



Sport communication: an analysis of coach roles through instructional communication framework

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Abstract: This research aims to identify the coach roles in youth football coaching at ASIFA (Aji Santoso International Football Academy) through an instructional communication framework. This research uses an approach method with two data collection techniques which include: Interviews with ASIFA coaches, and participant observations at ASIFA football coaching. The data analysis technique combines interactive analysis models and the theory of instructional communication. The results of this study showed that the role of coaches at ASIFA in the instructional communication framework can be classified into two types, namely: 1) Coach as communicators-instructors; and 2) Coach as communicator-facilitator. The difference in type has implications for the communication approach used by the coaches, which is mapped into a rhetorical approach and a relational approach. However, the type of coaches and the communication approach used by the coaches has a relationship with the coaching context that occurs. This research contributes to the formulation of an instructional communication quadrant model that can be carried out by coaches in youth football coaching.

Keywords: football coaching, coach roles, sport communication, instructional communication

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INTRODUCTION

Youth football coaching is considered as one of the solutions to improve the achievements of the Indonesian National Football Team at the international level. As stated by Indra Sjafrri (PSSI Technical Director) that good youth football development will have an impact on the achievements of the Indonesian National Team (Wening, 2018). Likewise, Fakhri Husaini (former coach of the U-16 and U-19 National Teams) revealed that management of young football development is needed to support the Indonesian National Team (Wijaya, 2020). This shows the urgency of managing football coaching to support the achievements of the Indonesian National Team at the international level.

Several studies reveal that the management of football coaching must be based on sports science. As explained by Rauff et al., (2022) that the implementation of sports science data has an important role to improve the ability of athletes in the coaching process. So is Ellmer et al., (2020) which explain the need for the application of sports science programs by sports practitioners to improve the performance of athletes. The same thing was also expressed by Blake & Solberg (2023) and Pass et al., (2022) that sports science can be used to analyze the performance of players, so that progress can be known about the abilities of football players. The four studies above show the need for youth football coaching based on sports science to improve the abilities and achievements of athletes so that it has implications for the achievements of the Indonesian National Team.

Youth football coaching is carried out at football schools and football academies, one of which is at ASIFA (Aji Santoso International Football Academy) in Malang City, East Java. ASIFA has the orientation of nurturing its students to become professional football athletes, both playing in domestic and foreign competitions. The pre-study shows that ASIFA has succeeded in turning its students into football players who play in League 3, League 2, and League 1 Indonesia, as well as one player who plays in the Malaysian Football League (Saddil Ramdani). ASIFA's success in turning its students into professional players is inseparable from the training management process carried out by the coaches



(McBurnie et al., 2021). As explained by Wahyudi & Laturrekhmi (2022) that the coach becomes a source who has a central role in controlling the football coaching process.

The role of coaches in football development within ASIFA can be analyzed through the study of sports communication - a field that has not been extensively explored in scientific research on sports communication. As explained by Billings (2016), sports communication is the process of creating and disseminating meaning among individuals involved in sports activities, manifested through communication activities in both physical and mental forms. Fundamentally, the study of sports communication focuses on the communication practices that occur within the context of sports or that are conducted within that environment (Billings, 2016; Hambrick, 2017). The practice in football coaching at ASIFA can also be studied through sports communication, especially the role of coaches from the point of view of communication during the coaching process.

The importance of studying sports phenomena through the discipline of communication, because sports practices are never separated from aspects of communication (Wahyudi & Laturrekhmi, 2022)– as well as coach communication in fostering students at ASIFA. Coach communication plays an important role in sports coaching, such as transmitting coach messages which have a determinant effect on the ability and personal development of athletes (McLean et al., 2021). The higher the level of the coach's communication skills, the more positive the influence on the athlete's perception of playing football (Sunay et al., 2017). The coach's knowledge-sharing activities and non-verbal communication are also able to improve the knowledge and practical abilities of the athletes over time (Blaser & Seiler, 2019).

Instructional communication is a perspective in sport communication that is used to study the phenomenon of sports coaching (football). As a scientific perspective, instructional communication seeks to highlight instructor communication in educating students (instructional communication initially developed in the realm of formal education such as schools, Farris et al., 2012) In the study of sport communication, an instructional communication perspective is used to highlight the process of communication between coaches and their athletes which focuses on the context of sports coaching (Turman, 2003; Turman & Schrodt, 2004).

