coaches have special knowledge in the field of psychology in sports. At least the coaches at ABVB know that psychology plays no small role in athlete development. Views about the coach's knowledge of sports psychology towards increasing performance have a good role in the exposure (Jarwo, 2022; Sudhen et al., 2023). Similar to physical and tactical training programs, psychological training programs must also be structured differently at each stage of periodization and age level of the athlete. So that athletes will mature according to the tasks of children's growth and development. The psychological program implemented should pay attention to the effectiveness of the coach, relationships in coaching (between coaches), and consideration of broader research on coach psychology (Cropley et al., 2020; State et al., 2021). Psychological programs make a significant contribution to the performance of an athlete or a team, so they are prepared as carefully as any other training program (Guntoro et al., 2020; Mujika et al., 2018; Triananda et al., 2021). This knowledge must be possessed and applied in preparing training programs.

The dual function of a trainer requires understanding and applying psychological training programs in addition to physical and technical training programs. So even though you cannot bring a psychologist into the training process, the training can be carried out with a psychological touch (Nailufar & Hartono, 2022; Siekanska & Wojtowicz, 2020). The fields of psychology that support the applied field of sports psychology include developmental psychology, learning psychology, personality psychology, social psychology, counseling psychology, and psychometrics. Ideally, the coaching team collaborates specifically

with athletes in providing post-match mental health support (Amansyah, 2019; Sujarwo & Margono, 2023). Not only post-match, but athlete mental treatment is carried out to increase psychological safety before, during and post-match, reduce unnecessary stress, optimize recovery, destigmatize mental health problems, and increase help seeking (Henriksen et al., 2020). It is clearly stated that achieving athlete achievement must be supported by psychological aspects (Afifah et al., 2019). The involvement of a psychology program does not merely prepare athletes mentally to face opponents in competitions. Psychological programs are also designed to help shape athletes' attitudes as positive individuals and prepare their mental attitude to become champions. In addition, psychological programs can be used to help athletes master movement skills. Coaches who train psychological skills can help improve athletes' movement skills. This psychological touch can be carried out in approach methods, training methods and communication methods chosen by coaches when training techniques for athletes.

The third finding related to the program to improve the quality of the squad through coaching coaches. Some of the trainers who are members of ABVB have received formal education through higher education in the field of sports. Other coaches through non-sports education have the advantage of experience as athletes. Apart from formal education, the trainers have completed trainer certification education. However, this condition does not completely answer the psychological problems that always become the scapegoat for every performance failure. A study suggests considering the education of future coaches (Ferrari et al., 2018). Apart from that, there are also those who say that education for trainers is a way to improve one's abilities (Waters et al., 2019). In other words, the level of education of the coaches really helps develop the athletes' abilities, regardless of experience. It is considered that the trainer's education level influences the quality of the relationship between the trainer and the athlete. To improve the quality of the squad, it is necessary to improve the quality of the coaches involved in the squad. Psychological programs are material that coaches need to master in team development. Through training programs it really helps trainers develop, this is done through seminars, workshops, courses and other forms of training (He et al., 2018; Otte, 2020). Apart from that, the exchange of practical experience and knowledge can also help develop new approaches to learning (Stone et al., 2021). Educational programs for coaches can have a positive influence and develop interpersonal skills between coaches and athletes according to (Lisinskiene, 2018).

The results obtained in this research are in line with the results of previous research which also revealed that psychological factors must receive special attention in dealing with coaching. Coaches are involved in Coach Development Programs (CDP) to be able to improve coaching skills through improving Interpersonal abilities (Turnnidge & Côté, 2017). The results of other analyzes show that trainers who have taken part in psychological skills training (PST) still encounter difficulties in preparing training periodicity programs (Hashim & Noor, 2020). Coaches are accompanied by mentors to work with athletes to find more creative solutions in their interactions through a psychological opinion approach (Leeder, 2019). So based on several research results, it can be said that trainers' psychological knowledge tends to be different and still needs to be improved.

4. CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that the trainer's knowledge of sport psychology is only general knowledge, and cannot be applied in assisting athletes to achieve training goals. Apart from that, coaches have not been able to apply mental training to support athletes' performance. Coaches need a special training program regarding sports psychology, either in the form of mentoring or courses to improve sports psychology skills.

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