



The values of leadership in badminton game

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ABSTRACT

The values in sport settings have long been discussed in the literature, including the ones in the context of badminton. Despite there have been many leadership values in the literature, there is no explicit leadership value coming from research in badminton. Therefore, the purpose of the current study was to investigate the values of leadership being learned from the badminton game and develop value products through Research and Development. The research method used was a mixed method. Participants of the study included 7 former badminton players having leadership positions and 122 students in physical education teacher education program. Data were collected through in-depth interviews and survey. The results of these interviews were then interpreted, reduced, and given codes so that the values of leadership in badminton were obtained converging. The results of the research on leadership values in badminton games included (1) knowing the boundaries of territory (2) realizing the limits of authority (3) working together (4) obeying rules (5) keeping secrets (6) depth of knowledge (7) elegant decisions (8) obeying superiors (9) act with heart. The value products have been implemented and measured their effectiveness. It concludes that badminton provides opportunities to learn and develop leadership competencies. The value products are effective as a model for teaching leadership through badminton.

Keywords: badminton, leadership, values, model

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INTRODUCTION

All this time, learning the motions of the badminton game is considered to have provided many benefits for the perpetrators, including for: (1) achievement, (2) fitness, (3) socialization, (4) filling in spare time, (5) lobbying, (6) increasing income, (7) prevent promiscuity. If you look closely, the badminton players who base the seven benefits of badminton in quantity are not much compared to the population. For example, for the achievement path, not all schools have students who are qualified badminton athletes. The enthusiasm of the badminton audience is also still far behind the sports of football, volleyball, and basketball. Therefore, as a badminton movement education teacher, trying to make badminton games attractive to everyone needs a breakthrough in providing learning. For learning to be more interesting, innovation is needed by creating new benefits from the badminton game, namely for leadership because leadership is needed by everyone. Here it is necessary to explore the leadership values of the badminton game. For badminton players who have won and have become leaders, it is believed that past experiences from being an athlete to winning the title of champion have values that indicate the performance of a leader.

Several Indonesian badminton athletes who were able to win gold medals such as the Sea Games, Asian Games and Olympics, had an impact on more and more badminton players and observers. Besides that, many alumni of the Faculty of Sports Science have become school principals, some even become leaders in college heads, deans, and rectors.

The essence of leadership, so far, badminton has been used to gain achievement, physical fitness, socialization, prestige, and existence. As an educator in badminton, innovation is required in lecture materials. Therefore, it is necessary to combine leadership values with values in badminton games. Here we need reliable resource persons for badminton players who have become champions and at the same time have become leaders in the form of (1) school principals, (2) department heads, (3) deans of the sports faculty. Of the three, he was interviewed and explored about the experience of playing badminton from childhood to becoming a champion and becoming a leader in the educational institution he leads.

Likewise, in other sports, a leader is also needed, in sports fields it is commonly called a captain who can be entrusted with the responsibility to win matches. Although in individual sports it is also necessary to have a captain when playing on the field, it can influence his friends to be more enthusiastic. As an example, in the women's doubles badminton game, the pair of gold medalists at the Tokyo Olympics, the role of Greysia Polli appears to be encouraging, calming, and directing her partner Apriyani. That's where the leadership appears in Greysia Polli, namely directing and influencing her partner so that the cohesiveness of the two is more guaranteed. The values contained in sports include ethics, fair play, and honesty; health; excellence in performances; character and education; fun and joy; teamwork; dedication and commitment; respect rules and laws; respect for self and other participants; courage; togetherness and solidarity (Mortimer et al., 2021). The sports values contained in traditional games include cooperation, sportsmanship, honesty, fighting power, how to win, accept defeat, self-esteem, trust, and self-confidence (Iwandana et al., 2021). The value criterion is something that is a measure of that value, there are good values and there are values that are not (Subagyo, 2017). These values certainly have existed and have been shown by someone who won badminton.

