



The Effect of Coach Leadership, Team Cooperation, and Achievement Motivation on The Performance of The Depok City Athlete

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ABSTRACT

The objective of this research was to examine and analyze the effect of coach leadership, teamwork, and achievement motivation on the performance of Depok city athletes. It was a quantitative research with associative approach, conducted at Depok National Sports Committee (KONI). The data were collected through questionnaire involving 203 samples of respondent of athletes and coach among Depok National Sports Committee. Data collection techniques carried out in this study were using questionnaire instruments. The items were derived from such variables (coaching leadership, teamwork, achievement motivation, and athlete's performance) using a likert scale which is used to allow the individuals to choose an answer in order to expressing how much they agree or disagree in such statement.

The data analysis and interpretation indicates that: (1) Coach' leadership has no direct effect on athletes' performance. (2) Coach' leadership has no direct effect on achievement motivation. (3) Coach' leadership has direct effect on teamwork. (4) Teamwork has direct effect on achievement motivation. (5) Teamwork has direct effect on athletes' performance. (6) Achievement motivation has direct effect on athletes' performance. (7) Coach' leadership has no indirect effect on athletes' performance through achievement motivation. (8) Coach' leadership has an indirect effect on athletes' performance through teamwork. (9) Coach' leadership has an indirect effect on athletes' performance through teamwork and achievement motivation. The implications in this study have the potential to contribute to a deeper understanding of things that can affect athlete performance; which consists of theoretical implications, research implications, policy implications, and practical implications. From several previous journals, research on the object under study, namely athletes is still relatively small. Even if there is, it only examines athletes in one sport. While in this study the object of his research was in many sports.

Keywords: *Coach leadership, teamwork, achievement motivation, athlete's performance*

INTRODUCTION

The Indonesian National Sports Committee (KONI) of Depok is a government partner organization formed in order to carry out the mandate of the National Sports System Law No.3 of 2006, where KONI is the only national sports organization authorized and responsible for managing, fostering, developing and coordinate every and all implementation of achievement sports activities for each member in the jurisdiction of the Unitary State of the Republic of Indonesia. KONI is a non-profit, independent non-governmental organization, and is not affiliated with any political power. West Java Regional Sports Event (PORDA) is a sports event attended by all cities / regencies in West Java, held every four years with the aim of finding outstanding athletes in West Java who can be trained and prepared for national and international sports week titles . To support this goal, the KONI Depok city in the period

2012-2016 in the PORDA XII event in Bekasi, facilitated 24 sports, 110 athletes and 24 athletes coaches by providing stimulant funding for organizing and participating in events. However, the result of the medal of the KONI athletes in Depok city is still far from the planned target. Of the 12 sports facilitated by the Depok city KONI, only two achieved the targets of athletics and karate, seven sports did not reach the target, and three sports did not qualify for PORDA.

Performance is a measure of success in carrying out a job. (Robbins, 2017). Performance in the context of management is expressed as a process of communication carried out continuously in the framework of cooperation between an employee and his immediate supervisor (Bacal, 2014). In the case of athletes, the athlete's performance is the work that has been achieved in the activities following the training process in order to contribute to achieving the goals of the sports organization, namely achievement. McClelland argues that humans in interacting with their environment are often influenced by various motives. The motive is related to his existence as a biological being and social being that is always related to his environment. One of the motives put forward by McClelland is motivation for achievement.

Marks et al (2016: 357) explain that what is meant by team work is what the team does physically or mentally to achieve team goals, while teamwork is how the team does it. In terms of this research, teamwork is the collaboration of coaches of athletes and athletes and between athletes and other athletes. In this study, coach leadership is the process (activity) of a person by using charisma, intelligence, wisdom, and political skills and the ability of his art through the communication process to open up the potential competency of a person or group organized, guided, disciplined and empowered that potential towards greater competence in its efforts to set and achieve certain goals.

