



Unlocking Karate Athlete Performance: The Power of Effective Coaching Communication

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Abstract. This study aimed to develop theoretical understanding of sports coaching communication in the context of physical and mental training of karate athletes, with the goal of improving athlete performance. The study found that coaching communication patterns in karate training are developed both during and outside of training, and mostly take the form of face-to-face communication. Coaching methods used during training include lectures, demonstrations, and video media, with an open, familial, and personal approach. This approach has been shown to be effective in motivating athletes, building their confidence, and helping them understand and follow coaches’ instructions. The study suggests that coaches should seek competency certification to improve their ability to train karate athletes. The implications of this study are that effective coaching communication can play an important role in improving athlete performance, and coaches should be trained and supported in developing their communication skills to better support their athletes.

Keywords: Karate · athletes · coaching communication · performance · motivation

1 Introduction

Humans in all cultures always engage in pleasurable physical activity and use movement as part of their daily routines and collective rituals [1]. This statement shows that sport is an organized cultural practice and has long been in the fabric of human life. Sleman Regency KONI, as a representation of sports development in Sleman Regency in carrying out the mandate of fostering sports achievement, has collaborated with the Sleman Regency Government in managing and fostering 48 sports.

In general, the technical abilities of the branches must be mastered by the coaches, including the coaches of the karate sport, because those who work as coaches are former athletes or persons who already have coaching certifications from various upgrading, training, and coaching clinics [2]. However, the ability to communicate in coaching is not necessarily fully mastered by most trainers. Apart from the absence of special facilities for training in coaching communication in upgrading, training, and coaching clinics, the appointment of trainers is generally prioritized on branching technical skills [3].

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H. Ku et al. (Eds.): ICARSE 2022, ASSEHR 748, pp. 468–475, 2023.

https://doi.org/10.2991/978-2-38476-048-0_49

If this condition is left unchecked, the increase in the achievement of karate athletes in Sleman Regency will experience inequality; In other words, individual athletes are not necessarily able to master excellent and correct technique on the one hand, and in general, the accumulation of sports achievements will not increase and tend to experience conditions. This, of course, will be an obstacle in improving the performance of karate athletes in Sleman Regency and DIY Province, which will affect national achievements; besides, the short-term goal is to become the overall champion at the Regional Sports Week (PORDA) in 2022 will not be achieved. Seeing the perspective of coaching communication problems is an essential factor for coaches in the process of physical and mental training to improve athlete achievement. Therefore, the formulation of the research problem taken in this study is “What are the ideal coaching communication practices and models by karate coaches to improve athlete achievement in Sleman Regency?”.

This study tries to look at it from two perspectives: the process of instructional communication and coaching. Until now, the problem that examines how to communicate coaching to athletes has not been studied or explored scientifically in the form of research and journal writing. Generally, coaching communication studies are only seen from the perspective of interpersonal communication and do not explicitly examine coaching communication.

2 Literature Review

2.1 Communicative Teaching

Effective coaching dialogue improves athlete skills. This means that improving athletes' technical quality requires both the trainer's experience and background and an effective communication model that helps athletes receive, process, and transmit knowledge [4].

Effective communication helps coaches better athlete self-regulation and performance [5]. Athletes self-regulate their thoughts and behavior to adapt to the sports world. Coaches must learn effective communication strategies to help athletes follow their training method [6].

Trainers communicate with athletes to persuade, assess, inform, motivate, inspire, and solve issues [7]. Coaching communication is about understanding and being heard [8]. a) Clear and concise; Coaches must use simple and precise messages so players understand the coaching message. Honesty builds faith between coach and athlete. Honesty means praising and criticizing athletes' training and competing skills. c) Repeat; athletes frequently forget what coaches say [9].

The trainer must also grasp external factors that affect message transmission and reception. Third, coaching information must be received [10]. As mentioned, communication is two-way; athletes must receive the message and directions. Fourth, the coach encourages, motivates, and allows athletes to give input to coaches to avoid misunderstandings. Fifth, coaches must adapt because athletes hear messages differently based on their experiential, social, cultural, and educational backgrounds and psychological conditions [11].