The emergence of effective leaders is indicated by personality traits in the trait theory of leadership (Colbert et al., 2012). The similarity of the characteristics of a leader, for example, 1) courageous, 2) higher work spirit, 3) greater responsibility, 4) prioritizing greater interests, 5) thinking about change to harmonize the demands of the times. In line with that, Nurabadi et al.(2021) stated that the characteristics of transformational leaders include: 1) identifying themselves as agents of change; 2) brave individuals; 3) believe in people; 4) driven by value; 5) lifelong learner; 6) could deal with complexity, ambiguity, and uncertainty; and 7) is visionary. This kind of leader will be liked a lot because of such qualities, he will be a successful leader in any situation.

In various institutions, effective leaders are needed, in the sphere of state the prime minister who leads the country, in the scope of the company business director who leads the company, as well as in the sphere of sports coaches who lead sports teams (Fransen et al., 2014). The existence of a coach in a sports club is very important, even having special authority, being able to choose and buy players to complement the needs of his team. This happens a lot in football clubs where the coach has the authority to buy the players needed at fantastic prices. Team cohesiveness is influenced by the performance of the coach (Baker, 2008; Salcinovic et al., 2022). This is clearly seen in a team that all the players in their team are submissive and obedient to their performance and orders. In values-based leadership, holding responsible leadership principles" can be illustrated as "a combination of commitment, understanding, and determination of values as a guide in our lives (Žydzīūnaitė, 2018). In the badminton game, a player must respect his opponent, because without an opponent it is difficult to actualize his prowess in public. A player in addition to respecting himself also respects others regardless of ethnicity, race, and religion, giving empathy and compassion from other parties.

Many experts discuss the game of badminton because this sport has become a sport that is competed in the Olympics, some of the views expressed include their views. This game uses rackets and shuttlecocks. It can be played on a rectangular field, limited by a net to separate own play and opponent's play (Phomsoupha & Laffaye, 2015; Zhang, 2015). The same thing was also stated by Tony Grice (2007) that shuttlecocks, rackets, and nets are needed to play badminton. Another expert, Cohen et al. (2015) stated that badminton includes sports games played indoors or outdoors on a court that is bounded by long and wide lines, bounded by a net. Based on the course of badminton games, including games carried out with various actions, hitting, jumping,

and running with short duration and high intensity with short rest periods (Subarkah & Marani, 2020). This statement is in line with the rules of the badminton game that the game must run continuously, no player is allowed to procrastinate to get his breath back, except for a change of place break. Based on the opinions of these experts, it can be concluded that badminton is a game that uses rackets and shuttlecocks played on a field measuring 13.4 meters long and 6.10 meters wide.

Saputra & Rahayu (2018) state that the value of sports in culture is related to tools and equipment, livelihoods, social systems, cultural languages, arts, knowledge systems, and religion. At first glance, badminton is the same as other sports, in terms of goals, such as 1) maintaining physical fitness, 2) filling spare time, 3) socializing, 4) business relations, 5) becoming champions, 6) gaining prestige, 7) famous. Leadership is an aspect that is needed by every human being because according to human nature, humans are sent down to earth to become caliphs, if they do not lead society, they can at least lead themselves. Badminton leadership values are a new breakthrough in the field of badminton movement education. So far, there have been many leadership values in the literature but there is no explicit leadership value that is pure from the badminton game. Therefore, it is necessary to renew the values of leadership originating from the badminton game. This study aimed to produce a model for badminton leadership values. The theory of leadership position draws inspiration from the game of badminton and is seen as a journey from the learning process to winning a championship title, then progressing to finding work and ultimately becoming a leader.

METHOD

This research was from a part of a larger research and development project. The development procedure in this research refers to the steps in Borg & Gall (2003). The reasons for using the Borg and Gall approach including the steps for the Borg and Gall approach in detail are as follows: a) collection of research and results and information, b) planning, c) developing initial product, d) initial trial, e) revision to develop main product, f) main field trial, g) revision for product development, h) operational product trial, i) revision of final product, and, j) dissemination and implementation of developed products.

It adopted a mixed-methods approach that combines both qualitative and quantitative methods to obtain comprehensive and valid data (Schoonenboom & Johnson, 2017). The first step was qualitative research with in-depth interviews with 7 participants. These positions consisted of 1) the winning player has become the principal of the school; 2) the winning player has become the head of the department; and 3) the winning player has become the dean of the sports faculty. From the three key informants, in-depth interviews were conducted from experiences while learning badminton to winning the championship title, then looking for work and being able to become leaders.

