

# THE INFLUENCE OF COACHES' BEHAVIOR ON LIFE SKILLS IN ADOLESCENT HOCKEY ATHLETES IN EAST JAVA

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**Abstract :** This research examines the relationship between hockey coach behavior and athletes' life skills. The second objective was to measure the effects of hockey coaches' behavior based on practical measures. The research methodology uses a descriptive statistical approach, which was collected using a survey questionnaire. Field performance test measurements and survey questionnaires were used, and as many as 30 field hockey youth athletes from 4 regions is Gresik, Probolinggo, Bangkalan, Banyuwangi in East Java were used as samples. Field performance tests and their relationships were analyzed using data prerequisite tests consisting of normality tests, homogeneity tests, and T-test analysis. The results of the linearity test in Table 3 show that the linearity test between This means that the coach's behavior also influences the life skills results of East Java hockey athletes. With the results of this research, the coach behavior variable (X) has a partially positive effect on the life skills of teenage hockey athletes.

**Keywords:** *Coach Behavior, Life Skill, Adolescent Hockey*

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## INTRODUCTION

For many years, research on adolescent sports athletes has assumed that they have the strength and resources to achieve maximum health and performance (Holt et al., 2017; Larson, 2000). According to Danish and his colleagues, life skills refer to “skills that enable individuals to succeed in the different environments in which they live, such as school, home, and neighborhood. Life skills can be behavioral (communicating effectively with peers and adults) cognitive (making effective decisions); interpersonal or intrapersonal (Danish, Forneris, Hodge, & Heke, 2004, p. 40). Life skills are described as "assets" in setting goals, self-esteem, and work ethic that can be developed and transferred through sports and applied in everyday life (Gould & Carson, 2008, p. 60). An essential aspect of life skills can be considered as skills transferred and used in other life contexts. Implicitly in developing valuable life skills in different areas of life. In contrast, according to the explicit approach, life skills should be taught systematically to learn how to create and transfer them to other environments (Chinkov & Holt, 2015; Turnnidge, Côté, & Hancock, 2014). In their journey, sports athletes must receive social support from coaches, parents, and peers. In this case, coaches play an important role in

teaching life skills to their athletes (Gould & Carson, 2008). Because of the closeness and daily care that coaches carry out with their athletes, this will encourage the overall development of athletes who fully understand the character and life of the coach (Bergeron et al., 2015).

Coaches can also teach real-life skills by showing how to work and simple methods that get many results that athletes in that environment can imitate. Trainers who deliberately teach this tend to use a holistic approach (Collins, Gould, Lauer, & Chung, 2009). To date, there is still little research that focuses specifically on the importance of the role of coaches in the overall development of athletes, and it focuses specifically on how coaches learn to teach life skills and their impact on athletes. Camiré, Trudel, and Forneris (2014) discussed this topic, but research conducted on how coaches learn to facilitate positive youth development explains several characteristics of athletes who become students. Specifically, researchers identified three learning situations: formal, non-formal, and informal, in different situations. This research is based on the concept of Camiré et al. about how to develop positive youth who can provide benefits, and the trainer also indirectly teaches life skills.

According to Trudel and colleagues, professional experience occurs when a learner is directed by choosing what to learn, how, and what procedures, such as coaches who train athletes (Callary, Werthner, & Trudel, 2012). Here, hockey coaches in East Java get what information they need and which sources must be conveyed. This learning occurs when the coach explains evaluations, playing techniques, and things outside of training. In this way, learning can happen in different ways and in harmony with other individuals or groups. In this sense, learning is more than just accumulating knowledge. This model can help design or analyze how coaches learn to improve life skills teaching approaches. Given the critical role of coaches in the teaching and transfer of life skills, it is important to examine under what circumstances they learn to teach these skills. Knowing this can lead to practical recommendations to improve coach education programs and, ultimately, to enhance athlete development (Bergeron et al., 2015) argue that coaching.

It must be context-specific and consider the particular sport's culture. Therefore, this study examines the relationship between hockey coach behavior and athletes' life skills. The second objective is to measure the effect of the hockey coach's behavior based on practical measures taught, especially in learning life skills that will be practiced in everyday life.

