

THE EFFECTS OF COACH COMPETENCE AND SOCIAL SUPPORT ON ATHLETE ACHIEVEMENT THROUGH MEDIATION OF MOTIVATION (A STUDY ON FEMALE ATHLETES WHO WON ASIAN GAMES 2018 MEDALS)

Rachma Nabilla
Margono Setiawan
Christin Susilowati

ABSTRACT

Athlete was a profession which begins to have a lot of interests by many people in Indonesia. This statement was supported by a lot of achievements derived from several Indonesian sports in the world competition. This research was aimed to exert an analysis on the effects of coach competence and social support on athlete achievement through mediation of athlete motivation. This research used quantitative method. Moreover, the data in this research was derived from direct distribution of questionnaire to the research samples as many as 62 respondents. The research data was the processed and analyzed by exerting Partial Least Square (PLS) method. The variables in this research were consisted of: coach competence, social support, achievement, and motivation. This research finding showed that the coach competence could not affect the athlete achievement directly, while the social support could affect the athlete achievement directly. This research also found that the motivation could be a mediation of effect between coach competence and social support to the athlete achievement.

Keywords: Human Resource Management, Sport Management, Coach Competence, Social Support, Achievement, Motivation.

INTRODUCTION

Athlete is one of professions which grasp a lot of interest of many people in Indonesia. This statement is supported by many achievements acquired from several branches of Indonesian sport in the world competition. For the last two years, the achievement or performance of Indonesian sport is decreasing. This situation is based on the record of medal achievement in Asian Games. The grade of Indonesia is decreasing slowly, so in the Asian Games those were conducted in Jakarta and Palembang, Indonesia has been increasing rapidly at those moments, where Indonesia has achieved fourth grade in Asian Games (Minister of Youth and Sport, 2019). Beyond the success of Asian Games 2018, several problems have been encountered by many Indonesian athletes. The problem is based on a salient difference from medal achievement derived by the athletes, which the male athletes were dominant than the female athletes. To put in a detail, the ratio of modal achievement: from both team and individual count, the male athletes have collected 37 gold medals, 30 silver medals, and 34 bronze medals. Meanwhile, from both team and individual count, the female athletes have collected 20 gold medals, 20 silver medals, and 28 bronze medals. Based on all achievements, the athletes receive a little appreciation from people, especially the female athletes. The social support from family to the athlete daily growth and progress, for example exercise, competition, etc. The treatment difference from the coach received by female athletes and male athletes is indicated. This problem will certainly affect the performance and achievement of those athletes. Therefore, the difference of achievement may be occurred. The achievement of Indonesian athletes in Asian Games event is definitely supported by many parties, including to the athletes themselves and the role of coaches. To train the athlete competence, the coach needs to have competence that is reflected in ability, knowledge, attitude and skill.

To support the athlete achievement, it needs a good performance to achieve the goals (Altindag, 2015). On the other hand, the event of Asian Games 2018 is interesting, since it has combined between the success of sport and non-sport factors all at once. Further, the Asian Games 18th edition is valued to have achieved a success, in terms of facility and infrastructure preparation, management, and achievement. This achievement is indeed inseparable from the advantages of being the host of event. A lot of factors including to the athlete, coach, facility, training center and financing need to be adjusted, so they can enhance the athlete achievement in international level.

According to the previous researches written by Marcen, et al (2012); Royan (2012); Putri (2014); Sheridan, et al. (2014); Pertiwi (2015); Mosaio, et al. (2017); Natalia (2018); Ristiawan & Mulyana (2018) found a significant result between the variable of social support and athlete performance. Reversely, a research done by Pacheco, et al. (2012) and Aprilianto (2018) found no effects between social support and achievement. The research participants did not state parent support as a relevant motivator for them to participate in this sport event. Another interesting finding is the track and field athletes who successfully referred common characteristics as growing up in a big city and entering college education (Huxley, et al., 2017). A number of sport researches in the college also found a relevance in the field. The investment of campus-based Olympiad sport can be indicated as a form of research development and sport technology.

