

LEADERSHIP ATTRIBUTE PROFILE OF THE COACHES FROM REALMADRID FOUNDATION YOGYAKARTA FOOTBALL SCHOOL

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Abstract

This study aims to determine the leadership characteristics of the *Real Madrid Foundation* Yogyakarta soccer school coach. The research method used is descriptive quantitative with a survey method. The sampling technique used was total sampling, namely all Real Madrid Foundation soccer school head coaches, totalling five people. The data collection technique used a questionnaire instrument sent via *Google Forms* and filled in by all players, totalling 128 people. Data were analyzed using percentage quantitative descriptive statistics. The results of this study indicate that the highest average score is on how the coach improves technical skills, with a *mean of* 5.23 points, and the percentage is 87.16%. The ability to mentally prepare players with a *mean of* 5.18 and a percentage of 86.34%, how the character of bad behaviour has an average score of 5.12 points with a percentage of 85.28%, the ability to set game strategies at 5.09 with a percentage of 84.90%, the ability to set goals 4.94 with a percentage of 82.32%, and the ability to manage physical training of 4.80 with a percentage of 80.08%. The leadership of the *RealMadrid Foundation* Yogyakarta soccer school coach on the components of physical training ability and personality must be improved. Leadership training is one of the alternative solutions to develop the leadership of football coaches.

Keywords: Coaching leadership, Real madrid Foundation, soccer school

INTRODUCTION

Football is widely regarded as a trendy sport, and it is getting significant interest among individuals. The Football School (SSB) plays an important role and bears a substantial duty in the realm of football coaching. The primary goal of SSB is to serve as a platform and offer students the chance to cultivate their skills. Nugroho Susanto, in 2016. The All-Indonesian Football Association (PSSI) organization oversees football development in Indonesia. PSSI is an organization tasked with promoting and enhancing national football accomplishments through its tournaments. PSSI, in partnership with member clubs, persistently endeavours to offer early guidance through diverse football schools. Effective management is essential for the achievement of objectives inside a football school. Sports management, as defined by Ahmad Yanuar Syauki et al. (2021), refers to effectively coordinating various resources, such as human resources (HR), materials, technology, and finances, within an organization to accomplish its objectives in sports.

Coaches employed within the human resources department at SSB must be provided with high-quality coaching and development opportunities. Coaches play a significant influence in achieving objectives within a football institution. In the realm of sports training, Khalik (2015) asserts that the success of football athletes is influenced not only by physical elements but also by the development of their character and the supplementary role played by physical variables in attaining accomplishments. In addition, as stated by Ströbel and Germelmann (2020), sports managers must also possess knowledge of technical advancements that can be implemented in the realm of sports. As

noted by Khalik (2015), the character of a football player encompasses their beliefs and habits, which are manifested through their actions during a football match, aligning with the objectives set by the football club to attain success.

The coach's leadership is crucial for attaining optimal performance. The physical and psychological development of the student significantly bolsters the attainment of success in the realm of sports. According to Petrovska et al. (2020), research findings indicate that a trainer possesses specialized knowledge and abilities that are essential for supporting training. This aligns with the findings of a study conducted by Wijaya (2021), which indicates that the coach's coaching program encompasses various crucial elements, including fundamental technical skills, athlete self-control, athlete character, and psychological factors. The study conducted by Sulistiyono et al. (2021) suggests that the collaborative efforts of a coach inside a football training program can effectively facilitate the development of technical skills and character in football athletes. The study by Nasirudin (Nasiruddin et al., 2020) found a positive correlation between the coach's leadership style and player motivation. The Pearson correlation coefficient (r) demonstrates a significant relationship between the two variables, with a correlation coefficient of $r = 0.488$ and a p -value of 0.000 ($p < 0.01$). This study demonstrates a significant correlation between athlete motivation and the leadership style of coaches, based on a sample of 14 football players from sports schools. Based on a study conducted by Keathloetswe and Maletse (2019), it has been found that coaches exhibit distinct qualities and employ various trainer leadership models.