3 Methodology

The study follows a phenomenological practice, a qualitative method, in order to get a better grasp of the phenomenon under study in its natural environment. Athletes' physical and mental training tactics and coaching communication patterns will be revealed to a greater extent with this method, and a more effective coaching communication model will be acquired, all with the goal of raising athletes' performance levels. According to [12], qualitative research techniques are those that generate descriptive data in the form of words and notes that pertain to meaning, value, and understanding. Another hallmark of qualitative approaches is their tendency toward a multifaceted reading of data.

4 Results and Discussion

This study examines the coaching communication carried out by five karate sports coaches as the winners of the 15th PORDA implementation in 2019. The trainers are members of the field of achievement development of the Indonesian Karate-do Sports Federation (FORKI) in the Sleman Regency. Each has its character in the process of training and coaching communication.

Karate is a martial sport that has different characteristics from other martial arts. These differences can be seen in philosophy, movement techniques, or attributes used during the training and competition. Technically, karate has the characteristics of aggressive motion and technique and tends to put forward straight punches and kicks that are directed forward. Philosophically, although karate has a complex and aggressive technique, karate makes the attack response, not an initial attack. This makes karate better known as self-defense than a fighting technique or fighting art.

Karate broadly divides its techniques into three parts, namely, Kihon (basic movements), Kata (Jutsu), and Kumite (fighting). These three techniques are then used as karate match numbers, namely kata numbers (a combination of Kihon and Kata) and Kumite numbers (a combination of Kihon and Kumite). These three techniques are also the central portion of every karate training process, both non-competitive and competitive.

Technical, tactical, mental, and physical exercise are part of karate competition training. Train karate players' strength, speed, agility, flexibility, and power with weights. Physical exercise is one of the most important factors in improving a karate athlete's ability.

Strength, speed, and balance are used in kata exercise (balance). Because the word is standard, the method follows its rules. Therefore, word training for competition involves cutting word parts and repeating word motions [13]. In contrast, the Kumite fighting style stresses speed and strength. Punch, kick, dodge, and badminton attack drills are Kumite training variations [14].

National and local FORKI trainer certifications are held by five regions. One physical trainer, two kata teachers, and two kumite trainers. FORKI Sleman Regency trains three times a week, two technical routines and one physical exercise, if not competing. The physical exercise was fixed once, and the technical training competition term was tripled. As championships and training matches near, intensity will rise while resting.

Even though FORKI's karate training in Sleman Regency is not in a dedicated room, the amenities and infrastructure are sufficient. Still, training support space can be given. In addition to the regular training program, the FORKI Karate Trainer in Sleman Regency holds coaching clinics with national-caliber coaches and past legendary national karate athletes to motivate athletes to perform better. FORKI Sleman karate coaches often bring motivators to training programs to boost athletes' moods and desire to compete.

Sleman Regency's FORKI mostly communicates during pad training. During training, the trainer gives 1.5–2 h of guidance. During training, the trainer balances vocal and nonverbal communication. Karate athletes are encouraged and directed through verbal dialogue. To demonstrate basic movement skills (Kihon) or match techniques, non-verbal communication is used.

The Sleman district FORKI karate coach communicates with players in a family-like manner. Coaches and players work together using this method. The coach and athlete feel closer and more relaxed with a familial strategy, but it still adapts to each athlete's personality. During training, the trainer gave directions on training techniques, and after training, during the briefing, the familial approach was conveyed.

The Sleman district FORKI karate trainer's contact with athletes is open both during and outside training. The coach's openness during training includes being honest with athletes about the value of training and motivation. In addition, the FORKI Sleman district karate trainer encouraged open dialogue by modeling positive behavior and attitudes during the training process. FORKI trainers in Sleman district also freely communicate each athlete's strengths and weaknesses to help them believe in their abilities and overcome and improve their weaknesses during training and contests.

