

INTERPERSONAL COMMUNICATION PATTERNS BETWEEN COACHES AND PLAYERS AT TUNA BETAWI SOCCER SCHOOL (SSB), SRENGSENG, WEST JAKARTA

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Abstract

This research examines the interpersonal communication patterns between coaches and students in the context of youth soccer development at the Tunas Betawi Soccer School (SSB) in Srengseng, West Jakarta. The study aims to understand how communication between coaches and students influences soccer coaching within the SSB environment. Qualitative research methods were employed, utilizing participant observation and interviews to collect data from several coaches and actively involved students in the soccer coaching program at SSB Tunas Betawi. Findings indicate that effective and supportive communication between coaches and students plays a crucial role in creating a positive learning environment and building strong relationships. This communication not only enhances the technical and tactical aspects of soccer coaching but also supports broader personal and social development among students. Coaches who can deliver instructions clearly, provide constructive feedback, and motivate students positively tend to create an atmosphere conducive to optimal learning. Furthermore, the interaction between coaches and students also significantly influences the development of students' character and mental attitudes towards sports. The implications of this study underscore the need for improving communication patterns in youth sports coaching contexts. This includes a better understanding of individual learning styles, emotional management, and motivating students to achieve their optimal potential in sports. These findings contribute significantly to the development of more effective coaching practices beneficial for children's development at SSB and other sports environments.

Keywords: Coach, Competency, Interpersonal Communication, Players, SSB Tunas Betawi

1. Introduction

1.1. Background

The study of communication science is one of the relevant fields when considered alongside other studies. Communication science has also undergone many changes over time, given that communication itself is a fundamental part of human life and social relations. In academic settings, in society, in friendships, and on the football field, especially in early childhood development, effective and educational communication is crucial for nurturing young talents learning football. There are specific communication techniques in nurturing relationships with children, meaning communication infused with motivation, character education, and inspiration. According to researchers, communication science is a crucial part of communication. This underpins various patterns of communication interactions in society. The personal relationship built between coaches and young players involves

communication methods that are integral to education and training. Words in communication tend to be careful and selective to build the mental and character development of children, particularly for their education as individuals. On the other hand, the researcher's experience as a student athlete shows that voice volume often plays a role in communication, especially during intense matches. Amidst the need to speak loudly, coaches must use gentle language with young players in football schools.

SSB Tunas Betawi is one of the football schools that has actively developed young footballers since 1985. Located in Srengseng, West Jakarta, Tunas Betawi, as a long-established football school, has extensive experience in early childhood development, with some of its alumni having pursued careers in the Indonesian League. The communication process in football training at SSB Tunas Betawi involves various patterns, including body language, voice, and intermediary messages, known as verbal and non-verbal messages. These patterns form from habitual and routine training aspects, leading to mutual understanding in communication. This research is based on interpersonal communication in football, especially in early childhood development, which requires the use of educational and gentle language. The training process and match experience at SSB Tunas Betawi have become a learning and honing ground for understanding communication. It involves the coach's gestures and the comfort of the students, leading to mutual understanding. Interpersonal communication interactions become the focus of this research to identify a communication pattern that serves as a coordinate in interpersonal relationships and generally in football fields.

This research includes a literature review that underpins the research conducted by the researcher to connect the dots between football and communication science as communication itself is a fundamental aspect of human life. Research conducted by (Athalarik and Susanto 2020) titled "Multicultural Representation in Contemporary French Football" uses a descriptive qualitative approach with concepts of multiculturalism and cross-cultural communication. This study is based on the large influx of immigrants into France from the Middle East. As a multi-ethnic country, France has its own communication patterns, with football representing cross-cultural communication in a multicultural context. According to research by (Nugrahadi 2019) titled "Uncertainty Reduction Theory in the Communication Patterns of Youth Football Players and Coaches at PFA," this study employs a descriptive analytical qualitative approach using primary data from interviews with players and coaches at Pasoepati Football Academy. This study uses Charles Berger's uncertainty reduction theory to minimize miscommunication between players and coaches at PFA. There is a similarity with the researcher's study of communication in early childhood football development. However, the fundamental difference is the use of interpersonal communication concepts by the researcher. This literature is directly related to the researcher's study as it delves into communication in the football world.