Previous studies on sports coaching within the framework of instructional communication has been carried out, for example, the quantitative studies from Turman (2003) and Turman & Schrodt (2004) used instructional communication theory to measure athlete perceptions and affective learning in coaching athletes in America. Studies from Websters (2016) & West (2016) used the instructional communication perspective to explain the communication style and content of coaches in coaching athletes in America. A study by Kim & Park (2020) states that the importance of time management in communication by coaches has a positive impact on athletes at the Korean Olympics. In contrast, studies in Indonesia still tend to describe instructional communication strategies from coaches in sports coaching (Maladzan & Drajat, 2015; Novitaria & Subarkah, 2018). Meanwhile, a study from Wahyudi & Laturrekhmi (2022) recommends exploring the role of coaches in the instructional communication process in football coaching.

However, studies on instructional communication have not reviewed the coach's central role in sports coaching, so there is a research gap that needs to be followed up. Therefore, departing from the phenomenon of football coaching at ASIFA and the trend of instructional communication studies in sports, this study is presented to fill the research gap by examining the role of coaches in football coaching at ASIFA through an instructional communication perspective. The concept of source in instructional communication from Richmond et al., (2009), and developed by Wahyudi & Laturrekhmi (2022) be used as an analytical tool in this research.

METHODS

This study employs a qualitative descriptive method to generate in-depth data that is valuable in elucidating the role of coaches in football development within ASIFA using the instructional communication framework. As elucidated by Neuman & Robson (2018), the qualitative approach is utilized to uncover social interaction processes based on their inherent meanings and to yield descriptive data in the form of text/language. Subsequently, a specific type of descriptive approach is chosen that systematically portrays the role of coaches in football development within ASIFA. This type of

descriptive research is utilized when the phenomenon being investigated by the researcher is already well-defined (Neuman & Robson, 2018).

Data collection used two techniques, namely in-depth interviews with 3 coaches and 1 assistant coach at ASIFA, and also observation of participants in football coaching activities at ASIFA. Technically, in-depth interviews by preparing an interview guide in advance, but the questions will develop along with the answers from the informants so that in-depth data is obtained. Then, participant observation techniques involve researchers directly and actively with football coaching activities at ASIFA, especially in the context of training and matches. These two data collection techniques are complementary to each other, so as to obtain depth and saturation of data regarding the coach's role in football coaching at ASIFA.

The data obtained were analyzed using interactive analysis techniques from Miles, Huberman & Saldana (2014) with several stages, namely: First, data condensation by compacting, focusing, and abstracting data.; Second, data display by providing codes to the data that has been condensed and categorized into sub-discussions based on the data codes.; Third, drawing conclusions/verification by reflecting on the data on sub-discussions in order to answer the problem formulation and fulfill the research objectives. Data that has been carried out the interactive analysis then elaborated with the concept of source in instructional communication from Richmond et al., (2009) developed by Wahyudi & Laturrakhmi (2022).

RESULTS AND DISCUSSION

Instructional Context at ASIFA

Based on the data obtained, researchers were able to identify three contexts and their settings that occur in football coaching at ASIFA. These three contexts include: 1) Training Context; 2) Match Context; 3) Context of Analysis Class. The context of football coaching in the perspective of instructional communication is called the learning environment, namely physical elements such as places in institutions, populations in institutions, the social climate in institutions, and physical conditions in institutions where instructional activities are carried out in each context and its setting in football coaching at ASIFA:

Firstly, training context. Based on the observations that have been made by the researchers, shows that in this context the students receive direct guidance from the coaches at ASIFA. ASIFA football training is held six times a week, held in two different places, namely the Arhanut Field in Batu City and the ASIFA Complex in Mojolangu Field. Each age group gets a portion of practice three times a week, but when approaching a competition or tournament, the quantity and intensity of the training context will be added to prepare students to take part in the competition.

The training context serves as a platform for enhancing students' abilities for matches and preparing them to become professional football players. As indicated by the coaches of SP and TM in ASIFA, the training context is centered around refining students' fundamental skills in playing football. Furthermore, the training context also aims to cultivate students' attitudes towards football, such as respect, sportsmanship, and fair play. According to SP, instilling the right attitude in students during their football development is crucial so that when they become professional football players, they refrain from engaging in undesirable actions.