Previous studies of Zardoshtian et al (2014), Narwal (2014), Alfermann et al (2015), Rajabi (2012), and Weathington et al (2015) prove empirically that there is an influence of coach leadership on athlete performance. Previous studies of Barić and Bucik (2016), Soleimani et al (2014), HomayoniIzad et al (2016), Olympiou et al (2018), and Soyer et al (2014) proved empirically that there was influence of coach leadership on achievement motivation. Previous research by Chao (2016), Duygulu and Çıraklar (2016), Cormier et al (2015), and Aldoshan (2016) proved empirically that there was an influence of coach leadership on achievement motivation. c. Previous research by Irfan and Lodhi (2015) proved empirically that there was an effect of teamwork on achievement motivation. Previous research on Agwu (2015). Khan and Mashikhi (2017), Manzoor et al (2017), Ahmad and Manzoor (2017), McEwan et al (2017), and McEwan and Beauchamp (2014) empirically prove that there is an influence of teamwork on athlete performance. Previous research Bhatti and Haider (2014), Ngima and Kyongo (2013), Mili (2016), Adeyeye et al (2013), and Zuber and Conzelmann (2013) proved empirically that there was an effect of achievement motivation on athlete performance.

The purpose of this study is to find out and obtain a clear picture of whether or not there are: (1) Direct influence of coach leadership on athlete performance. (2) The direct influence of coach leadership on achievement motivation. (3) Direct influence of coach leadership on teamwork. (4) Direct influence of team collaboration on achievement motivation. (5) Direct influence of teamwork on athlete performance. (6) Direct influence of achievement motivation on athlete performance.

LITERATURE REVIEW

Performance is a measure of success in carrying out a job. (Robbins, 2017). Performance in the context of management is expressed as a process of communication carried out continuously in the framework of cooperation between an employee and his immediate supervisor (Bacal, 2014). In terms of personality, a person's performance in an organization is related to the personality of that person (Robbins, 2017). Judging from Vroom's motivational theory, it can be said that individuals will be motivated to do their best if he believes that his efforts will result in good performance appraisal, namely: good performance appraisal will receive rewards in the form of bonuses, salary increases,

promotions so that the service is rewarded will satisfy or fulfill his personal goals: (Robbins, 2001). While Kreitner and Kinicki in Northouse (2013) state that leaders encourage higher performance by providing activities that influence subordinates to believe that valuable results can be achieved with serious effort. In the case of athletes, the athlete's performance is the work that has been achieved in the activities following the training process in order to contribute to achieving the goals of the sports organization, namely achievement.

Organizational behavior is a field of study devoted to understanding and explaining the attitudes and behavior of individuals and groups of individuals in the organization. In short, focus on why individuals and groups of individuals in an organization act like that. The final result of the study of organizational behavior is organizational performance and commitment, which is influenced by various factors including individual mechanisms, individual characteristics, group mechanisms, and organizational mechanisms. (Colquitt et al, 2015: 8) Individual mechanisms include job satisfaction; stress; motivation; trust, justice and ethics; learning and decision making. Individual characteristics include ability; and personality and cultural values. The group mechanism includes leadership style and behavior; power and leadership negotiations; team process and communication; team characteristics and variety. Organizational mechanisms include organizational culture and organizational structure. In this study performance was influenced by motivation, leadership, and teamwork.

McClelland argues that humans in interacting with their environment are often influenced by various motives. The motive is related to his existence as a biological being and social being that is always related to his environment. One of the motives put forward by McClelland is motivation for achievement. (Djiwandono, 2012) Motivation for achievement is a motive that encourages a person to achieve success in competing with a standard of excellence, both from the standard of achievement (autonomous standards) in the past or other people's achievements (social comparison standard).

Marks et al (2016: 357) explain that what is meant by team work is what the team does physically or mentally to achieve team goals, while teamwork is how the team does it. team collaboration is a group of individuals who are interdependent in completing tasks, have the same goals and responsibilities, interact and connect with other groups in an organization. In terms of this research, teamwork is the collaboration of coaches of athletes and athletes and between athletes and other athletes.