Research by (Warsa Syadzwin, Akbar, and Bahfiarti 2014) titled "Phenomenology of the Communication Behavior of Fanatical Football Supporters in Supporting PSM Makassar" uses a qualitative phenomenological approach based on direct observation where the researcher is part of the research object. This study employs concepts of verbal and non-verbal communication as communication behavior among PSM Makassar fans. This literature explores various

communication patterns and interactions in football, with the researcher focusing on interpersonal communication at SSB Tunas Betawi. Research by (Waningsih Zaluhku et al. 2021) titled “The Role of Interpersonal Communication of Leaders and Subordinates in Improving Work Productivity During the Pandemic” uses a descriptive qualitative approach to analyze interpersonal communication between leaders and subordinates in the Hotel Premiere Dyandra organization. This study reveals how interpersonal communication fosters mutual understanding, openness, and positive messages to create a good social climate. This literature is related to the researcher’s study as it examines the social construction of interpersonal communication. The difference lies in the researcher’s focus on interpersonal communication in SSB Tunas Betawi.

Research by (Riska, Sondakh, and Rembang 2017) titled “Interpersonal Communication in Creating Harmony (Husband and Wife) in Families in Sagea Village, Central Halmahera” uses a qualitative approach with data collected through direct interviews. This study explains how openness and good communication are key to family harmony in Sagea Village, Central Halmahera. This literature highlights the role of interpersonal communication in building chemistry, harmony, and closeness. The difference is the research focus on interpersonal communication in SSB Tunas Betawi. This is consistent with research by (Frieda and Tamburian 2019) titled “Interpersonal Communication Between Parents and Adolescent Children in Building Self-Confidence” which uses a descriptive qualitative approach. This study analyzes communication patterns between children and parents in developing children’s self-confidence. This research shows that open interpersonal communication helps children become more confident and skilled in expressing their opinions. The connection with this research is that interpersonal communication patterns offer insight into social interactions and their impact on daily life. The difference is the research focus on interpersonal communication between coaches and students at SSB Tunas Betawi.

Other research shows that there is openness in communication between parents and children on TikTok, with parents being more dominant in the communication flow. This literature explores communication patterns in interpersonal interactions. The difference lies in the researcher’s focus on football and social dynamics within football for a deeper study of interpersonal communication (Amaliah and Destiwati 2022). Another study by (Hamzah 2018) explains interpersonal communication patterns used for constructive communication that prevents conflicts and destructive communication that sharpens disputes. This study also provides an overview of students’ natural habits related to productive learning. The difference is the researcher’s focus on interpersonal communication at SSB Tunas Betawi. Based on the background and previous research, the role of interpersonal communication is crucial in how messages are effectively conveyed without altering or exaggerating the intended message.

1.2. Research Question

Based on the background description above, the problem formulation for this research is as follows: How are interpersonal communication patterns between coaches and students structured in football development at SSB Tunas Betawi?

1.3. Purpose and Objective

Based on the problem formulation above, the objectives of this research are:

1. To identify the interpersonal communication patterns between coaches and students, such as the use of easily understandable language, praise, positive feedback, and strategies for building good relationships.
2. To improve training methods by refining them based on findings about interpersonal communication patterns, including emotional management during practice and competition.
3. To enhance social relations and mutual understanding between coaches and students in the football training program.