Based on the explanation above, this recent research finds a research gap from the previous researches: first, it is about the effect of coach competence on athlete achievement, as it has been written by Moen, et al. (2014), second, on the effect of social support on athlete achievement as it has been written by Younes, et al. (2013), then, the researcher fills the gap by adding a mediation variable to reach the athlete achievement variable. The motivation is a psychological support to achieve goal (Luthans, 2006). Ferry (2017) in his research has said that the motivation variable can contribute about 25% to the achievement, while the rest are affected by other variables. Lohana (2017) has found that extrinsic and intrinsic variables highly affect the athlete achievement if it is compared to the other variables. Maiyanti, et al (2012) has stated in her research that the athlete achievement is affected directly by motivation factor, while the physical factor contributes the biggest total effect (both direct and indirect effects) to the athlete achievement that the other factors, about 0,31, which it means that the better athlete physic indicated by the age, the athlete height and weight, it will increase the taekwondo-in motivation which will be followed by the improvement of

athlete achievement about 31%. Moreover, the motivation is derived from the word motive, which it is defined as a human impulse, reason, or motive to act consciously. The motivation in this research means that the athlete motivation refers to motivation theory brought by Herzberg, since according to Herzberg's motivation theory, the motivation is consisted of intrinsic and extrinsic motivation which relate to the athlete motivation. Further, the other previous researches have used motivation theory brought by McClelland, as in a research written by Husna, et al. (2016). The other difference is on the theory pattern, this recent research exerts Herzberg's motivation theory to identify the athlete process to reach the achievement through variable of coach competence and social support. Meanwhile, the motivation stated by McClelland is focused on the achievers without seeing to their process.

Based on the explanation, this research discusses from the management perspective to the sports science in female athletes in Indonesia. By doing this research, it can identify the effects of motivation on female athletes, coach competence, social support, and female athlete performance who reached achievement in the next Asian Games event or other tournament events. Due to that opinion, this research finds that the athlete achievement in Indonesia is not optimal yet, which this matter needs to have a concern to be examined and investigated fundamentally, including to the variables of coach competence and social support, the motivation is mediation variable which aims to be an intermediary of variable relation between social support and coach competence on athlete achievement.

METHODS

This research used explanatory research approach which was aimed to explain the relation between coach competence and social support on athlete achievement by adding a mediation variable, motivation. Meanwhile, the data in this research was primary data collected from survey technique. The survey was conducted by distributing questionnaires to the female athletes who won medals in Asian Games 2018.

Based on the data from Ministry of Youth and Sport and Indonesian National Sport Committee 2018, there were 62 female athletes who won medals in Asian Games 2018 and now they are still active as athletes, thus, it could be said that the population in this research were all female athletes, the medal achievers in Asian Games 2018. The advantage was that the research result would be more accurate, since it was not estimation, free from sampling error, and the last thing was the census result could be used as the main sample frame for survey activity. Regarding to a few populations of 62 female athletes, then, it was worth to take the population as a whole to be the research samples without selecting samples in certain number. Therefore, the research samples were all female athletes who won Asian Games 2018 medals.

The operational definition of research variables: coach competence is a coach ability or capacity to do tasks including to athlete coaching, training, and development (Sedarmayanti, 2004; Robin, 2007). There were four indicators that form variable of coach competence which are adopted from research done by Myers, et al. (2006): character building competence (CBC), motivation competence (MC), game strategy competence (GSC), and technique competence (TC).

The social support was referred to a helpful action that involved emotion, information delivery, instrumental help, and positive assessment on individuals to overcome the problems (House & Khan, 1985; Apollo & Cahyadi, 2012). There were four indicators that form variable of social support: emotional support, appreciation support, informative support, and instrumental support.

The motivation was referred that the athlete has willpower and love to work hard, success expectation, responsibility, and always forward-oriented and embodiment in the behavior (Robin, 2007; Hasibuan, 2014: 228), the factor of satisfaction was also called as an intrinsic motivation, it was defined as a satisfaction factor which built own satisfaction on the athletes to be able to improve the achievement. The items relating to intrinsic motivation: Achievements, recognition, work itself, responsibility, and advancement. While, the factor of dissatisfaction was named as extrinsic motivation, it was defined as factors deriving from work dissatisfaction, it might be sourced from external self-factor, not from the internal one. The items relating to extrinsic motivation: company policy and administration, supervision, salary, interpersonal relation, working condition, job security, and job status.

The athlete achievement was an accomplishment of peak athlete performance in a competition or event, after being through several kinds of exercise or test. The sport achievement was basically formed in medal or ranking from the competition result due to the target defined by either the coach or the athlete himself. Mathis, et al. in Priansa (2014: 272) have asserted that the performance appraisal was a process to evaluate how good the athlete could do a job comparing to the standard set, and then the ability to inform this information to the subordinate. According to Russel (1998); Mathis, et al. (2014); and Nasution (2000), there were five indicators: work quantity, work quality, work discipline, and cooperation or teamwork.