According to Sukadiyanto (2012: 4) "The trainer is a person who has professional abilities to help reveal the potential of sportsmen to be optimally tangible abilities in a relatively short time" The trainer is one of the human resources in sports that plays a very important role in the achievement of the athletes who are trained (Budiwanto 2014: 6). The trainer is the key that must understand the correct training procedures, namely by mastering the training knowledge or training theory and methodology that can be used as a basis for conducting training activities (Irianto, 2012). In this study, coach leadership is the process (activity) of a person by using charisma, intelligence, wisdom, and political skills and the ability of his art through the communication process to open up the potential competency of a person or group organized, guided, disciplined and empowered that potential towards greater competence in its efforts to set and achieve certain goals.

METHODOLOGY

The study was conducted in the KONI city of Depok, involving 203 samples of athletes, coaches and sports coordinators. The total sample size of 203 respondents was represented proportionally by 33 sports, 134 male athletes, 69 female athletes. Thus it can be concluded that the characteristics of the research respondents have been attempted to represent the characteristics of the population proportionally. This study uses a quantitative approach, a survey method with causal analysis, which can be described as follows:

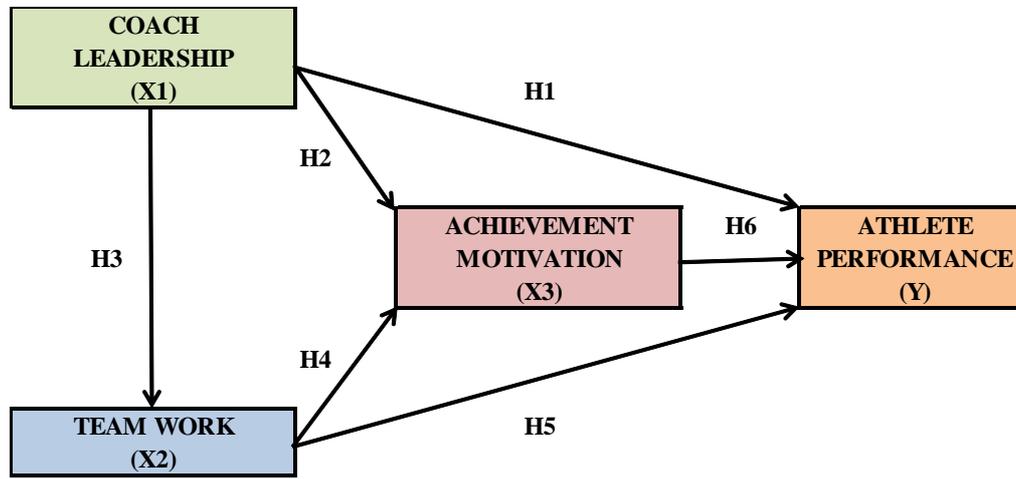


Figure 1. Research Hypothetic Model

The indicators of each variable are as follows:

Variable	Dimension	Indicator	Reference
Coach Leadership (X1)	People centered	Emphasizes the importance of meeting the needs of athletes	Northouse, 2013; Stogdill, 2014; Carlyle, 2015
		prioritizing good interactions with athletes and people around	
		Motivating athlete's fighting spirit	
	Task oriented	Focus on achieving victory	
		Generally successful in carrying out tasks	
		Maintain harmonious relationships with team members	
Team Cooperation (X2)	Team's success	Commitment to team success and shared goals	Johnson, 2017; Beal, 2013; Delarue and Prins, 2014; O'leary et. al, 2014
		Positive interdependence	
		Team management skills	
		Open communication and positive feedback	
		Adequate team composition	
		Commitment to team processes, leadership and accountability.	
Achievement Motivation (X3)	Intrinsic factor	Possibility of success	McCelland, 2018; Zanobini and Usui, 2014; Bernstein and Maier, 2015
		Self-efficacy	
		Value	
		Fear of failure	
	Extrinsic factor	Relationship coach with athletes	
		Relationship between fellow athletes	
		Coaching and training system	
		Welfare system	
		Physical environment where to practice	
		Athlete status	
Administration and policy of KONI Depok			
Athlete Performance (Y)	Personality	Prestigious ambition	Brown, 2015; Greenleaf, Gould & Dieffenbach, 2015; Orlick, 2016
		Hard work	
		Persistent	
		Commitment	
		Mandiri	
		Intelligent	
Self-control			

