

COACH LEADERSHIP AND ACHIEVEMENT MOTIVATION ON WOMEN BASKETBALL ATHLETES PERFORMANCE

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KEYWORDS

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Achievement Motivation,
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ABSTRACT

This study aims to determine the effect of coach leadership and achievement motivation on the performance of professional women's basketball athletes. This research is expected to contribute to the knowledge of organizational management and also make a practical contribution to clubs for the successful planning and implementation of improving athlete performance through coach leadership and motivation factors. This study uses a survey method. Respondents in this study were professional women's basketball athletes from six basketball clubs who participated in the 2021 Srikandi Cup, namely 1) Merpati Bali, 2) Friends of Semarang, 3) Flying Wheel Makassar, 4) GMC Cirebon, 5) Jakarta Scorpio and 6) Tanago Friesian Jakarta with a total sample of 120 athletes. The analysis technique uses SEM-PLS analysis. The results of the study show that the coach's leadership has an impact on achievement motivation and the performance of professional women's basketball athletes. The existence of support from good coach leadership will increase the athlete's achievement motivation. High achievement motivation makes athletes have big goals to achieve, so that athlete performance becomes better. Achievement motivation mediates the influence of coach leadership on athlete performance. The results of this study have implications that coaches need to provide more support to athletes so that they are more motivated to excel, so that they are expected to bring out their best performance for the team.

INTRODUCTION

Performance in the context of management is expressed as the work achieved by a person in carrying out the tasks assigned to him based on expertise, experience, sincerity and time (Raditya, Indrasari, Surya, & Bandi, 2019). In the case of athletes, athlete achievement is the result of work that has been achieved in participating in the training process in order to contribute to the achievement of sports organizational goals, namely achievement (Fahmi, Wibowo, & Purwana, 2019). The performance of athletes in sports competitions is very important in increasing team performance (Jukic et al., 2020). Therefore it is very important

Coach Leadership and Achievement Motivation on Women Basketball Athletes Performance to know the various factors that influence athlete performance, including the coach's leadership and athlete's achievement motivation (Blynova, Kruglov, Semenov, Los, & Popovych, 2020). In sports, behavior, competence, and quality of coaching style are the main things in developing athlete talent (Pestano, 2021). Motivation is the basic impetus to act. Achievement motivation is an effort made by an athlete to succeed in sports (Kunvarsing, 2020). Another factor that plays a role in improving athlete performance is the coach's leadership (Fransen, Boen, Vansteenkiste, Mertens, & Vande Broek, 2018). Leadership is one of the important factors in carrying out organizational programs. In a sports team (Clutterbuck & Doherty, 2019), leadership affects the performance of athletes so they want to work together and work effectively according to the coach's orders. The style of a coach having a positive perception of his athlete makes the athlete's self-efficacy higher. One part of the approach used is leadership style (Cahyati, Kusumawati, & Irianto, 2020). Yemiru (2020) explains that coaches play an important role in sports teams because they can create ideal conditions for players to reach their full potential. The results of preliminary observations conducted by researchers through interviews with women's basketball athletes from the Tanago Friesian club, it can be seen that sometimes coaches do not warn players who arrive late for practice. This shows the lack of attention from the coach in disciplining athletes.

Athletes' achievements can be achieved to the fullest, one of which is because of the athlete's motivation to excel (Rasyid & Kusnanik, 2021). Someone who has achievement motivation in the form of self-confidence, namely having confidence in one's own ability to work independently (Abdullah, Abdullah, Isnanto, & Vidiyanti, 2019), being optimistic and dynamic and having quite a lot of knowledge and experience. Recent studies on athlete motivation have been carried out in the last five years. Almost all studies identify subjects that can affect athlete motivation (Sin, Sari, & Susanto, 2021). In this study, athlete motivation focused on achievement motivation and its relation to athlete achievement. Ideally, athletes who are highly motivated will be driven to act and work hard to provide the best for the team (Burke, 2016). One of them is shown from a high sense of responsibility to play its role in the team. However, there are still a number of female basketball athletes from the Srikandi Cup participating clubs who do not reflect an attitude of responsibility (Büscher, 2016). For example, acting on their own without paying attention to the trainer's directions.

Previous research on coach leadership conducted previously by Novian & Noors (2020) gave the result that there is a positive and significant relationship between the coach's leadership style and the achievements of taekwondo athletes. Meanwhile, other research findings by Hasbidin (2017) show that leadership has no effect on performance (Irawan, Yahya, Muda, & Soemitra, 2021). Regarding achievement motivation, previous research conducted by Elia (2020) gave the result that there is a positive and significant relationship between achievement motivation and athlete achievement. Achievement motivation has a direct effect on athlete performance (Fahmi et al., 2019). Meanwhile, the findings of another study by (de la Vega, Gómez, Vaquero-Cristobal, Horcajo, & Abenza-Cano, 2022) show that the measurement of achievement motivation has no effect on athlete performance. Several previous studies regarding the influence of coach leadership and achievement motivation on athlete performance have been carried out, but there is still little research with the object of national women's basketball athletes.