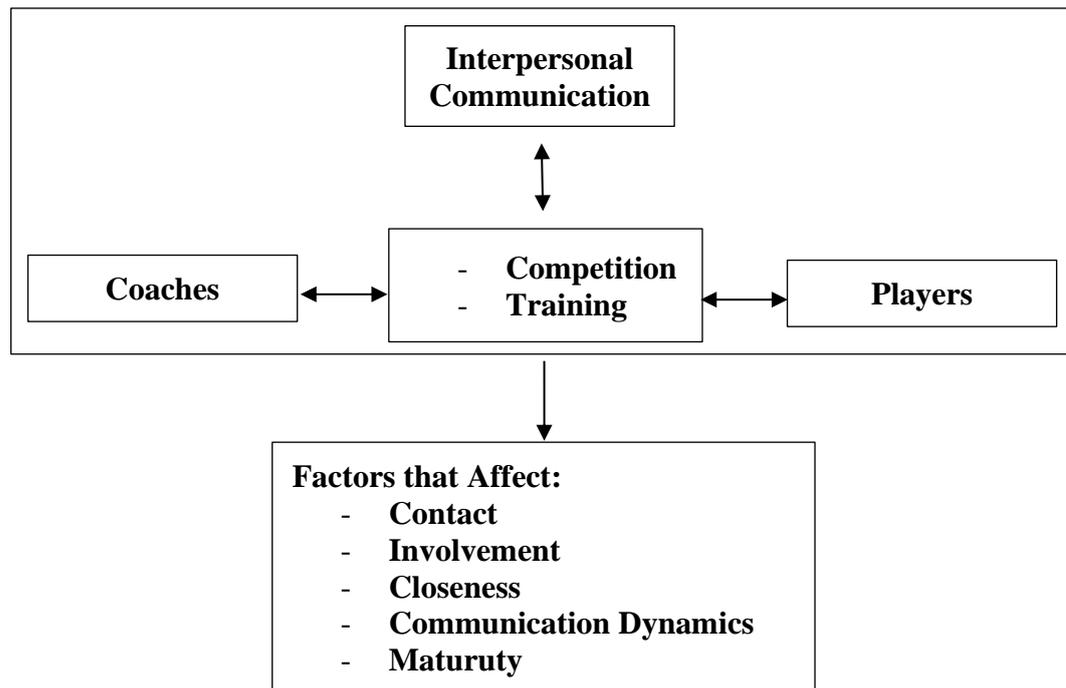
2. Literature Review

Interpersonal Communication is a branch of communication studies that began to develop in the 1960s and serves as a counterpoint to mass communication. Interpersonal communication is defined as communication conducted directly between two or more people, whether in an organized setting or among a crowd (Wahjuwibowo, Wuryanta, and Utoyo 2024). Interpersonal communication can be defined as the process of sending and receiving messages between two people or among a group of people, with effects and feedback.

Conceptually, interpersonal communication is understood as communication between two individuals or a few individuals, who interact and provide feedback or criticism to each other. However, the conceptual definition is insufficient to fully describe interpersonal communication, as each interaction between individuals is unique. According to (Sanjaya 2013), there are five stages in interpersonal communication:

1. Contact: The initial stage involves making contact, which can be done through various sensory perceptions. At this stage, appearance is crucial, as physical traits are easily observable.
2. Involvement: At the involvement stage, individuals engage in deeper acquaintance. This is when people commit to getting to know each other better and reveal more about themselves. Once this is achieved, the relationship progresses to the stage of intimacy.
3. Intimacy: At the intimacy stage, individuals have developed a strong chemistry in their communication.
4. Communication Dynamics: The next stage involves the dynamics within the relationship. Misunderstandings and differing viewpoints may occur, leading to tension and growth.
5. Maturation: This stage represents a more mature and developed level of communication, as individuals have come to understand each other's characters.

Framework: Five Stages in Interpersonal Communication



Source: Sanjaya, 2013

3. Research Methods

Research methodology is an inquiry into the truth governed by logical considerations, aiming to obtain a systematic interrelation of facts as an effort to seek explanations, discoveries, and validation of truths regarding problems. With the use of research methods, questions in the quest for knowledge about a truth can be more easily answered (Wakarmamu 2022).

This research employs a constructivist paradigm to understand the complexity of reality. The constructivist paradigm is defined as a paradigm that opposes perspectives emphasizing observation and objectivity in examining reality according to theoretical understanding and positivist paradigms. This perspective originates from sociocultural traditions, being deeply rooted in experience, language, perception, and social community in general life. It posits that truth is a construct shaped by cultural inclinations, socio-geographical factors, and interpretive sediment, thus making it relative.

This perspective includes three types of theoretical guidelines: symbolic, hermeneutic, and phenomenological. Ontologically, this perspective believes that reality consists of various forms of mental constructions based on socio-cultural experiences. Constructivism has a localized viewpoint, focusing on the object and the researcher's background subjectivity plays a central role in the research process. The constructivist paradigm views social science as a systematic analysis of what is called the meaning of social action by paying detailed attention to direct observation of social actors within natural social contexts and settings to understand and interpret how social actors create and maintain the social world (Sugiyono 2013).