Data collection techniques carried out in this study were using questionnaire instruments. The questionnaire used consisted of questionnaires, variables of coach leadership, teamwork, achievement motivation and athlete's performance. The type of questionnaire is a closed questionnaire where the questionnaire distributed to respondents has provided the answer in the form of five answer choices, so the respondent just has to choose one of the five answers provided. The measurement scale of the coach leadership questionnaire, teamwork, achievement motivation and athlete's performance used a Likert scale with the following alternative answers: "strongly agree" was given a score of 5; "Agree" is given a score of 4; "Disagree" is given a score of 3; "Disagree" is given a score of 2; and "strongly disagree" was given a score of 1. Primary data collected later through the estimated error normality test, linearity test and significance test. Then analyzed and tested the hypothesis using path analysis. Data analysis techniques in this study include: (1) descriptive data analysis, (2) requirements test, (3) inferential data analysis.

RESULT AND DISCUSSION

The data description is the questionnaire answer score variable athletes performance (Y), coach leadership (X1), teamwork (X2), and achievement motivation (X3). The results of data collection will be processed using descriptive statistical techniques which consist of calculating the average value, standard deviation, median variance, mode, minimum value, maximum value, range and frequency distribution accompanied by histograms.

Table 1. Frequency Distribution of Athlete Performance Scores (Y)

CLASS	F	%F	F KUM	%F KUM
47.5 - 60.5	28	13.79	28	13.79
60.5 - 73.5	21	10.34	49	24.14
73.5 - 86.5	23	11.33	72	35.47
86.5 - 99.5	24	11.82	96	47.29
99.5 - 112.5	28	13.79	124	61.08
112.5 - 125.5	21	10.34	145	71.43
125.5 - 138.5	19	9.36	164	80.79
138.5 - 151.5	12	5.91	176	86.70
151.5 - 165	27	13.30	203	100.00
	203	100.00		

Figure 2. Histogram of Data Frequency Athletes Performance Variables (Y)

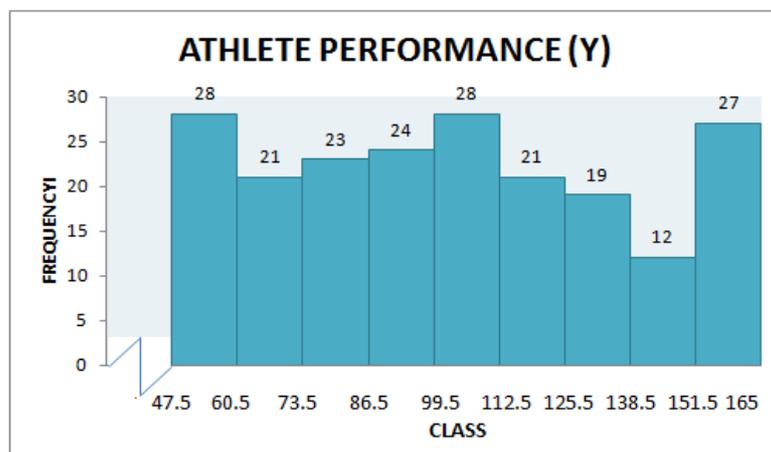


Table 2. Distribution of Frequency of Coach Leadership Scores (X1)