The study begin with asking whether leadership derived from badminton can empower student organizations. Data analysis begins when data collection takes place and after a certain period of data collection is completed. At the time of the interview, the researcher had analyzed the answers of the resource persons (Sugiyono, 2019).

In interviews via zoom, researchers can get the necessary information because the resource persons also provide arguments and ask researchers where the badminton leadership values come from. Here the researcher can explain in detail the origin of the nine badminton leadership values taken from the badminton game. These were people being appointed to various leadership positions.

Next, we developed a badminton leadership value design. In planning for the formulation of badminton leadership value products, several activities have been carried out, including: a) students were asked what are the benefits of playing badminton for students, it turned out that none of the students answered for leadership, b) conducted socialization/explanation on leadership whose criteria were taken from the three tools used in the badminton game, c) furthermore, the students are demonstrated/exemplified and practiced on the badminton movement field which indicates the elements of leadership. Lastly, we moved to quantitative data

analysis with the Likert scale is used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena (Sugiyono, 2019). Process of systematically searching and compiling data obtained from interviews, field notes and documentation by organizing data into categories, describing them in units, selecting what is important and making conclusions so that they are easily understood by themselves and others (Sugiyono, 2019). It involved 122 students of Department Sport Education, Sport Science Faculty Universitas Negeri Yogyakarta.

FINDING AND DISCUSSION

Finding

Early identification of the leadership values

Based on in-depth interviews with resource persons, namely badminton players who became champions and have become leaders (1) principals (2) head of the Department of Sports Education (3) dean of the Faculty of Sports, some interview results,

S. K. as dean said,

"I play defensive type badminton, so it requires extraordinary strength. In comparison, when leading a department, I have to work longer than my subordinates."

This means that a champion who relies on rally badminton must be able to work harder.

T as school principle said,

"When I played badminton, many people watched me, so when I became a school principal it provided training for many audiences who already knew me when I competed in the past".

It means that playing badminton makes it easier to build a network in future.

H as vice departement said,

"When I was trained in badminton until I became a champion, the coach was very disciplined in providing input on weaknesses and conveyed them sincerely so that existing weaknesses could be eliminated."

It means that when you become a leader you must be able to genuinely empower your employees sincerely.

Based on the results of the research, it would be necessary to conduct Sport Science students as a whole, so that the value of badminton leadership is needed. The sample population of the data source is a badminton player who has become a champion and has become a leader, principal, head of the department of Sports Education and dean of the Faculty of Sports Science.

Data collection is done by observing badminton (watching the game), interviewing (via zoom meeting), documentation (viewing the match recording of the badminton game), and triangulation (checking against other people who have been playing opponents from resource persons). In this case, the resource persons are badminton players who have become champions and become leaders.

The qualitative research instrument here is the researcher himself with qualifications: 1) has been a badminton singles champion at the general level in Purworejo district; 2) Badminton champion cup between Indonesian Educational Personnel Educational Institution lecturers throughout Indonesia in Padang in 2019; 3) as a badminton teacher since 1990 until now (32 years).

Product development

After analyzing data from the qualitative method, we design a product for badminton leadership value. The result of the design is described in the Figure 1.

The first test of badminton leadership values was tested on a small group of 66 respondents, the results were as at Table 1.

It can be seen in Table 1 that the respondents stated that they strongly agree (4.48 average Likert scale) with the values of badminton leadership, meaning that the product can be accepted by small groups.