Secondly, it involves match context. There are two types of match contexts conducted by ASIFA: competition/tournament matches and friendly/exhibition matches. Competition/tournament matches are officially organized matches sanctioned by the competition organizers and adhere to the rules/laws of the game. On the other hand, friendly/exhibition matches are initiated by teams for practice purposes. ASIFA regularly participates in official matches such as the Soeratin Cup, Top Score League, East Java League 3, and other regional and national competitions. Additionally, ASIFA holds friendly matches for practice at least 1-2 times per month.

In practice, the match context can be divided into four settings. Firstly, the pre-kick setting where the coach provides instructions to the students. Secondly, the kick setting - first and second halves - where the students have played against their opponents on the field. Thirdly, the halftime setting where the coach gives instructions to the students after the first half to prepare for the second half of the match. Fourthly, the full-time/after-match setting where the coach provides feedback on the match's progress.

The coach informants from ASIFA explained that these competitions hold significant importance as they serve as platforms for honing the students' skills and mental resilience. Competitive/tournament matches provide students with playing experience, equipping them with the necessary foundation to become professional football players. Meanwhile, friendly/exhibition matches offer an avenue for both students and coaches to explore innovations in football techniques or strategies. The match context serves as an evaluation tool for coaches to assess the extent of the technical and mental abilities of the students they train (Sydney et al., 2021).

Thirdly, the classroom analysis context. Unlike the two previous contexts of training and matches, which are based on practical football play, the classroom analysis context places more emphasis on students' understanding of the game of football. In the classroom analysis context, students analyze videos of their team's matches that have been documented by ASIFA officials, as well as analyze videos of games from top clubs in the Europa League. Students engage in video analysis alongside the coach, providing comments on the strengths and weaknesses of the gameplay depicted in the analyzed videos.

The context of classroom analysis is a new innovation in youth football coaching. Through the analysis class, students will increase their understanding of how to play football properly and correctly, starting from technical understanding to the tactics of playing football. Technically, the context of analysis class at ASIFA takes place twice a week, namely on Fridays and Saturdays. Each age group team gets two sessions of analysis class. For age group teams who will prepare for tournaments/competitions, they will get more quota, up to 3-4 times a week.

Instructional Content at ASIFA

The coach's content in the instructional communication process comprises technical-physical content, strategic/tactical content of the game, motivational content, and content related to attitudes/values. Each coach's content serves distinct objectives but forms a unified entity that students must grasp to become professional football players. The substance within the instructional communication framework refers to what is conveyed and taught by the coach to the athletes during the instructional communication process (Wahyudi & Laturrakhmi, 2022). Here are the coach's content components in football development at ASIFA:

Firstly, technical-physical content aims to enhance students' football-playing skills, while physical content aims to improve students' endurance during football matches. The technical content provided by the coach related to ball-playing skills includes passing, control, dribbling, shooting, ball handling, heading, crossing, free kicks, finishing skills, and other skills associated with ball control (Primasoni et al., 2022; Smothers et al., 2021). Subsequently, the physical content provided by the coach includes speed endurance, coordinated speed, strength, marathon training, and material related to VO2Max, which enhances students' endurance in playing football (Bahtra et al., 2023; Ma et al., 2023).

Secondly, the content of strategic/tactical gameplay aims to enhance students' ability or skills in playing football as a team. This strategic/tactical gameplay content includes attacking strategies, defensive strategies, transitioning from defense to offense, transitioning from offense to defense, playing football collectively, playing football with ball possession, and other materials related to team combination play.

The technical-physical content and game strategy/tactical content require a good understanding and implementation from students. In a sense, students must have an understanding of good technical-physical and strategic/tactical theory -called game vision-, then students must be able to properly practice technical and strategic/tactical content in games (Khalifa et al., 2021; McLaren & Spink, 2018). Both of these contents seek to improve the two taxonomic aspects offered by Bloom, namely cognitive and psychomotor aspects. The cognitive aspect is the ability of students to think, analyze, understand something, and solve problems that occur. Then, the psychomotor aspect is the skill or ability of students to act in the instructional field they are studying (Goodboy, 2018).

Thirdly, motivational content aimed at improving the psychological and mental conditions of students in playing football. Informants from the coach's side believed that the motivation conveyed had an impact on the psychology of the students, namely shaping the enthusiasm and mentality of the students in undergoing training and matches. This indicates that these psychological factors have an impact on the performance or appearance of students in playing football (Rohmansyah et al., 2022).