CLASS	F	%F	F KUM	%F KUM
47.5 - 55.5	18	8.87	18	8.87
55.5 - 63.5	20	9.85	38	18.72
63.5 - 71.5	20	9.85	58	28.57
71.5 - 79.5	30	14.78	88	43.35
79.5 - 87.5	31	15.27	119	58.62
87.5 - 95.5	29	14.29	148	72.91
95.5 - 103.5	21	10.34	169	83.25
103.5 - 111.5	18	8.87	187	92.12
111.5 - 120	16	7.88	203	100.00
	203	100.00		

Figure 3. Histogram of Data Frequency Coach Leadership Variables (X1)

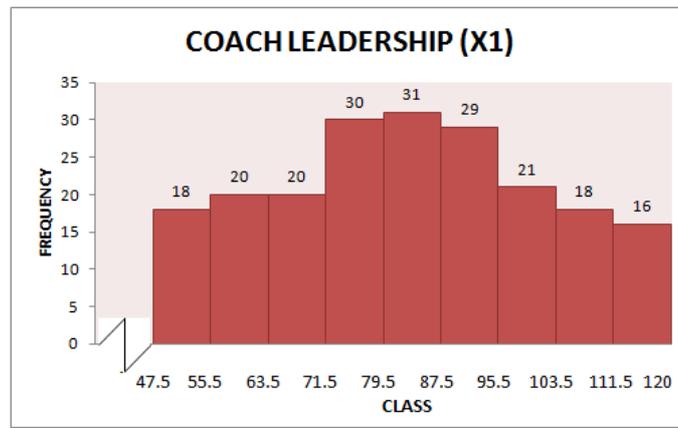


Table 3. Distribution of Frequency of Team Cooperation Scores (X2)

CLASS	F	%F	F KUM	%F KUM
57.5 - 67.5	17	8.37	17	8.37
67.5 - 77.5	23	11.33	40	19.70
77.5 - 87.5	24	11.82	64	31.53
87.5 - 97.5	29	14.29	93	45.81
97.5 - 107.5	35	17.24	128	63.05
107.5 - 117.5	27	13.30	155	76.35
117.5 - 127.5	18	8.87	173	85.22
127.5 - 137.5	21	10.34	194	95.57
137.5 - 147.5	9	4.43	203	100.00
	203	100.00		

Figure 4. Histogram of Data Frequency Variable Teamwork (X2)

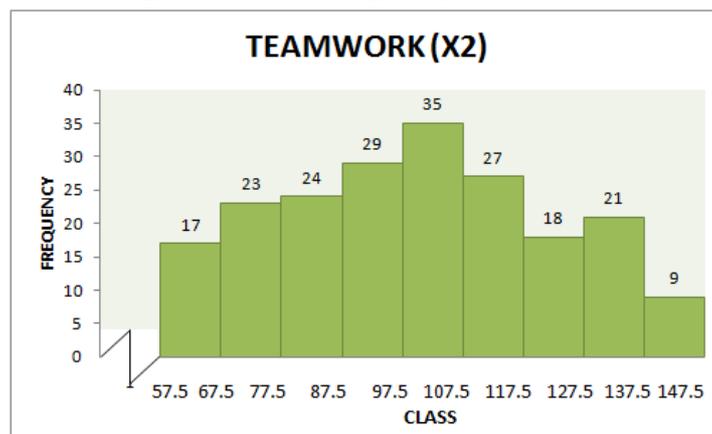


Table 4. Frequency Distribution of Achievement Motivation Score (X3)

CLASS	F	%F	F KUM	%F KUM
65.5 - 76.5	24	11.82	24	11.82
76.5 - 87.5	18	8.87	42	20.69
87.5 - 98.5	21	10.34	63	31.03
98.5 - 109.5	24	11.82	87	42.86
109.5 - 120.5	27	13.30	114	56.16
120.5 - 131.5	24	11.82	138	67.98
131.5 - 142.5	18	8.87	156	76.85
142.5 - 153.5	20	9.85	176	86.70
153.5 - 165	27	13.30	203	100.00
	203	100.00		