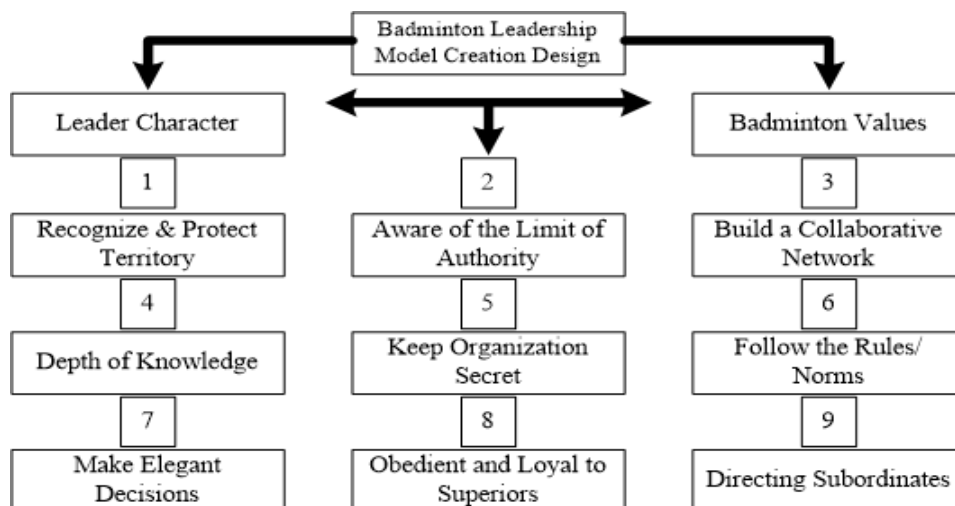


Figure 1. Badminton Leadership Value

Table 1. Average of 66 small group respondents

No	Indicator	1	2	3	4	5	Average	Conclusion
1	X1	0	0	2	9	55	4.80	Strongly Agree
2	X2	0	0	3	22	41	4.58	Strongly Agree
3	X3	3	3	6	13	41	4.30	Strongly Agree
4	X4	0	0	5	22	39	4.52	Strongly Agree
5	X5	2	2	5	25	32	4.26	Strongly Agree
6	X6	0	3	2	20	41	4.50	Strongly Agree
7	X7	0	1	6	18	41	4.50	Strongly Agree
8	X8	0	2	4	21	39	4.47	Strongly Agree
9	X9	0	1	4	18	43	4.56	Strongly Agree
Total Average							4.50	Strongly Agree

Note: Conclusion with Likert Scale (66 people)

Product revision after small group trial

At the product revision stage after the small group trial, improvements were made to the editorial value of badminton leadership. This means naming each badminton leadership value so that it is easy to remember. The repairs made are shown in Figure 2.

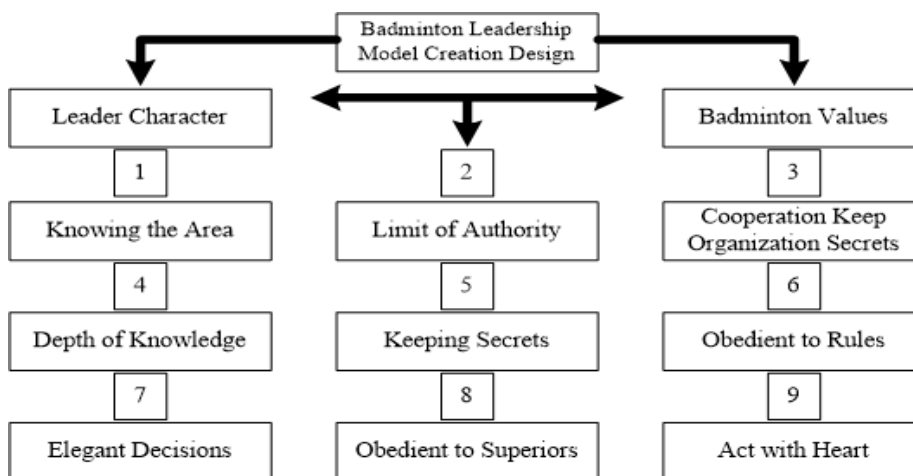


Figure 2. Product Repair (Redesign of Badminton Leadership Value) Test Results Phase II/Large Group

After being revised with an assessment of the value of badminton leadership, the second stage of testing of the badminton leadership product was applied/tested to a larger group of 122 respondents, the results were that the respondents strongly agreed as in Table 2.