Some sports literature has also shown that there is a positive influence of the psychological condition of athletes on athlete performance in the field, including from Jiang et al., (2023) and Saravia,

(2022) explains that the performance of an athlete is formed by three main factors which include physical, technical, and psychological factors. Positive psychological conditions of athletes such as enthusiasm, hard work, persistence, never give up, commitment, and self-confidence will help improve the performance of athletes on the field. Conversely, negative psychological conditions such as feelings of boredom, pressure, stress, emotional/anger, anxiety, and lack of self-confidence will reduce the athlete's performance on the field.

Fourthly, attitude/value content which is the coach's effort to teach students to become football players who have a good attitude, both on and off the field. The content of these attitudes/values includes responsibility, discipline, sportsmanship, respect, honesty, and togetherness. The coaches teach attitude/value content to students in the context of training, competition, analysis class, and also outside the coaching context. Here, the coach uses communication to foster a commendable attitude of students, both a commendable attitude when playing football and a commendable attitude when not playing football.

Fundamentally, the content of attitudes/values and motivational aspects outlined by the coaches earlier aims to enhance the affective aspects of students' football play. The attitudes/values content is intended to cultivate commendable attitudes and values such as responsibility, discipline, sportsmanship, respect, honesty, and teamwork. Meanwhile, the motivational content provided by coaches is aimed at improving the psychological (emotional mastery) and mental condition of students in playing football. As explained by Bloom, the affective aspect relates to the ability to manage emotions, attitudes, values, interests, and social role adjustments that are learned (Goodboy, 2018; Saravia, 2022).

The Coach as Communicator-Instructor and Communicator-Facilitator

The coach's role in football coaching at ASIFA can be classified into two types, namely communicator-instructor and communicator-facilitator. This classification is based on data analysis through the concept of sources in instructional communication, as explained by Richmond et al., (2009); Wahyudi & Laturrakhmi (2022) that the source is the subject that is in control starting from determining content, teaching content, to delivering content to students/athletes. Unlike the case with the sender, namely, the subject who only sends messages/content without being in control and becomes a teacher in the instructional communication process.

The coach as a communicator-instructor is a concept that represents the role of the coach who fully controls the instructional communication process in football coaching at ASIFA. Instructor-communicator occurs when the context of coaching is based on practice and matches, particularly during practice settings and kick-offs. In this case, the communication takes place linearly or top-down from the coach to the students, meaning that the coach as a communicator-instructor uses more power in coaching students at ASIFA, this power is manifested through content instructions that students understand and practice in playing football.

Furthermore, the coach as a communicator-instructor tends to use his authority to get direct fulfillment of the content delivered and students become passive receivers who tend to implement the content from the coach. The form of one-way/linear communication tends to occur in the context of coaching which is based on practicum, namely the training context (practice setting) and the match context (match setting taking place). In this case what happens is the coach uses a rhetorical approach in the instructional communication process, as explained by McCroskey et al., (2004); Wahyudi & Laturrakhmi (2022) that the rhetorical approach views the teacher/coach as the main resource in the learning process so that instructional communication runs linearly in the learning process.

The coach as a communicator-facilitator is a concept that explains that the coach's role is not to fully control the coaching process or the instructional communication process. The communicators-facilitators reflected when the context of coaching was based on non-practicum or understanding the theory of playing football, such as the context of analysis class; setting before and after practice; pre-match half/full-time settings. Coaches as communicators-facilitators tend to exchange information and ideas with students in the process of instructional communication. However, the coach remains someone who makes decisions in the football coaching process at ASIFA.

The coach's role as communicator-facilitator puts forward an egalitarian communication approach, in which coaches and students can discuss with each other to exchange ideas or ideas regarding training and matches. This finding can be understood that the ASIFA coach who positions

himself as a communicator-facilitator is implementing a relational approach in the instructional communication process, namely an approach to strengthen emotional connections through exchanging ideas through two-way communication (McCroskey et al., 2004; Wahyudi & Laturrakhmi, 2022).

There is a difference in power in communicating between coaches as communicator-instructor and communicator-facilitator. The coach as a communicator-instructor uses more of his power or authority to get the fulfillment of what is conveyed, while the coach as a communicator-facilitator shares more power to exchange ideas or opinions with students. Even though there is a difference between the 'power' used by coaches as communicator-instructor and communicator-facilitator, the aim of coaches in football coaching at ASIFA is the same, namely to maximize students' abilities in playing football to become professional football players.