This research exerted measurement instruments as same as in the previous researches. Each indicator was measured by using Likert scale with 5 categories: (1) highly disagree, (2) disagree, (3) uncertain/neutral, (4) agree, and (5) highly agree. This research used analysis method of Structural Equation Model (SEM) and Variance-based SEM approach or it was known as Partial Least Square (PLS) method. In this research, WarpPLS was used and bootstrapping or multiplication method was done randomly, so the normality assumption would not be a problem in WarpPLS (Solimun, et al., 2017). Generally, this research was done in two analysis steps: descriptive analysis and hypothesis testing. Referring to the research problem, first, the researcher conducted a descriptive analysis to identify the frequency distribution of respondents according to the demographical characteristics. Then, the researcher implemented data analysis technique to test the research hypothesis in two steps: measurement model and structural model. Both steps were analyzed by using WarpPLS 6.0 software.

RESULTS

The characteristics from 62 female athlete respondents in Asian Games 2018: 1 respondent aged <15 years old (2%), 5 respondents aged 16-20 years old (8%), 28 respondents aged 21-25 years old (46%), 19 respondents aged 26-30 years old (32%), 6 respondents aged 31-35 years old (10%), 1 respondent aged >35 years old (2%). The age characteristic showed that the female athletes of Asian Games 2018 were in their productive age, this factor was a unique characteristic affected by their own physical factor. Before the event of Asian Games 2018, the athletes underwent some procedures as qualification and point collection. After they were selected as Asian Games participants, they should be in quarantine or national training.

This research used PLS software in order to examine the validity of indicator instrument from each variable used in this research. The technique of data processing for reflective construct testing on SEM-based variant used WarpPLS which contained three criteria to identify the validity and reliability: convergent validity, discriminant validity, and composite validity. The convergent validity of measurement model on reflective construct was assessed due to the loading score earned from algorithm process. Hair, Jr. et al. (2014) have argued that the external loading, average variant extraction, and composite reliability (CR) were parameters used to assess convergent validity. The indicator was valid when the external loading factor was more than 0,70, but it was still accepted when AVE score was more than 0,50. The reliability test was aimed to examine how far the measurement tools have consistent measurement accuracy from time to time. The practical regulation score for Cronbach's Alpha and composite reliability must be more than 0,7. However, 0,6 was still accepted. The table 1 presented result of reliability test and convergent validity after two steps of re-estimation (because AVE did not fulfill practical regulations, so the invalid indicators must be deleted and rerun).

After going through convergent validity test, the researcher then tested discriminant validity. The validity discriminant was needed to show that the latent or construct variable was able to predict the better block size. When the correlation of construct indicator has reached to the higher score than the correlation between other indicators and constructs, then, the construct might have high discriminant validity. The table 2 showed that all indicators have the higher correlation score between tested construct and variable than the other constructs and variables, so the discriminant validity has been fulfilled. Moreover, the structural model was consisted of latent construction which could not be examined and has theoretical correlation. The testing included to path coefficient estimation which was aimed to identify the correlation power between dependent and independent variables. The testing of structural model resulted significance value of path coefficient among latent variables by exerting bootstrap function. The PLS structural model was evaluated by using R-square for dependent construct and path coefficient value or each p-value for significance test on construct within the structural model. Solimun, et al. (2017) have used Partial Least Square (PLS) by WarpPLS 6.0 software for hypothesis testing. Last, the table 3 proposed the result of research hypothesis testing through bootstrap process.

DISCUSSION

This research found that the coach competence was able to increase athlete motivation directly. Moreover, the athlete motivation and athlete achievement have effects on each other. But, the coach competence was not able yet to improve the athlete achievement. Then, the athlete motivation delivered a full mediation role to mediate the relation between coach competence and athlete achievement. Meanwhile, the social support was able to increase athlete motivation and athlete achievement directly, thus, the athlete motivation has a partial mediation role in the relation between social support and athlete achievement. Besides, the athlete motivation could improve the athlete achievement. This discussion could be explained as below:

The result of path analysis has been obtained simultaneously. H1: Based on the analysis result, it was known that the coach competence has insignificant effect on athlete achievement. This statement was indicated from path coefficient and p-value of coach competence variable on athlete achievement in approximately (0,02) and (0,43). This result proved a weak relation between those two variables with positive and linear correlation.