Here is the list of individuals who will be sources for this research:

Table. 1 Informant Data

No.	Name	Age	Status
1.	Ahmad Hafidz Hidayatulloh	27	Goalkeeper Coach
2.	Junaidi Abdillah	37	U-12 Coach
3.	Muhammad Yusalim Kahfi	30	U-8 Coach
4.	Muhammad Ridho	12	Player
5.	Muhammad Rivlan	8	Player

Source: Processed by the Author

4. Results and Discussions

The communication pattern between coaches and students at a football school plays a crucial role in building a strong relationship and supporting the comprehensive development of the students. Physical and emotional contact between the two forms the basis of trust and deep understanding. Coaches must be consistently present, allocate time to listen, and provide immediate feedback, creating an environment that supports active involvement in the learning and development process. Maintaining familiarity allows students to feel comfortable communicating openly, sharing their concerns, goals, and experiences. Dynamic communication is not just about giving instructions but also receiving input from students, facilitating a better understanding of their needs and potential. Through proper communication, coaches not only guide technical progress but also support the social maturation, leadership, and discipline of the students. Thus, relationships based on mutual understanding, support, and commitment to achieving shared goals become the foundation for creating an environment that fosters the full potential of each individual in the football team.

The interpersonal communication patterns between coaches and young players have a significant impact on three main aspects: educational, strategic application, and character development. In the educational aspect, coaches need to use simple language and educational methods to teach basic skills in sports as well as values such as teamwork and sportsmanship. They must build a strong foundation for understanding fundamental concepts through friendly and caring interactions, so that children not only learn techniques but also understand the importance of respecting teammates and opponents. Coaches need to use age-appropriate language and methods to explain basic sports concepts and values like cooperation, honesty, and discipline.

In the strategic application aspect, clear and structured communication is required so that children can understand and effectively apply the coach's instructions in game situations. Coaches need to provide concrete and task-oriented guidance, often using demonstrations and repeated practice to ensure comprehension and reinforcement of the skills being taught. Communication should be interactive and focused on collaborative learning. Coaches can involve children in decision-making processes, allowing them to contribute to planning or executing strategies in games. This not only helps enhance their understanding of strategic concepts but also builds confidence and responsibility in implementing the chosen

strategies.

Character development is also a crucial aspect of this interpersonal communication. Coaches serve not only as mentors in sports but also as role models in attitude, integrity, and handling challenges. Through positive and encouraging communication, coaches promote the development of children's character, such as perseverance in the face of failure, respect for opponents, and enthusiasm for continuous learning and growth. In addition to providing technical instructions, coaches should also give constructive feedback on children's behavior and attitudes outside the field. This includes praising children when they display good behaviors like hard work and cooperation, and offering guidance or correction when they violate team values or exhibit undesirable behavior.

5. Conclusions and Recommendations

5.1. Conclusions

The communication patterns between coaches and students in a football school play a crucial role in forming a healthy and productive relationship. The main aspects of these communication patterns include consistent contact, active engagement, maintained familiarity, effective communication dynamics, and supporting the maturation process of the students. By establishing a strong communication foundation, coaches can not only teach technical skills but also assist in the development of important aspects such as leadership, discipline, and social skills. Good communication also allows students to feel heard, understood, and supported in their journey as athletes and individuals. Therefore, it is essential for coaches to invest in building positive relationships with students through open, honest, and responsive communication. This will create an environment that supports growth, learning, and achieving maximum potential.

5.2. Recommendations

Academic Recommendations

The researcher hopes that future studies will explore the role of communication in a more comprehensive manner, particularly focusing on communication within the field and enhancing communication aspects outside the field among various parties involved in early childhood football development.

Practical Recommendations

The researcher would like to advise SSB Tunas Betawi and all football schools in Indonesia on the importance of communication in the development of young football players. This will help ensure that players' potential and talents are nurtured, guiding them on the path to becoming professional footballers.

Social Recommendations

Coaches should not only understand the technical aspects of football but also gain insights into child psychology and adopt child-friendly communication styles. This will enable coaches to develop richer and more varied methods of building rapport with children.

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