Figure 5. Histogram of Data Frequency Variable Achievement Motivation (X3)

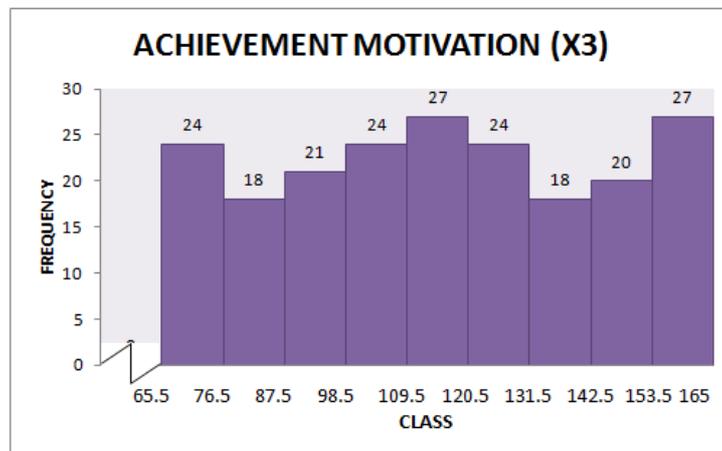


Table 5. Summary of Descriptions of Research Data Statistics

		Statistics			
		CL	TW	AM	AP
N	Valid	203	203	203	203
	Missing	0	0	0	0
Mean		82.75	100.01	115.68	103.09
Median		82.00	100.00	118.00	102.00
Mode		80	87	69 ^a	107
Std. Deviation		18.821	22.745	28.600	34.463
Variance		354.239	517.327	817.961	1187.725
Range		72	86	99	117
Minimum		48	58	66	48
Maximum		120	144	165	165
Sum		16798	20302	23483	20927

In this study, the analysis requirements testing used was the normality test, homogeneity test and significance test. The description of the results of testing the requirements of the analysis are as follows: Normality testing is done statistically using the Liliefors formula, with the following results:

Table 6. Summary of Normality Test Results

VARIABLE	N	L-count	L-table	CONCLUSION
X2 on X1	203	0.042309	0.062325	Normal
X3 on X1	203	0.033635	0.062325	Normal
X3 on X2	203	0.040198	0.062325	Normal
Y on X1	203	0.058135	0.062325	Normal
Y on X2	203	0.056437	0.062325	Normal
Y on X3	203	0.031865	0.062325	Normal

Linearity testing uses ANOVA (Analysis of Variance) and significance test with F test; with the following results:

Table 7. Summary of Regression Linearity Test

Variable	Regression Equation	F-value		Conclusion
		<i>Deviation from linierity</i>		
		F-count	F-table	
Y onX1	$Y = -47.858 + 1.824 X1$	20.69638	1.402516	Linier
Y on X2	$Y = -48.080 + 1.512 X2$	13.58237	1.392397	Linier
Y on X3	$Y = -36.045 + 1.203 X3$	11.72119	1.388573	Linier
X2 on X1	$X2 = 0.18276 + 1.206 X1$	5.781471	1.402516	Linier
X3 on X1	$X3 = -9.5331 + 1.513 X1$	23.62238	1.402516	Linier
X3 on X2	$X3 = -9.6853 + 1.254 X2$	12.47582	1.392397	Linier

The results of the calculation of the path coefficient by manual and using SPSS version 17 software, produce the following results:

Table 8. Summary of Path Coefficient Calculations

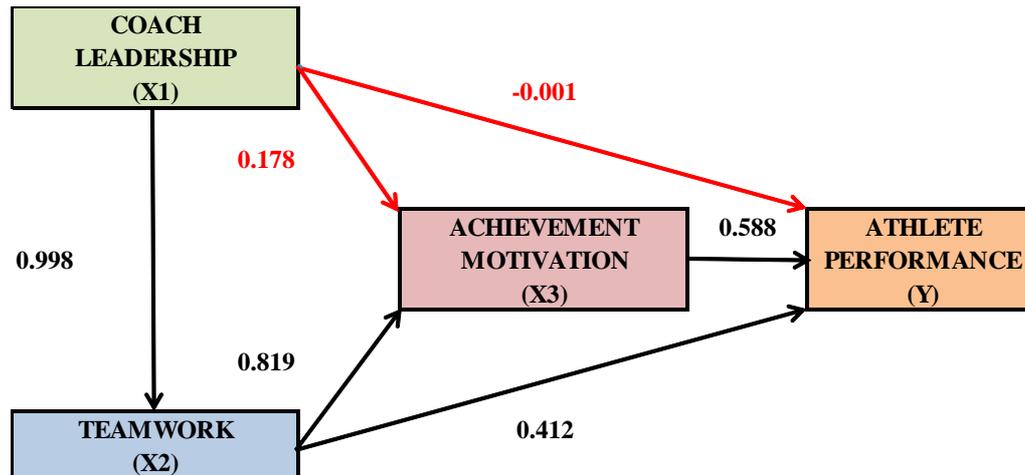
Substructure	Effect	Path Coefficient	
		Manual	SPSS
1	Coach Leadership on Athlete Performance	-0.001	-0.001
	Teamwork on Athlete Performance	0.412	0.412
	Achievement Motivation on Athlete Performance	0.588	0.588
2	Coach Leadership on Achjevment Motivation	0.178	0.178
	Teamwork on Achievement Motivation	0.819	0.819
3	Coach Leadership on Teamwork	0.998	0.998

Table 9. Summary of Hypothesis Testing Results

Analysis	Path Coefficient	t-count	t-table	Test Conclusion
X1 on Y	-0.001	-0.017	1.972	X1 has no direct effect on Y
X1 on X3	0.178	1.891	1.972	X1 has no direct effect on X3
X1 on X2	0.998	58381	1.972	X1 has direct effect on X2
X2 on X3	0.819	8.705	1.972	X2 has direct effect on X3
X2 on Y	0.412	5.580	1.972	X2 has direct effect on Y
X3 on Y	0.588	12.444	1.972	X3 has direct effect on Y

Thus the final model of path analysis can be seen in the following figure below:

Figure 6. Final Path Analysis Model



Based on the description of the results of the analysis and testing of the hypothesis it can be identified that of the six hypotheses put forward in the study it was proven four direct influences and two no effect. In detail, the discussion of the analysis and testing of the research hypothesis can be described as follows. Effect of coach leadership on athlete performance. Research conducted on athletes in the KONI neighborhood of Depok city turned out to show that the leadership of the coach did not directly influence the performance of athletes. So this condition is contrary to the expressions of previous researchers and the opinion of Gary Collins in Stoltzfus (2005) which states that training is the art and practice of guiding a person or group of people from their initial existence to greater competence and fulfilling their desires.

The empirical results of the absence of direct influence of coach leadership on the performance of the KONI athletes in Depok made an explanation why the PORDA title in the KONI city of Depok could not reach the planned gold medal target (from 12 sports facilitated by KONI Depok city, only 2 reached the target) namely athletics and karate, 7 sports did not reach the target, and 3 sports did not qualify for PORDA). The results of research that show no influence of coach leadership on athlete performance are indications that there are problems in the leadership aspects of the trainers, or the competency aspects of the trainers, or a combination of the two aspects. The indication of the coach leadership's problems is an input for the KONI in the city of Depok so that in the future it can improve and give more attention to efforts to improve the leadership of the coach in order to improve the performance of athletes.