Table 2. Average of 122 Respondents Large Group

No	Indicator	1	2	3	4	5	Average	Conclusion
1	X1	1	0	2	20	99	4.77	Strongly Agree
2	X2	1	0	5	35	81	4.60	Strongly Agree
3	X3	1	3	14	34	70	4.39	Strongly Agree
4	X4	0	1	8	43	70	4.49	Strongly Agree
5	X5	0	1	16	40	65	4.39	Strongly Agree
6	X6	1	0	5	39	77	4.57	Strongly Agree
7	X7	0	2	7	45	68	4.47	Strongly Agree
8	X8	0	3	6	47	66	4.44	Strongly Agree
9	X9	1	1	3	38	79	4.58	Strongly Agree
Total Average							4.52	Strongly Agree

Note: Conclusion with Likert Scale (122 people)

It can be seen in Table 2 that the respondents stated strongly agree (4.52 average Likert Scale) with the badminton leadership value product, meaning that the badminton leadership value product is suitable for use in large groups.

Practical testing on student organization

At this stage of testing, the badminton leadership model is applied to the real organization, namely the Student Organization (ORMAWA). The result is that respondents strongly agree with the details as shown in Table 3.

Table 3. Average of 96 ORWAMA respondents

No	Indicator	1	2	3	4	5	Average	Conclusion
1	X1	0	1	5	28	62	4.57	Strongly Agree
2	X2	1	0	4	33	58	4.53	Strongly Agree
3	X3	4	4	11	31	46	4.16	Agree
4	X4	1	1	7	36	51	4.41	Strongly Agree
5	X5	3	3	14	33	43	4.15	Agree
6	X6	0	1	5	35	55	4.50	Strongly Agree
7	X7	0	1	11	33	51	4.40	Strongly Agree
8	X8	0	0	10	41	45	4.36	Strongly Agree
9	X9	0	1	6	35	54	4.48	Strongly Agree
Total Average							4.40	Strongly Agree

After testing in the first stage/small-scale trial, it showed an average of 4.50, and large-scale trials with an average of 4.52. Both averages are above 4.21. If they are included in the feasibility classification, they are in the very feasible category. Then the practicality test of the model tested on student organizations showed an average of 4.40. If it was classified in a very practical practicality classification, the average number was above 4.21.

Discussion

The discussion of badminton leadership values is as follows. The first value is (1) knowing the area, obtained from the movement of badminton players hitting from the corners of the field so that players are very familiar with and able to control every inch of the field. Experience in this field when brought into the realm of leadership, a leader will recognize the boundaries of his work

area. Sobry (Saputra et al., 2018) states that leaders must be responsible for the organization they lead. This kind of responsibility has been carried out by a badminton player when making a mistake will certainly add points to the opponent. If many mistakes are made, he will accept defeat in the match. This is also corroborated by Yaqub Ajeigbe et al. (2021) that the leadership style of sports administrators such as stadium managers, organizers secretaries and coaches have a significant relationship with organizational performance.

Second value (2) Realizing the limit of authority, obtained from the movement of badminton players making attacks from behind, from the middle and from the front of the net, racket swings must not exceed/over the stretch of the net, across the net it is the authority of others. Stephen said leaders have the authority to command others to achieve organizational goals (Acet et al., 2017; DeSensi, 2014). In this case, the authority is used for the benefit of the organization not for its own sake. Experience in the field with this limit of authority can be brought to the realm of leadership, that in the institution he leads there is also a limit to his authority.

The third value is (3) Building cooperation, obtained from the movement of the double players who are compact and coherent, each in addition to carrying out their duties, must also complete their partner. The experience of working together in this field will be carried over when the player becomes the leader. One of the traits of an effective leader is being able to work together (Villacís et al., 2022). This can be justified because the more internal and external cooperation that can be built by a leader, the more it confirms the legality of his leadership. This is reinforced by Engelen et al. (2014) that in transformational leadership the need for members to prioritize the interests of the organization over their own interests.

Fourth value (4) Obey the rules, obtained from the movement of badminton players continuously hitting downwards when facing players who are more powerful in attack. If that rule is violated, of course the opponent's attack will become stormy (Hidayat & Wulandari, 2020). This field experience provides an example that if you violate the rules of playing tactics, you will experience defeat. Therefore, when the player becomes a leader, of course, he is equipped with the importance of obeying the rules, so that in leadership you must be disciplined (obey rules and norms).