The correlation between players' perceptions of coach leadership in decision-making and coach's perceptions of team goal attainment substantially impacts the coach's active and passive management. This assertion is supported by a study conducted by Gomes et al. (2020), which yielded the following research findings: The coach's active management is strongly associated with accomplishing higher team goals, as indicated by a significant multivariate test. Conversely, a poor perception of team goals is related to passive coach management. The sense of team goals is higher among athletes, resulting in more active management leadership than passive coaches. The coach's training style and tactics strongly correlate with the athlete's character (González-García et al., 2019). The athlete's psychological condition, conversation, appreciation, and perception of training goals significantly impact the training process. According to Khan et al. (2021), coaches must exhibit a constructive impact on athletes' performance, attitudes, and training objectives. According to Nasiruddin et al. (2020), the leadership style employed by a coach can enhance the well-being, motivation, interest, and satisfaction of athletes. Coaches must possess the ability to cultivate optimal physical fitness in athletes since it significantly impacts their performance in tournaments (Munawar et al., 2022). Professional coaches must have the ability to adopt several perspectives to attain success, and each coach will possess unique attributes. The researcher's objective is to ascertain the leadership attributes of coaches at Real Madrid Foundation Yogyakarta football school in light of the issues above. The present study was conducted by a team of five (5) trainers responsible for managing five distinct team groups.

METHOD

This study used a descriptive quantitative research design using survey methodology. The present study used a complete sampling methodology, explicitly targeting all head coaches affiliated with the RealMadrid Foundation Yogyakarta football school, resulting in a sample size of five (5) people. A questionnaire utilizing Google Forms is employed as the data collection technique, with the expectation that all players (128 athletes) will complete it. Quantitative descriptive statistics using percentages were employed to analyze the data. The laboratory experiment was conducted at the Real Madrid Foundation Yogyakarta football school. The Coaching Behavior Scale for Sport (CBS-S), developed by Cote (Jain et al., 2018), was utilized as the tool. The Coaching Behavior Scale for Sport

(CBS-S) is a tool used to get insight into the leadership behaviour exhibited by coaches in the context of coaching, as perceived by athletes.

RESULTS AND DISCUSSION

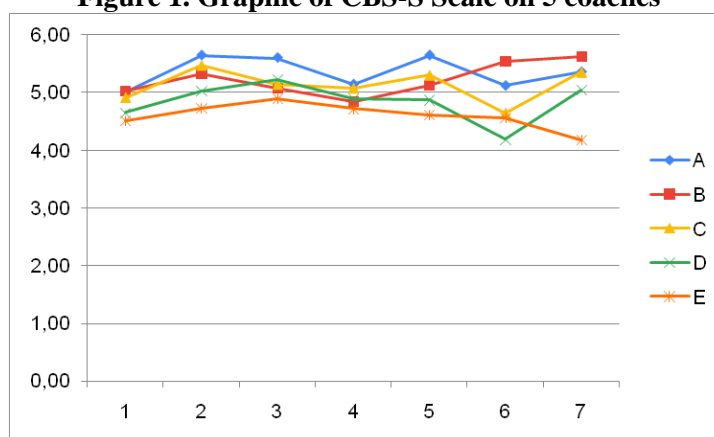
Table 1 presents a data description of the leadership characteristics of SSB Realmadrid Foundation Yogyakarta coaches, based on the results of data analysis conducted after the athletes completed a questionnaire on coach leadership.

