



The influence of parents and coach's roles on character building in 18 years junior tennis athlete

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Abstract: This study aims to determine the effect of the role of parents and coaches on the character of junior tennis players in Special Region of Yogyakarta (DIY). This research is a correlational study using a quantitative approach. Data collection techniques using a questionnaire. The sample for this study consisted of 32 junior tennis respondents in DIY using a purposive sampling technique. The reliability and validity of the instruments used in this study have been examined, and experts have been consulted. Technique for data analysis based on multiple regression. Based on the results of the t-test analysis, the significant value of the variable role of parents is $p < 0.05$ and coaches is $p < 0.05$. This shows that partially the role of parents and coaches influences the character of DIY junior tennis players. Using the F test, the analysis yielded a significance level of p less than 0.05, while the value of $R_{square}=0.719$, meaning that 71.9% of the characteristics of DIY junior tennis players are influenced by the role of parents and coaches. Thus, it can be concluded that the roles of parents and coaches simultaneously have an influence on the character of DIY junior tennis players. Therefore, in providing character education to junior tennis players both inside and outside the field, external encouragement is needed, both from parents and coaches.

Keywords: role of parents, coach, character, junior tennis players

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INTRODUCTION

The facts on the field show that the code of ethics as a form of positive character in a tennis match is not fully adhered to by the players. The world's tennis player who often violates the code of ethics is John McEnroe. As a result of his actions, John McEnroe was often fined up to thousands of US dollars by the match committee (Sukadiyanto, 2012). From the mid-1970s to the mid-1990s, court manners got worse. World tennis players like Ilie Nastase, Jimmy Connors, and John McEnroe show this (Robert, 20015). They built a reputation based on their "bad-boy" image by demonstrating low levels of sportsmanship, honesty, courtesy to officials, and restraint of behaviour, and concomitantly higher levels of annoyance, aggressiveness, and disrespect towards opponents, referees, and the audience. International tennis player Nick Kyrgios in the 2021 Murray River Open tournament received a point deduction for taking an unsportsmanlike act in the form of throwing a racket and saying dirty words (Irianto, 2021). Lack of sportsmanship as a form of positive character can also be found in sports activities in general. Fights between players, fights between players and referees, and dirty words spoken during a match are all immoral acts that must be addressed. When an athlete has not applied discipline, worked hard in training, is emotionally unstable, lacks confidence in competing (which is still low), and is not creative enough to make decisions while competing, they do not fully possess the



characteristics that support achievement (Dafit & Adnan, 2019). The character problems faced by achievement sports are the same as those facing society at all levels (Popescu, 2012).

The role of the environment is important to instill positive character values in junior athletes. Moral growth is an important part of how a player develops as a person (Veronica, 2010). A collaborative approach is required in sports, with several elements such as educational institutions, family environments, and social or religious groups that are thought to be influential (Păunescu et al., 2013). In order for children to develop attitudes and personality qualities like honesty, tolerance, discipline, responsibility, faith, and caring for other people as well as the environment, parents and teachers have a role as role models. (Palunga & Marzuki, 2017; Ramdan & Fauziah, 2019). Thus, it can be concluded that the environment, parenting style, and parental behavior play an important role in the formation of the character of students or athletes who are still in the process of mental and social development. The environment is a factor that influences the development of a person's character (Suparno, 2018). The role of the trainer is to shape the character of discipline, responsibility, and morality of students through persuasive communication, In terms of professionalism, the trainer teaches physical training, technical training, and also the spirituality involved in training activities (Santoso, 2021). There is a positive and substantial relationship between the influence of the school environment on character and the relationship in terms of educating, directing, and caring for children or students, so this must be a priority for instructors (Turnip et al., 2022).

Several relevant studies examine the character of players in sports and the factors that influence them (Dafit & Adnan, 2019; Hadi, 2011; Kurniawati, 2018; Popescu, 2012; Popescu & Masari, 2011). More detailed study on the influence of parents and coaches in academic attainment is needed (Supriyanto, 2023), the character of elementary school children (Ramdan & Fauziah, 2019), the character of teenagers (Fatimah & Nuraninda, 2021), and the character of soccer players (Fitri, 2022). Several relevant studies on the role of coaches and parents use descriptive qualitative and quantitative methods. Not much research has been found using the correlational method. From some of the literature, not many studies have been found that examine the role of parents and coaches on the character of junior sports players, especially in the sport of tennis using correlational research. Therefore, to be able to find out how much influence the role of parents and the role of tennis coach has on the character of junior tennis players, it is necessary to research the influence of the role of parents and the role of tennis coach on the character of junior tennis players in the Yogyakarta region. The novelty in this study is the junior tennis player as a sample, and a variety of data analysis including using multiple linear regression and coefficient of determination analysis. The results of this study are anticipated to serve as a scientific resource for the creation of a school/tennis club curriculum that emphasizes positive character as a means of achieving success.