Effect of coach leadership on athlete achievement motivation. In this study it was found that the leadership of the coach did not or did not influence the formation or increase of achievement motivation of athletes. So that this condition is contrary to the expressions of previous researchers and the opinion of Stoltzfus (2005) which states that training is to practice the discipline of trusting the community in order to empower them to change. The empirical results are not significant, the direct influence of coach leadership on achievement motivation of KONI athletes in Depok city again makes the explanation why in the 2017 PORDA title KONI Depok city cannot reach the planned gold medal target. There is no or less significant influence of coach leadership on achievement motivation of KONI athletes in the city of Depok indicating that there are problems with the relationship of coaches and athletes or problems with the system of coaching and training, or a combination of these two motivational aspects of motivation. This indication of the coach leadership's problems is an input for the KONI in the city of Depok so that in the future it can improve and give more attention to efforts to improve the coach's leadership in order to increase athletes' achievement motivation.

Effect of coach leadership on teamwork. In this study, it was found that the leadership of the coach had a direct effect on teamwork. The results of this study are in line with

previous studies and in line with the opinion of Northouse (2013) which states that leadership is a process where individuals influence a group of individuals to achieve a common goal. The results of this study also prove that trainers in the KONI city of Depok are open in communication and can receive positive feedback from all parties, and have formed an adequate team composition that can satisfy all parties.

Effect of teamwork on athlete achievement motivation. In the study of athletes in the KONI neighborhood of Depok, it was found that teamwork had a significant direct effect on the athletes' achievement motivation. The results of this study are in line with the previous research mentioned above and in line with the opinion of McClelland (1985) which states that achievement motivation is influenced by two factors, namely intrinsic factors and extrinsic factors. Extrinsic factors that affect achievement motivation include the relationship of the coach and athlete, and the relationship between fellow athletes; or in other words how teamwork is built. The results of this study indicate that the collaboration of teams built in the Depok city KONI between athletes and other athletes and between athletes and coaches has been able to increase the achievement motivation of athletes individually and as a team, which in turn will improve athletes' performance.

Effect of teamwork on the performance of athletes. In the study of athletes in the KONI neighborhood of Depok, it was found that team collaboration had a significant direct effect on athletes' performance. The results of this study are in line with the previous research mentioned above and in line with the opinion of Luca and Tarricone (2001) which states that the success of team collaboration depends on the existence of synergy between team members creating an environment where they want to contribute and participate to promote and maintain a positive team environment and effective. The results of this study indicate that the collaboration of teams built in the Depok city KONI between athletes and other athletes and between athletes and their coaches has been able to improve the performance of athletes individually and as a team.

Effect of athlete achievement motivation on athlete performance. In the study of athletes in the KONI neighborhood of Depok, it was found that achievement motivation had a significant direct effect on athlete performance. The results of this study are in line with the previous research mentioned above and in line with expectancy theory developed by Vroom (Robbins, 2001) which states that individuals will be motivated to try as much as possible if he believes that his efforts will produce good performance evaluations, namely: good performance will receive rewards in the form of bonuses, salary increases, promotions so that these services will satisfy or fulfill their personal goals. The results of this study indicate that achievement motivation of athletes in the KONI environment in Depok city is believed to be able to improve the performance of athletes individually and as a team.

CONCLUSION

Based on the results of the analysis and discussion of the results of the research analysis; can be identified research findings with conclusions as follows: 1. Coach leadership does not directly influence the athlete's performance. 2. Coach leadership does not directly influence athlete achievement motivation. 3. Coach leadership has a direct effect on teamwork. 4. Team collaboration has a direct effect on achievement motivation. 5. Team collaboration has a direct effect on the performance of athletes. 6. Motivation for achievement directly influences the performance of athletes.

The findings of this study are expected to provide the following benefits: 1. The results of this study are expected to provide benefits to the development of science in the field of human resource management in general and the performance of sports organizations in particular. 2. The results of this study are expected to enrich the references and literature in the world of literature about the application of human resource management studies in sports organizations. 3. The results of this study can be used as a reference for writing and similar research for the next stage.

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