Table 1. Description on the measurement results of leadership attribute of the coaches

Leadership Characters	Average Score	Percentage
<i>Physical Training</i>	4,80	80,08
<i>Technical Skill</i>	5,23	87,16
<i>Mental Preparation</i>	5,18	86,34
<i>Goal Setting</i>	4,94	82,32
<i>Competitionas Strategis</i>	5,09	84,90
<i>Personal Rapport</i>	4,71	78,49
<i>Negative Personal Rapport</i>	5,12	85,28

Table 1 reveals that the leadership attributes of Real Madrid Foundation Yogyakarta Football School coaches encompass physical training, technical proficiency, mental readiness, goal establishment, competition as a tactic, interpersonal connections, and adverse interpersonal connections. The study findings indicate that the average score for managing physical training is 4.8, the average score for training technical skills is 5.23, the average score for mentally preparing for a match is 5.18, the average score for setting goals is 4.94, the average score for organizing game strategies is 5.09, the average score for developing personality is 4.71, and the average score for lousy behaviour is 5.12. These scores are measured on a scale ranging from a maximum score of 6 to a minimum score of 1. Table 1 indicates that the technical skills category has the highest average score, with a mean of 5.23 and a percentage of 87.16%. Following that, there is mental preparation, which has an average score of 5.18 and contributes to 86.34% of the total. The average score for poor behaviour is 5.12, accounting for 85.28%. The average score for the capacity to arrange game plans is 5.09, representing 84.90% of the total. The average score for the ability to set goals is 4.94, accounting for 82.32% of the total. The mean proficiency in physical exercise management is 4.80, corresponding to a percentage of 80.08%.

Figure 1. Graphic of CBS-S Scale on 5 coaches



The leadership attributes exhibited by the coaches affiliated with the SSB Real Madrid Foundation Yogyakarta, identified as coaches A, B, C, D, and E, exhibit variations when compared to

the leadership components that were effectively examined through data collection conducted by researchers. Figure 1 comprehensively depicts the comparative analysis of traits or leadership profiles among trainers A, B, C, D, and E. The diagram above illustrates that out of the five trainers currently in existence (labelled as A-E), there are seven leadership scales. In general, Coach A achieved the highest score, falling within the range of 5.00-6.00. Coach B, Coach C, Coach D, and Coach E had the lowest scores, specifically below 5.00.

The graphic illustration depicting scale 1 (Physical Training) reveals that coaches A and B exhibit the highest score of 5.00, followed by coach C, D, and E. Coach A has the most incredible score on scale 2 (Technical Skill), followed by coach C, coach B, coach D, and coach E. According to Scale 3 (Mental Preparation), Coach A remains the top scorer, followed by Coach D, Coach C, Coach B, and Coach E. Coach A, Coach C, Coach D, Coach B, and Coach E have the most significant marks on scale 4 (Goal Setting). Coach A currently holds the most incredible score on Scale 5 (Strategic Competitions), followed by Coach C, Coach B, Coach D, and Coach E. Coach B received the most astounding score on Scale 6 (Personal Rapport), followed by coach A, coach C, and coach E, and finally coach D. Coach B achieved the highest score on the Negative Personal Rapport scale, followed by coach A, coach C, coach D, and finally coach E.

Sport is a physical and spiritual activity with significant health benefits (Handoko et al., 2019). However, in contrast to the sport of soccer in soccer schools, soccer schools not only enhance physical well-being but also contribute to the advancement of athletic performance in soccer. In addition to imparting fundamental skills at a football academy, coaches must be able to train athletes physically and offer them inspiration. According to Rohman (2017), coaches play a significant role in determining an athlete's level of success in attaining their goals. Hence, a coach must possess the ability to foster and promote the attainment of peak performance in the athletes under their guidance. To achieve the best possible results, one must have more specialized training skills related to early childhood education. The proficiency of early childhood football coaches encompasses various dimensions, including character development, motivational skills, technical proficiency, and strategic insight. The concept can be understood through three key components: attitude or character, knowledge, and abilities.