Next simultaneously, H2: Based on the analysis result, it was referred that the social support has a significant effect on athlete achievement. This statement was indicated from path coefficient and p-value of social support variable on athlete achievement variable in approximately (0,15) and (0,11). This result proved a pretty strong relation between those two variables with positive and linear correlation. This result was in line with research done by Anggara (2018) which has stated a relation between family social support and achievement motivation on aero modeling athlete. The relation between family social support and achievement motivation has a low relation level, because according to the experts, the factors which could affect achievement motivation were quite complex and interrelated between each other and no examined yet in this research. Moreover, the relation aim obtained from this research on family social support and achievement motivation was positive which referred that the higher social support would determine the higher achievement motivation, and conversely, the lower family social support would determine the lower achievement motivation.

The path analysis result was obtained simultaneously. H3: Based on analysis result, it was found that the coach competence has a significant effect on athlete motivation. This statement was indicated from path coefficient and p-value from coach competence variable on athlete motivation in approximately (0,69) and (0,05). This result referred a quite strong relation between those two variables with positive and linear correlation. The research finding approved the previous research findings as a research done by Short (2005) about the coach competence on athlete achievement, which it has explained that a good role and performance of coach was highly influential and effective on the athlete's closeness to the coach, so the athlete could appreciate what was done and directed by the coach as well as possible, and it was really influential in the athlete training and competition. The similar research was done by Setiawan (2012) which has shown a positive and significant relation between athlete-coach intimacy and achievement motivation. The coaching to reach the achievement could be realized through support in several things, the athlete motivation which could build enthusiasm for training, coach ability to plan a structured and sustainable training program. The motivation was a main factor to encourage the athlete achievement, since by receiving motivation; the athlete would be happy and excited to follow the training.

The simultaneous effect, H4: Based on the analysis result, it was found that the social support has a significant effect on athlete motivation. This statement was indicated from path coefficient and p-value from social support variable on athlete motivation variable in approximately (0,22) and (0,03). This result proved a quite strong relation between the two variables with positive and linear correlation. This result was supported by a previous research written by Sukma (2015) which has stated a relation between parent social support and training motivation on female volleyball athlete from TVRI North Sumatra club 2014. The similar research was done by Grace (2018) who has referred that the form of social support which could give the most role on Student Education and Training Center athlete in North Sumatra was companionship support through contribution, the next were emotional support, instrumental support, while the lowest role was information support. The companionship support has the highest role on athlete motivation in Training Center.

H5: Based on the result analysis, it was found that the motivation has a significant role on athlete achievement. This statement was indicated from path coefficient and p-value of athlete motivation variable on athlete achievement variable in approximately (0,68) and (0,05). This result proved a quite strong relation between those two variables with positive and linear correlation. This research result was in line with Thanza (2014) in his research which has written that the research result score of athlete motivation was based on intrinsic factor of volleyball athletes in Panorama Sarana Travel, Bengkulu with the average value of 3,71 and achievement level of 74,37% and enough category. While, the research result score of athlete motivation was based on extrinsic factor of volleyball athletes in Panorama Sarana Travel, Bengkulu with the average value of 3,86 and achievement level of 77,22% and enough category.

H6: Based on the research result on the sixth hypothesis, it was found that the relation between coach competence and achievement has indicated an insignificant result, the relation between coach competence and athlete motivation has indicated a significant result, and the relation between athlete motivation and athlete achievement has indicated a significant result. Those results were identified from path coefficient and p-value in approximately (0,470) and (0,05) with a full mediation.

H7: Based on the research result on the seventh hypothesis, it was known that the relation between social support and athlete achievement has indicated a significant result, the relation between social support and athlete motivation has indicated a significant result, and the relation between athlete motivation and athlete achievement has indicated a significant result. Those results were identified from path coefficient and p-value in approximately (0,152) and (0,042) with a partial mediation.

CONCLUSION

Based on the result of data analysis and discussion that have been explained, the researcher concluded that the coach competence, social support, and athlete motivation were able to improve the athlete achievement directly. Meanwhile, the coach competence and social support were not able yet to improve the athlete achievement directly. On the other hand, the athlete motivation has two roles as mediation variable: full mediation and partial mediation.

Based on the research results, this research found limitations: the research sample was restricted only on a single research object: the gender taken was female athlete. The next researches need to consider the other objects other than female athletes, for example male athlete or athlete with disabilities. The research place is an annual event which will be conducted every 4 years, so it needs an update on other events or locations besides Asian Games

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Rachma Nabilla
Faculty of Economics and Business, University of Brawijaya Malang
Veteran Street Malang 65145 Indonesia
Email: nabillajenner99@gmail.com

Margono Setiawan
Faculty of Economics and Business, University of Brawijaya Malang
Veteran Street Malang 65145 Indonesia

Christin Susilowati
Faculty of Economics and Business, University of Brawijaya Malang
Veteran Street Malang 65145 Indonesia