Fifth value (5) Keeps organizational secrets, obtained from the movement of badminton players bringing the racket leaf closer to the lip of the net (4 cm thick) when going to make a shot from the front of the net so that the opponent cannot see the direction of the racket leaf which will direct the shuttlecock. So that when hitting from in front of the net, the weapon is hidden behind the lip of the net. Experience in the field of hiding this weapon will certainly carry over when a leader is able to hide the secrets of superiors and organizations. This is in accordance with Semar's philosophy as a guardian, the spirit of this guardian must protect the weak so that leaders need to improve the quality of their subordinates to keep up with the times, but if they have shown excellence, they must also be guarded so that competitors do not easily imitate them. Likewise, the secrecy of the position/state if not maintained could endanger the safety, loss, and integrity of the institution they lead.

Sixth value (6) Depth of knowledge, obtained from the movement of badminton players placing the shuttlecock further down in front of the net/the player is able to return the shuttlecock that almost touches the floor. Players like this show that he is a proficient / skilled as well as clever. The lower the shuttlecock is placed, the more difficult it is for the opponent, so it is natural that a player like this when he becomes a leader already has the depth of knowledge and has broad insight to provide solutions to problems that arise in his organization. In line with that, Fleenor (2017) states that successful leaders need physical vitality and stamina, intelligence. This is reinforced by Gumusgul et al, (2017) that sports coaches feel the need to improve themselves. This passion for self improvement is very important for an athlete as well as for a leader.

The seventh point (7) An elegant decision, taken from the movement of the badminton players ending the rally with a strength close to zero, only weighing as much as a shuttlecock (5 grams) by doing a netting shot. With smooth netting the shuttlecock can roll on the lip of the net so that it will end the rally. Experience in the field of stopping a rally with a subtle energy will be carried away when leading a discussion or meeting, making decisions in an elegant way, the audience is touched, do not offend their feelings, then decisions will be easy to make. Smart

leaders solve the problems they face fairly and wisely (Hallo et al., 2020; Koziol-Nadolna & Beyer, 2021). Also corroborated by Knippenberg et al. (2007) and Nielsen et al. (2018) that a leader must be fair to every member in the team.

Eighth value (8) Obedience to superiors, obtained from the movement of badminton players hitting the shuttlecock back and forth according to the bat. Experience in the field that the shuttlecock obeys, is hit by a lob towards the back, is hit by a dropshot towards the net, so when a player becomes a leader, he is equipped with the spirit of obedience carried over to the institution he leads. This statement is in line with the opinion of Kouzes (2017) that leaders who can solve problems and find the needs of their followers will naturally develop loyalty to the leader. Thus, obedience to superiors makes a leader effective at leading the organization.

The ninth value (9) Acting with heart, is obtained from the movement of the badminton player swinging the racket to direct the shuttlecock towards the target's weak point so that it can kill the opponent easily. When the player makes this stroke, it must be accompanied by the heart so that the movement made gives a feeling of relief. This experience of managing the shuttlecock by involving the heart will carry over when become a leader in directing subordinates. Leaders who become idols are those who are humble, far from being arrogant, envious, and arrogant (Saputra et al., 2018). This statement is reinforced by Peng et al. (Priyatmojo, 2010), higher leader humility flows to lower level team leaders and, in turn, improves team performance. Likewise, when a leader directs subordinates to use their hearts, it will be stored in the hearts of subordinates, thereby increasing the trust of subordinates.

CONCLUSION

The resulting product is the badminton leadership value which consists of: a) Knowing the area, b) Limits of authority, c) Cooperation, d) Obedience to rules, e) Keeping secrets, f) Depth of knowledge, g) Elegant decisions, h) Obedient to superiors, i) Act with heart. The values of knowing the territory, understanding the limits of authority, keeping secrets, and elegant decisions, including planning components. The values of being obedient and loyal to superiors, obeying the rules, directing with the heart, including the organizing component. The value of building a network includes an action component.

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