METHOD

This research employs a correlational design, using quantitative descriptive methods. The researchers used a purposive sampling strategy to choose the participants of 16 male junior tennis players and 16 female junior tennis players from the Special Region of Yogyakarta. Junior tennis players based on the provisions of the International Tennis Federation (2023) are players under 18 years of age. The junior age ranges are similar to the sample in the study (Klaus et al., 2017; Krause et al., 2019; Myburgh et al., 2016). Using a Likert scale of 1 to 5, a questionnaire was used as the data gathering method. The instruments were prepared based on indicators for each variable and were consulted with experts, and validity and reliability tests were carried out prior to the study. The results of the validity tests X_1 , X_2 , and Y show that all question items have a value of $r_{count} > r_{value_{table}} = 0.349$ and a significance value of $p < 0.05$ at a significance level of 5%. Thus, all question items on variables X_1 , X_2 and Y are declared valid. The results of the reliability test for the variables X_1 , X_2 , and Y showed that all items had a Cronbach's Alpha value > 0.60 , so that all question items in the variables X_1 , X_2 , and Y used as the research instrument were declared reliable.

Additionally, the data obtained from the study's findings were subjected to analysis utilizing basic linear and multiple linear regression techniques, facilitated by the IBM SPSS Statistics 26 software. The data analysis process included many key processes, namely: (1) doing a frequency distribution analysis,

(2) performing classical assumption tests, (3) using simple linear regression, (4) employing multiple linear regression, and (5) calculating the coefficient of determination.

RESULT

By calculating the minimum score (Min), maximum score (Max), mean (M), median (Me), mode (Mo), and standard deviation (SD), the results of the data analysis are displayed in the form of a variable frequency distribution (Cresswell, 2012), as presented in Table 1.

Table 1. Summary Description of Statistical Data

Descriptive Statistics (N=32)					
Variable	Minimum	Maximum	sum	Means	std. Deviation
X1	93	155	4510	141	16
X2	45	95	2673	84	13
Y	48	125	3638	114	16

DIY Junior Tennis Characters

The results of the character analysis for junior tennis players from a total sample (N) of 32, have a mean = 31, standard deviation = 4. Then they are categorized into 3 criteria, namely: high, moderate/sufficient, and low. Criteria for high if: $X < M - 1SD$, moderate/sufficient $M - 1SD \leq X < M + 1SD$, and low: $M + 1SD \leq X$. From the character aspect of junior tennis players, nothing in the high category, 30 tennis players in the moderate/enough category (93%), and 2 tennis players in the low category (6%). For more details, the distribution of the frequency distribution of the overall DIY junior tennis character scores can be seen in Figure 1 below.

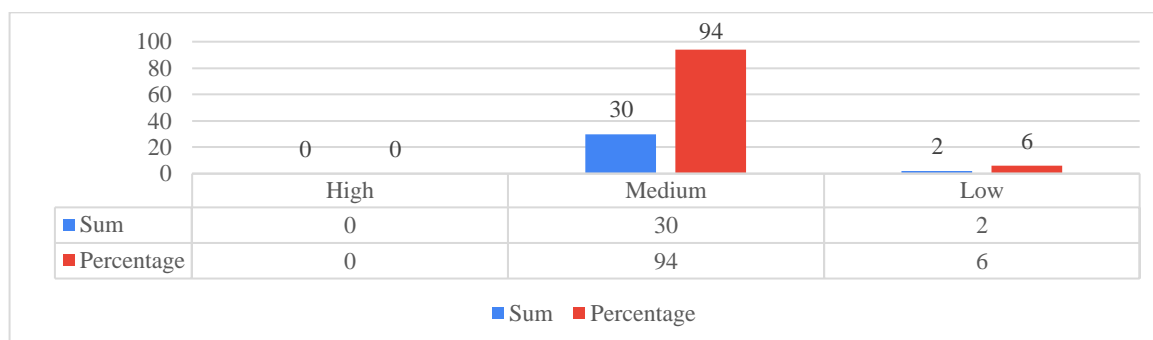


Figure 1. Histogram of The Variable Frequency Distribution of The Yogyakarta Junior Tennis Characters

The role of parents

The role of parents has a mean = 31, standard deviation = 4. It is further categorized into 3 criteria, namely: high, moderate/sufficient, and low. The results of the analysis of the variable role of parents, it turns out that none of them are in the high category, 29 tennis players are in the moderate/sufficient category (91%), and 3 tennis players are in the low category (9%). For more details, the distribution of the frequency distribution of the DIY junior tennis player parental role scores can be seen in Figure 2.