According to Jamarudin and Bahtiar (2018), coaching sports athletes involves a systematic approach to facilitating the attainment of athletes' accomplishments. Effective coaching for sports accomplishments necessitates meticulous programming and strategic planning to ensure the attainment of sporting triumphs. This must be aligned with the training sessions conducted by the trainer. A coach must be able to deliver suitable training to their players thoroughly and methodically. In addition, Nugroho (2017) asserts that sports coaching necessitates the consideration of various factors, including physical attributes, tactical methodologies, psychological aspects, infrastructure, and environmental circumstances. The management of athletic accomplishments necessitates a professional rather than a casual approach. During the training process, a coach must consider the athlete's self-assurance and motivation levels. Apriansyah et al. (2017) found that athletes who possess strong motivation and self-confidence are capable of achieving at an individual level and as a cohesive unit. The combination of cooperation and self-confidence determines the evaluation of effective performance in football, as self-confidence is strongly associated with enhanced athlete performance. According to Abdillah and Ashadi (2018), to facilitate athletic accomplishments, it is essential to offer comprehensive training under the guidance of a coach.

The function of coaches in the growth of a football team is significant. A coach's presence undoubtedly fosters the development of players who possess exceptional technical, psychological, and ethical attributes. To achieve this, coaches employ several leadership styles. Coaches must possess six essential characteristics of leadership style: Democratic, Positive Feedback, Training and Instruction, Social concern, social support, and autocratic. A correlation exists between athlete motivation and five

of the six characteristics of leadership style. These elements include positive feedback, coaches and teaching, social concerns, and social support. According to Nasiruddin et al. (2020), a negative correlation exists between autocratic characteristics and athlete motivation. The appropriateness of leadership style may vary across different sports. Gender, athlete satisfaction, type of sport, and level of competition are all factors linked to leadership. According to González-García et al. (2019), there exist distinct traits and characteristics between female and male athletes, hence necessitating the adaptation of leadership styles to accommodate gender differences. The CBS-S is a valuable tool for assessing the effectiveness of football coaching. CBS-S' efficiency has been assessed in several nations, such as Australia and India (Koh et al., 2014). Among the seven criteria examined, Jain et al. (2018) demonstrate a high degree of efficacy in coaching. A trainer development scale is a standard for identifying the essential factors a trainer must possess.

The findings indicate that the maximum percentage is 87.16%, indicating that a trainer must possess specialized skills. According to Sugiarto (2020) and Sulistiyono et al. (2022), scholars believe that trainers possess a range of distinct skills: educational, educative, humanistic, and pedagogical. According to Cahyati et al. (2020), practical communication skills are essential for coaches collaborating with athletes to accomplish objectives. One of the trainer's particular skills is training periodization, which involves effectively leading training sessions (Otte et al., 2020). This analysis aims to distinguish the distinguishing features of professional trainers from trainers who solely depend on their expertise. According to LaPlaca and Schempp (2020), proficient trainers must acquire trainer certification and receive coaching instruction through official educational means, such as obtaining a bachelor's degree in coaching.

A coach's mental readiness, as indicated by the second-highest percentage result of 86.34%, is a crucial aspect of effective coaching. This state of mental preparedness allows coaches to effectively manage both their own emotions and those of their athletes. The coach's emotional experiences can have significant psychological and social ramifications and can shape the opinions of others regarding future circumstances (Lee et al., 2018). It is essential for coaches to possess mental preparedness and effectively transmit it to their athletes, as an athlete's mindset plays a pivotal role in bolstering a team's performance in a match. An individual lacking adequate mental preparedness will be unable to perform at a high level and achieve optimal performance. This aligns with the viewpoint expressed by Dongoran et al. (2020), which suggests that engaging in mental preparation before a competition might enhance an individual's psychological preparedness (such as self-assurance, self-control, and focus) and emotional regulation (including anxiety, arousal, and hostility).

The ratio of 85.28% is indicative of negative conduct. One attribute that exhibits a substantial prevalence is negative conduct. One of the contributing causes to the low level of football performance in Indonesia is the prevalence of bad behaviours both during coaching sessions and matches. The coach's misconduct encompasses acts of corruption, match manipulation, inadequate execution of their responsibilities, and other aberrant conduct (Fitri, 2022). Equally important, 84.90% of a coach must possess game strategy skills, which significantly impact the outcome of a match as the coach formulates multiple plans. A proficient coach must possess many game strategies in order to proactively address the aforementioned issues (Munawar et al., 2022). In the realm of football, the strategic aspect frequently poses a hindrance to achieving victory over the opposition team. This finding aligns with the research conducted by Bünyamin and Çetin (2018), which suggests that football players exhibit lower levels of technical capabilities and competition strategies in comparison to volleyball players. Previous studies have also indicated that the competitive strategy behaviour of coaches plays a crucial role in predicting the level of complementarity within the coach-athlete interaction (Jooste et al., 2019).