Since training time is limited, karate teachers communicate directly during exercises. Since the trainer gives examples, the teaching process uses non-verbal language. At the training site, the FORKI Sleman district karate trainer instructed the training program director informally. Karate coaches give athletes verbal directions and use gestures and body language to clarify.

As kata coaches, Imaduddin Ash (subject 1) and Riza Vutri (subject 2) communicated with athletes using the seniority and personal karate method. Karate ethics define coaches' and athletes' jobs, so this is done. The FORKI trainer in Sleman Regency uses a seniority approach and a familiarity method to improve the athlete's psychological condition to enhance training and competition performance.

For passive or inexperienced athletes, the FORKI Sleman trainer took a personal strategy. To help players overcome psychological and technical challenges, coaches use this method. Karate athletes feel comfortable and calm during training and competitions due to this personal strategy.

In the implementation of coaching communication at FORKI in Sleman district, in addition to using seniority and personal approach, Kumite trainers Jevon Anggrijaya (subject 3) and Alin Sukma (subject 4) and physical trainer Dewangga Yudhistira (subject 5) used demonstration methods and lecture methods. The lecture method is carried out to athletes by repeating after training as an evaluation during the training process through discussion. This way, karate athletes will increasingly understand the coach's meaning in each exercise. In addition to the evaluation lecture at the end of the exercise, the

FORKI management of Sleman Regency is always given mental strengthening through directions and supportive information so that karate athletes are more motivated.

The demonstration method in coaching communication gives examples of competing techniques to athletes; generally, in this method, the coach also involves athletes to feel the difference between the proper technique and the wrong technique. The approach of this method in the training process, according to the FORKI coach, Sleman Regency, causes technical changes for the athletes to improve and increase technical literacy. In addition to this method, FORKI Sleman trainers also use video games and instructional media, which are conducted every two months in one discussion and gathering event. Through this video, it will be easier for athletes to understand competing techniques that arouse their motivation so that they are not bored, accompanied by enthusiasm to win.

Barriers to coaching communication that occurs in the process of karate sports do not occur so much because considering the profiles of karate athletes in Sleman Regency are generally students and students, obstacles in knowledge and understanding of instructional messages do not occur. However, semantic and psychological barriers still occur. Semantic barriers occur because athletes do not understand the instructions the coach gives, so the coach must find ways to use non-technical terms to make them easier to understand. The psychological barriers occur because the athletes are not focused during the training process. After all, they have to share time and energy with their duties and roles as students and students in addition to personal problems that exist between them.

In the process of ideal coaching practice, communication is needed as a tool for establishing interaction between coaches and athletes. A good training process is also based on good communication between coaches to athletes. The coaching communication used in the interaction must pay attention to communication aspects, each of which has parts that must be fulfilled. Aspects fulfilled in the coaching process in the four research subjects include consistency, credibility, respect, and integrity of the coach. Overall, communication between coaches and athletes in the four sports has shown that the coach has fulfilled all aspects of excellent communication in a training process.

The ideal aspects carried out by the karate trainers of research subjects include openness and honesty—the openness of the coaches to provide opportunities for the athletes to provide feedback to the coaches. In addition, the trainers provide information about training strategies and competitive strategies. For honesty, the coaches do not cover every strength and weakness of the athletes so that they can find their respective strengths and weaknesses. Honesty is also done by not discriminating between one athlete and another. This fact is based on feedback provided by athletes who generally stated that athletes from the four research subjects were satisfied with the openness and honesty of the coaches used to increase their motivation.

Another ideal form the trainers takes is to repeat the material presented to make it easier to understand. The trainers repeat training instructions through demonstrations to clarify the technique that athletes must do and lectures in discussions at the end of the training session. Especially for the sport of karate, repetition of training messages is also carried out through video playback of matches and exercises.