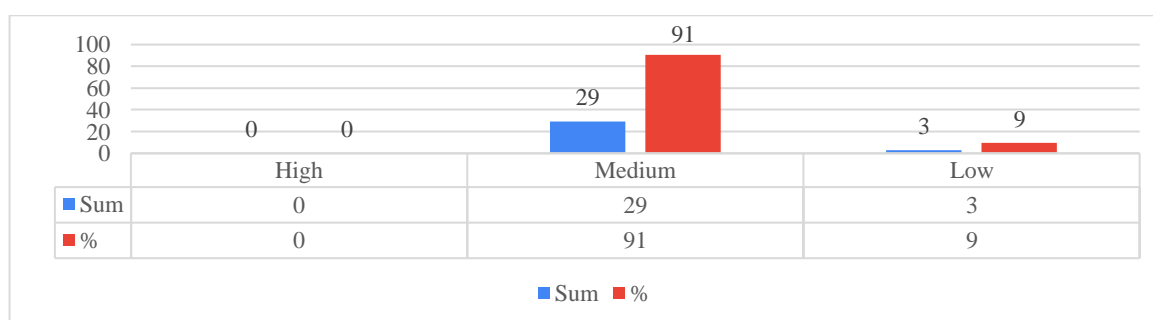


Figure 2. Histogram of Variable Frequency Distribution of the Roles of Parents of DIY Junior Tennis Players

Coach Role

The role of a junior tennis coach has a mean = 31, standard deviation = 4. It is further categorized into 3 criteria, namely: high, moderate/adequate, and low. The results of data analysis from the coach's role variable, it turns out that none of them are in the high category, 28 tennis players are in the moderate/sufficient category (88%), and 4 tennis players are in the low category (13%). For more details, the overall distribution of the frequency distribution of trainer role scores can be seen in Figure 3 below.

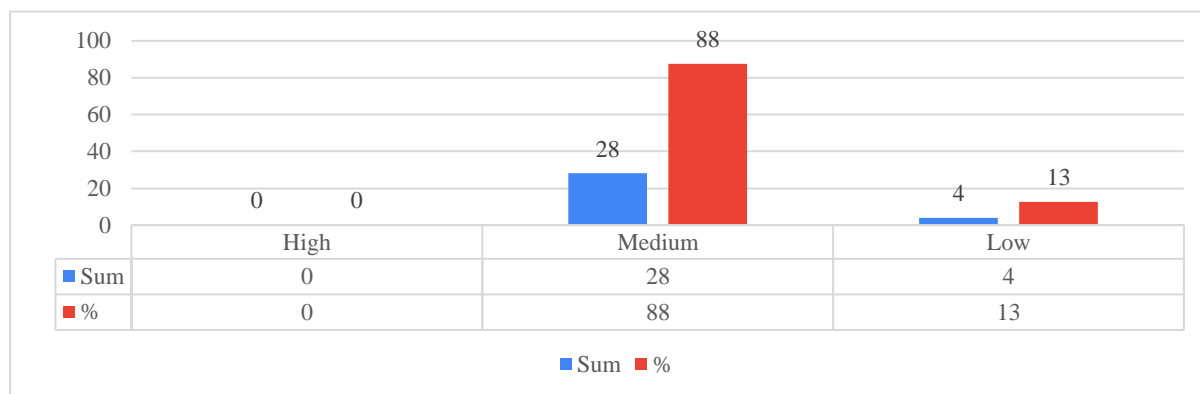


Figure 3. Histogram of the Variable Frequency Distribution of Trainer Roles

Hypothesis testing

Test Analysis Requirements

According to the results of the normality test, the asymp. sig. (2-tailed) $p = 0.172 > 0.05$ indicates that the data are normally distributed. Based on the results of the linearity test, it is known that the sig. linearity $p = 1,000 > 0.05$. Thus, the variables of the role of parents and the role of the coach have a linear relationship with the junior tennis character variables. Based on the results of the multicollinearity test, the tolerance value of the variable $X1 = 0.767$ and $X2 = 0.767 > 0.100$ (tolerance > 0.100) and the VIF value of the variable $X1 = 1.304$ and $X2 = 1.304 < 10.00$ ($VIF < 10.00$). Consequently, the regression model lacks multicollinearity. The outcomes of the tests for normality, linearity, and multicollinearity are displayed in Table 2 below.