The purpose of this study was to determine the effect of coach leadership on achievement motivation, as well as its impact on the performance of professional women's basketball athletes (Dirks, 2017). This research is expected to contribute to the knowledge of

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RESEARCH METHODS

Collecting data used a survey method by distributing questionnaires both in person and online questionnaires (Nayak & Narayan, 2019). Measurements are taken using a Likert scale 1 – 5. Answers that support the statement are given the highest score, namely 5, while answers that do not support the statement will be given the lowest score, namely 1. The measurement of the trainer's Leadership variable consists of 40 question items adapted from The Leadership Scale For Sports (LSS) used in Atta et al.'s research,(2021).. The achievement motivation variable includes 18 question items adapted from the Sports Orientation Questionnaire (SOQ) used in Atta et al.'s research, (2021).. The measurement of the Athlete's Performance variable was adapted from the Athlete's Subjective Performance Scale (ASPS) used in the study of Bukhari et al., (2021) which consisted of 6 question items. This study uses path analysis with Structural Equation Modeling-Partial Least Square (SEM-PLS).

RESULT AND DISCUSSION

Construct Validity and Reliability Test

Hypothesis testing in this case is done using path analysis with Partial Least Square (PLS). Before testing the hypothesis, convergent validity and construct reliability were first tested (Hajjar, 2018). The measurement of convergent validity is done by looking at the loading factor value for each item in the latent variable. The loading factor value is said to be eligible if it is > 0.7 . Measurement of validity and reliability is also done by looking at the Average Variance Extracted (AVE) indicator which has a requirement of > 0.5 . The next indicator to be analyzed is discriminant validity, discriminant validity observed by the value of the square root of AVE factor which is intended to determine whether the construct has an adequate discriminant, i.e. if the discriminant value on the intended construct is greater than the value of the other constructs. Based on the test results, it is found that all statement items are valid and meet the requirements (Oberlader et al., 2016).

The reliability test results in this study are well known from the $AVE > 0.5$, composite reliability > 0.7 and Cronbach alpha > 0.7 . The results of a good construct reliability test can be used in the next analysis process to show whether there is a relationship in each construct (Ghozali, 2011).

Structural Test Analysis

After the estimated model meets the criteria of convergent validity and discriminant validity, the next step is to test the structural model (inner model) (Hair Jr, Howard, & Nitzl, 2020). Assessing the inner model is looking at the relationship between latent constructs by looking at the estimated results of the path parameter coefficients and their level of significance (Ghozali, 2014). In this study, the structural model was evaluated by taking into account the R-square (R²) and Q² (predictive relevance model). Q² (predictive relevance model) which measures how well the observed values are generated by the model. Q² is based on the coefficient of determination (R²) of all endogenous variables. The value of Q² has a range of $0 < Q^2 < 1$, the closer to 1 the better the model. The results of the goodness of fit calculation or the coefficient of determination (R²) are known for the female athlete performance variable (0.698) (Barbosa, Ramos, Silva, & Marinho, 2018). This means that

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Test the goodness of the structural model can be seen from the value of Q-Square (Q²). Q-Square predictive relevance for structural models, measures how well the observed values are produced by the model and also the parameter estimates. The result of calculating Q-square (Q²) is 0.899, indicating that the model has predictive relevance. That is, the estimated parameter values generated by the model are in accordance with the observed values. The Q² value is close to 1 so that it can be stated that the model is structurally fit with the data or has a good fit (Hair, Risher, Sarstedt, & Ringle, 2019).

Hypothesis testing is done by looking at the T value and the probability value. The influence is said to be significant if the t value > 1.96 or the probability value is less than 0.05.

In testing the hypothesis H1, an estimated value of 0.815 was obtained and the results of the t test obtained t count (16.271) > t table (1.96) and p (0.000) < 0.05, so it can be concluded that there is a significant influence of coach leadership on the achievement motivation of basketball athletes professional daughter. Thus the first hypothesis can be accepted. Athletes who have high achievement motivation are able and have a strong desire to do a job well, to do something successfully (Kurniawan, Wijayanto, Amiq, & N.H, 2021). A coach in a club or team must have a good leadership style so that it is expected to be able to motivate and direct the athletes (Oki, Blegur, & Rajagukguk, 2021).

In testing the hypothesis H2, an estimated value of 0.505 was obtained and the results of the t test obtained t count (4.752) > t table (1.96) and p (0.000) < 0.05, so it can be said that there is a significant influence of coach leadership on the performance of female basketball athletes professional. Thus the second hypothesis can be accepted.

In testing the hypothesis H3, an estimated value of 0.371 was obtained and the results of the t test obtained t count (3.381) > t table (1.96) and p (0.001) < 0.05, so it can be said that there is a significant effect of achievement motivation on the performance of professional women's basketball athletes. Thus the third hypothesis can be accepted. In line with Rosalia, et al., (2020) that motivation can generate individual enthusiasm to improve their skills (Rosalia, Mintarti, & Heksarini, 2020), even strengthen commitment to the organization, so that in the end it can improve individual performance and organizational performance.

CONCLUSIONS

Coach leadership influences the achievement motivation of female athletes (Fahmi & Purwana, 2019). These results prove that the better the coach's leadership, the higher the achievement motivation of female athletes.

Coach leadership influences the performance of female athletes. These results prove that the better the coach's leadership, the performance of female athletes will increase. Achievement motivation affects the performance of female athletes. These results provide evidence that the higher the athlete's achievement motivation, the performance of female athletes will increase (Chiu, Mahat, Marzuki, & Hua, 2014). Achievement motivation mediates the influence of coach leadership on athlete performance. That is, the coach's leadership affects the performance of athletes through achievement motivation.

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