. The coaching communication carried out by the research subject karate coach team has been going well. This fact can be seen from the achievements achieved by the four sports, with benchmarks being able to become the overall Champion of PORDA DIY

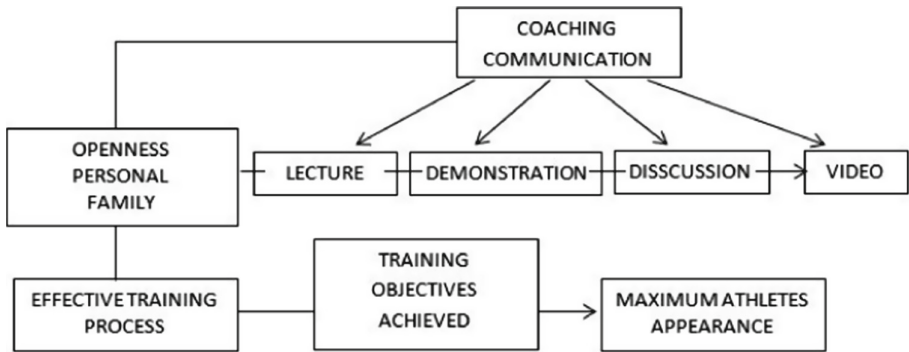


Fig. 1. Model Coaching Communication

to XV 2019. Another achievement that supports this fact is the various achievements of champions, such as the 3rd overall winner of the South East Asia YSU Cup Championship in 2018, and Three Athletes won the Champion in the Championship. National Minister of Home Affairs in 2018, and One athlete won the Shureido World League Champion in September 2020.

The coaching staff has taught good training and competition techniques. However, coaching dialogue aims to motivate athletes intrinsically. This intrinsic drive will teach athletes morality to succeed in every match.

Coaches' formal and informal communication with athletes shows that they comprehend their personalities. After this understanding, a personal method motivates and inspires athletes to succeed so they can hear the coach's message. Coaching dialogue works. Figure 1 depicts the study subject karate trainer's ideal coaching communication.

The ideal model explains that the main foundation in coaching communication is openness, a personal and family approach. This approach can be carried out during the training process or outside of training time. The three approaches taken outside training time can be used to provide motivation, instill a positive mentality related to the athlete's self-existence, and deal with problems specific to the athletes' problems and obstacles.

This approach, if combined with the delivery of training instructional information in the form of lectures, demonstrations, discussions, and motivational video screenings, will further strengthen the effectiveness of the ongoing coaching process. The lecture method can be done during the training process with the primary and core material before and during the exercise. The trainer carries out demonstrations during the process of giving instructions with relatively complex material or correcting the athlete's movements that are not correct. Meanwhile, the discussion can be carried out after training by providing a direct evaluation in one session so that it can be a correction by the athletes. Video playback can be done by the coach as additional material, especially during rest/rest sessions for athletes to show the techniques that are applied and applied by athletes of national and international caliber champions who are known so far, or the latest techniques as guidelines for athletes regarding the rules of the game, from the parent organization that applies internationally.

Starting from the approach and communication techniques above, the training process can be planned through the flow of the training period with the selection of instructional communication approaches and methods that adapt to the training session [15]. Integrating lecture, discussion, and demonstration communication methods will drive the coaching communication process and the training itself toward efficiency and effectiveness during the training process toward the desired goal of the match session. Effectiveness in coaching communication and the training process will encourage athlete achievement to a better, higher, and increasing level.

5 Conclusion

In conclusion, the study highlights the importance of coaching communication in developing athletes' skills and confidence, both during and outside of training. The use of lectures, demonstrations, discussions, and video media, coupled with an open, familial, and personal approach, has proven effective in motivating athletes and building their trust in their coaches. However, the study recommends a communication audit to identify any obstacles that may hinder effective coaching communication and suggests that further training and certification programs for coaches may enhance their competence and positively impact the athletes' achievements. These findings have implications for coaches and trainers, as well as for the development of communication strategies in the sports industry to improve athlete performance and satisfaction.

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