Apart from that, coaches, in this case hockey coaches, have two main motivations in teaching life skills: the needs and values the coach conveys to their athletes. Several strategies for teaching life skills (i.e., general discussion, rules to follow, individual intervention, specific intervention, goal setting, feedback, maintaining high expectations, and leading by example). Additionally, two main transfer strategies were reported to help athletes apply the life skills they acquired in sport to other non-sport environments: (a) using specific discussions or explaining to athletes the various non-sport environments in which their life skills would be helpful or essential, and (b) requires athletes to apply their life skills in other areas of life.

In addition, communication in sports is the ability of athletes and coaches to influence the training atmosphere, participation, and daily life. In teaching life skills, one of the keys is two-way communication, where the quality of the coach-athlete relationship can influence interpersonal relationships. Gilbert stated that communication is an effective coaching strategy for building and maintaining coach-athlete relationships. In particular, Carron and Hausenblas argue that effective communication is critical to developing and maintaining team structure. Joweet reinforces this, and Wylleman emphasizes the importance of communication between coaches and athletes in a sports environment to prevent athlete burnout. Therefore, communication is one way of teaching skills directly to trainers. So it is hoped that hockey athletes can: 1). Learn life skills related to sports, 2). Academic development, 3). It can improve personal abilities and careers. Therefore, the coach's behavior that has been developed can influence life skills in the sport of hockey and developmental experiences that can be applied to everyday life. This research is essential because it is hoped to contribute to diversity in research, especially in developing life skills carried out by teenage athletes in hockey.

## **METHOD**

### **Research methods**

This quantitative research uses a descriptive approach to determine the influence of coach behavior on the life skills of teenage athletes in hockey.

### **Time and Place of Research**

Data was collected in February 2024, when a tryout was held for five schools and districts for hockey athletes aged 14-18 in Surabaya.

### **Research Participants**

The number of youth hockey athletes selected was 30 youth athletes from 4 regions in East Java province. The criteria for selecting athletes chosen in this study are: 1). 13-19 years old, 2). I have been practicing hockey for at least 4-5 years, 3). Have participated in inter-club, city or district, regional, and national championships 4). Have received at least 3rd place, 5). Get recommendations from trainers, 6). Practice hockey regularly 3-5 days a week, 7) obtain parental permission to participate.

### **Research Procedures and Data Collection Techniques**

Researchers had previously asked permission from each trainer when carrying out data collection procedures. The selection of youth athletes who meet the criteria is carried out directly. All benefits, risks, confidential information, and individual rights are confidential and safe. First, the sample receives the instrument, filled out in approximately 10-15 minutes. Then, the data was recapitulated and analyzed using SPSS 24.

### **Data Analysis and Instruments Used**

(1) After the data has been collected and assisted by Microsoft Excel. In quantitative analysis using SPSS 24 statistical software. The following are the statistics used during the analysis and previously used data prerequisite tests consisting of (1). Descriptive analysis statistics, (2). The normality test is used to determine whether the data in the experimental group comes from a normally distributed population using the kolmogorov-smirnov test (3). The homogeneity

test to determine sample data from the population has the same variance using the Lavene Test. Meanwhile (4). The independent sample t-test is used to see the magnitude of the influence on the dependent variable. Then, the instrument used is 1). The Demographic Questionnaire consists of questions about age, ethnicity, class, parents' education, and how long they practice hockey. This was done to identify, monitor each individual which allows researchers to correlate the responses of youth hockey athletes, 2). LSSS instrument to determine life skills in sports to prepare teenagers for the future (Gould & Carson, 2008). Validity and reliability The LSSS instrument has been proven valid and reliable for assessing life skills development through sport, 3). The Coach Behavior Scale (CBS) instrument was adopted by Cote et al. 1999.

### Expected results

The expected results of this process are to see the findings and understand each phenomenon experienced by youth hockey athletes in East Java province. Then, the analysis results are presented thematically and arranged based on the categories of related research questions.

## RESULTS

### Data Pre-Requirement Test Results

Before carrying out an influence test or T-test on the variables above, it is necessary to carry out a data prerequisite test consisting of a normality test and a homogeneity test. Normality test results are as follows:

**Table 1.** Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		30
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	30.96337031
Most Extreme Differences	Absolute	.100
	Positive	.083
	Negative	-.100
Test Statistic		.100
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

Based on the results of the output table above, it is known that the significance value (2-tailed) of the influence of coach behavior on the life skills of teenage hockey athletes is 0.200. Because the sig value is  $0.200 > 0.05$ , then based on decision-making in the Kolmogorov-Smirnov normality test above, it can be concluded that the data is usually distributed.