Then, as a form of the contribution of this research to the study of sports coaching and instructional communication, the 'Coaching Communication Quadrant' model will be developed which is based on the instructional context of football coaching, the coach's instructional content, and the coach's role as a communicator-instructor and communicator-facilitator. The 'Coaching Communication Quadrant' model compiled is useful for seeing how communication is carried out by coaches in training students or athletes in the coaching process. The following 'Coaching Communication Quadrant' was successfully compiled:

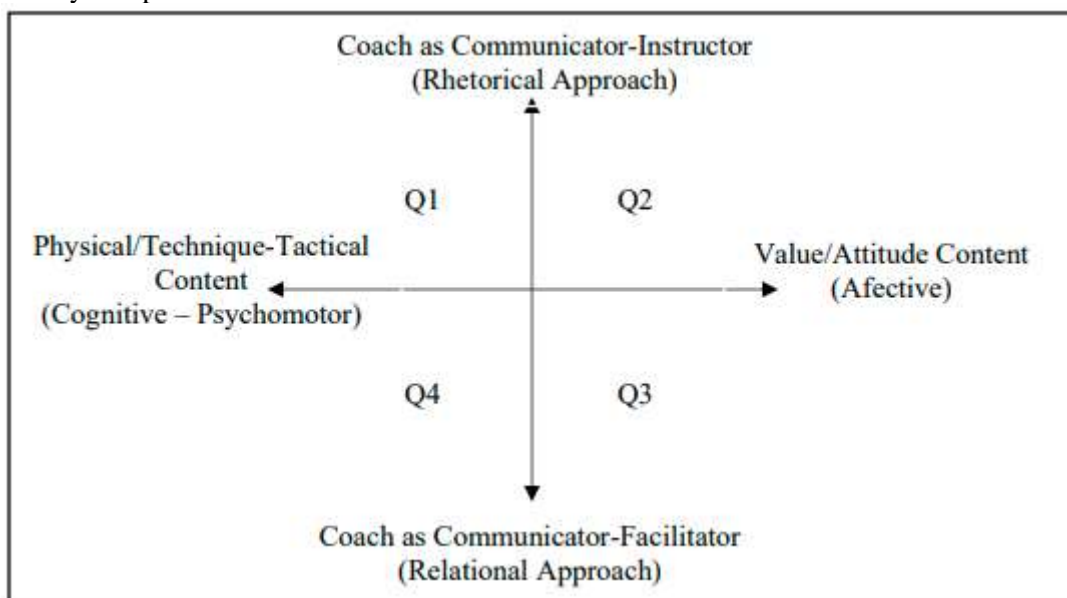


Figure 1. The coaching communication quadrant model

The explanation of the 'Coaching Communication Quadrant' in the field of sports coaching is as follows: the vertical line represents the communication approach used by the coach in training the students in the coaching process. The upward vertical line indicates the rhetorical approach or the coach's role as a communicator-instructor. On the other hand, the downward vertical line signifies the relational approach or the role of the Mentor as a communicator-instructor. The horizontal line represents the content conveyed and taught by the coach to the students in the coaching process. The leftward horizontal line indicates the coach's content aimed at enhancing students' cognitive (thinking and understanding) abilities and psychomotor (skills) abilities in the sport they are learning. Meanwhile, the rightward line represents the coach's content aimed at improving students' affective abilities (attitudes, beliefs, and values) towards the sport they are learning. Q1, Q2, Q3, Q4 are situations and conditions within the context of sports coaching that occur. Q1, Q2, Q3, Q4 indicate the situations and conditions that underlie why a coach delivers or provides coaching material to students.

CONCLUSION

This research concludes that the coach's role in football coaching at ASIFA in the instructional communication framework can be classified into two types, namely: 1) The Coach as a communicator-instructors who uses their authority to gain student compliance in the football coaching process. The coach uses a rhetorical approach so that communication runs linearly, this approach tends to be

implemented in the context of training and matches; 2) The coach as a communicator-facilitator who tends to be egalitarian with students in the football coaching process. Coaches and students share opinions, ideas, and ideas through two-way communication or a relational approach. The two coach's approaches are used to convey technical-physical content, tactical-strategy content, and motivational content. Recommendations for further research are to refine the Coaching Communication Quadrant model, so that it can be used as a conceptual analysis tool and used as a practical guide for coaching youth football.

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