For about 82.32% of coaches, the capacity to establish goals is crucial as it directly impacts motivation and diligence in training. Setting a goal can generate strong motivation, necessitating

diligent effort to attain it. Indeed, Ceriani (2019) asserts. The training program, which had been meticulously devised by the coach, was not effectively executed in practice. This highlights the pivotal role of the coach in not just designing the training program, but also ensuring its effective execution. According to O'Connor et al. (2018), coaches possess the capacity to establish objectives, enabling them to devise additional strategies to further attain the intended initial goals.

The ultimate leadership attribute is 80.08%, wherein a coach must be able to oversee physical training effectively. In this context, the objective is to ensure that athletes do not experience boredom during training sessions while optimizing time use. Managing physical training aims to help athletes attain optimal peak performance. In addition to this, physicality plays a significant role in the sport of football, exerting a notable impact on both technique and the outcomes achieved during matches. This aligns with the viewpoint (Strykalenko et al., 2021) that contemporary athletes must be able to execute rapid motions and swift reactions, characterized by exceptional physical stamina. Possessing the capacity to engage in physical exercise effectively and creatively will lead to notable enhancements in physical well-being.

Coaches have a crucial role in facilitating the attainment of athletic success. Per the perspective of Ullah et al. (2021), coaching conduct plays a pivotal role in enhancing athlete efficiency and performance. Given the leadership profile of this coach, it is anticipated that team managers would be able to enhance the calibre of athletes to attain optimal performance. Understanding the coach's leadership style enables athletes to derive greater enjoyment and satisfaction from the training process. The effectiveness of the game strategy is demonstrated by the coach's leadership style (Keatlholetswe & Malete, 2019).

Furthermore, coaches are strategists, executives, companions, guides, and overseers of athletes. Every coach possesses distinct traits. During training sessions, trainers employ their unique approach to guiding their players. The study conducted by Petrovska et al. (2020) titled "Research on the important professional qualities of football coaches in the perception of football players" elucidates that a coach must possess various individual-psychological components, including motivational, cognitive-behavioural, attentional, moral, emotional, psychomotor, and stress resistance. The analysis of the leadership profile of the coach at the Real Madrid Foundation Yogyakarta football school reveals the coach's traits, including their aptitude for managing, coaching, and fostering the growth of students towards becoming professional athletes. These teacher attributes must be accompanied by participating in trainer training.

CONCLUSION

Based on the findings derived from the analysis and deliberation of research data, the leadership profile of the coach at the Real Madrid Foundation Yogyakarta football school encompasses various coach attributes. These attributes encompass the capacity to effectively oversee physical training, impart technical skills, engage in mental preparation for competition, establish objectives, devise game strategies, and effectively address negative personality traits and behaviours. The technical abilities category has the highest average score, with a mean of 5.23 and a percentage of 87.16%. Following that, there is mental preparation, which has an average score of 5.18 and contributes to 86.34% of the total. The score for lousy behaviour is 5.12, accounting for 85.28%. The score for the capacity to plan game strategies is 5.09, representing 84.90% of the total. The score for the ability to make goals is 4.94, accounting for 82.32% of the total. Lastly, the score for the ability to manage physical activity is 4.80, representing 80.08% of the total. The leadership attributes of football school coaches, specifically in terms of physical training proficiency and personality traits, exhibit suboptimal scores and necessitate enhancement. In addition, it is imperative to monitor and cultivate positive conduct among coaches closely, hence promoting a culture of sportsmanship among athletes. Football coaches can enhance their leadership skills through leadership training.

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