**Table 2.** Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df 1	df2	Sig.
CBS	Based on Mean	1.329	8	13	.311
	Based on Median	.204	8	13	.985

	Based on Median and with adjusted df	.204	8	4.762	.975
	Based on trimmed mean	1.141	8	13	.400

Based on the results of the output table "test of homogeneity of variances," it is known that the significance value (Sig) of the influence of coach behavior on the life skills of teenage hockey athletes is 0.311. Because the sig value is  $0.311 > 0.05$ , in the homogeneity test above, it can be concluded that the data variance resulting from the influence of coach behavior on the life skills of teenage hockey athletes is the same or homogeneous. Then, an F-test was carried out to determine the linearity of the causal relationship between the trainer's behavior and life skills. The calculation results are as follows:

**Table 3. ANOVA Test**

ANOVA Table			Sum of Squares	df	Mean Square
CBS * LIFE SKILL	Between Groups	(Combined)	9133.467	16	570.842
		Linearity	227.788	1	227.788
		Deviation from Linearity	8905.679	15	593.712
	Within Groups		18897.500	13	1453.654
	Total		28030.967	29	

ANOVA Table			F	Sig.
CBS * LIFE SKILL	Between Groups	(Combined)	.393	.960
		Linearity	.157	.699
		Deviation from Linearity	.408	.950
	Within Groups			
	Total			

The F Test table above shows that the F value (deviation from linearity) is 0.408 at a significance value of .950, which means it is not significant. So, the relationship between variables (x), namely the trainer's behavior towards variable (y), is linear.

## DISCUSSION AND DISCUSSION

This research aims to determine the influence of coach behavior on the life skills of adolescent hockey athletes. Data processing was done using random samples; 30 selected samples were from 4 districts in the province of East Java consisting of Gresik Regency, Probolinggo Regency, Bangkalan Regency, and Banyuwangi Regency. The data results show that prerequisite tests consist of normality and homogeneity tests. The normality test results in this study used the Kolmogorov Smirnov (KS) test. This test is used to determine whether each variable has a normal distribution. The normality test in this study used Kolmogorov-Smirnov statistics with SPSS 24.0. The criteria used are the Asymp

value. Sig (2-Tailed). Measurement by comparing the Asymp value. Sig (2-tailed) with the specified alpha value of 5% if the Asymp. slarge .200 Sig (2-tailed) >0.05. So, it was concluded that the data came from a sample of teenage athletes with a normal distribution.

Then, the homogeneity test in this study used Lavene test statistics with SPSS 24.0. The criteria used are the Asymp value–Sig (2-tailed). Measurement is by comparing the Asymp value. Sig (2-Tailed) with the specified alpha value of 5%, so that if the Asymp. Significant .311 Sig (2-tailed) > 0.05, it is concluded that the data comes from a sample of teenage athletes with a homogeneous distribution.

Continuing with the results of the linearity test in Table 3, it shows that the linearity test means that the coach's behavior also influences the life skills results of East Java hockey athletes. With the results of this research, the coach behavior variable (X) has a partially positive effect on the life skills of teenage hockey athletes. The F coefficient shows this. The research results are consistent with the results of research conducted by (Utamayasa; 2021) that athlete development, including affective, cognitive, and psychomotor, continues to be developed from an early age to provide future support and optimal performance. This is reinforced by (Marten 2012). The role of a coach in developing sporting achievements is very complex and vital as a substitute for parents in training activities by providing direction and guidance to athletes to achieve victory in competitions. Continuing from the statement (Purnawan et al., 2022), coaches have a broader role than teachers in supervising athletes during training and every step and movement.

## CONCLUSION

This research aims to determine the influence of coach behavior on the skills of youth hockey athletes in East Java Province. Based on the results and discussion, it can be concluded that the trainer's behavior can significantly and positively influence life skills. Assessing the athlete's perspective regarding the coach's behavior is essential so that the life of teenage athletes in society can be accepted and developed naturally without gaps in carrying. It is necessary to understand the limitations of this research, namely that this research only focuses on survey studies with a linear approach and a comprehensive method is needed based on the results of surveys that have been carried out based on empirical facts obtained, especially in the sport of hockey. Therefore, further research needs to be conducted in depth to close the gaps in the author's research can be closed.

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