Table 2. Test Analysis Requirements

	Normality			Linearity			Multicollinearity			
	N	Sig. (2-tailed)	df	Mean Square	F	Sig.	Tolerance X1	Tolerance X2	VIF X1	VIF X2
Result	32	0.172	1	.000	.000	1,000	.767	.767	1,304	1,304

Parental Influence on Junior Tennis Players

Based on data analysis using the t-test, it shows that partially the parental role variable (X_1) obtains a value of $t_{count}=4.336 > t_{table}=2.045$ and a significance value of $p < 0.05$ so that H_0 is rejected and H_a is accepted. Thus, the parental role variable (X_1) has a significant effect on the character of junior tennis players (Y). The results of partial hypothesis testing using IBM SPSS Statistics can be seen in Table 3 below.

Table 3. Effect of OParents (X_1) to Junior Tennis Player Characters (Y)

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	std. Error	Betas			
The role of parents	.509	.117	.487		4,336	.000

The Influence of Coaches on Junior Tennis Players

The outcomes of the t-test on the variable representing the coach's role were in part inconclusive (X_2) obtain the value of $t_{count}=4.428 > t_{table}= 2.045$ and a significance value of $p < 0.05$, so that H_0 is rejected, and H_a is accepted. Thus, the tennis coach's role variable (X_2) has a significant effect on the character of junior tennis players (Y). The partial results of hypothesis testing using IBM SPSS Statistics can be seen in Table 4 below.

Table 4. Influence of the Trainer's Role (X_2) against a Junior Tennis Player Character (Y)

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	std. Error	Betas	t	
The role of parents	.626	.141	.498	4,428	.000

The Influence of the Role of Parents and Coaches on Junior Tennis Players

The outcomes of using the ANOVA technique to analyse data (Test F) turned out to be the influence of variables X_1 and X_2 simultaneously on (Y) the significance value of $p < 0.05$ and the $F_{count}= 37.135 > F_{table}=3,32$. Thus it can be concluded that the variables of the role of parents (X_1) and the role of the coach (X_2) simultaneously influence the character of the DIY junior tennis player (Y). The results of the simultaneous analysis of hypothesis testing using IBM SPSS Statistics can be seen in Table 5 below.

Table 5. Anova Test on the Role of Parents and Coaches on Junior Tennis Players

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	6034583	2	3017.291	37,135	.000b
residual	2356292	29	81251		

Determinant Coefficient

R square = 0.719 was the outcome of the analysis. Thus, the role of parents and tennis coaches turned out to influence the character of DIY junior tennis players by 71.9%, while 28.1% were influenced by other variables outside of this study. The results of the R square analysis using IBM SPSS Statistics can be seen in Table 6 below.

Table 6. Coefficient Test for Determining the Role of Parents and Tennis Trainers on the Characters of the Junior Tennis Players in DIY

R	R Square	Adjusted R Square	std. Error of the Estimate
.848a	.719	.700	9.01396

The role of parents in the character development of juvenile and senior-level athletes in a variety of sports, including tennis, has a significant impact. Likewise, the coach's contribution to the development of these aspects starts with the cool touch of the hands given by the coach when athletes practice at associations/clubs or sports schools. These two pillars (parents and coaches) are interrelated factors in developing character in order to achieve the success of a tennis player (Jiménez, 2021). Furthermore, Jiménez (2021) says that if the role of parents is good, then the character of junior tennis players will also increase (the child's character becomes good), and vice versa. Other research has demonstrated that parents can provide responsive support for their children during sporting situations. These findings lend support to the notion that sport organizations should actively involve parents in the learning process (Rouquette et al., 2021). The basic theory of optimal parental involvement in tennis is built around the core categories of understanding and improving a child's tennis journey, one of the categories is developing an understanding of the emotional climate, which takes into account the need for parents to continually strive to develop an environment in which children feel parents understand the experience (Knight & Holt, 2014). The role of parents as role models, parents can influence children's sports behavior by modelling reactions to situations (Lauer et al., 2010). Through the interaction of children with their parents, certain images will be formed regarding the basis of character development.

Parents play a crucial role in producing a quality generation by implementing character values; such situations can influence the character of young athletes and improve their athletic performance (Fitri, 2022). Optimizing the role of parents in the formation of children's character is expected to be able to personalize character values and noble character so that they are manifested in good behavior in everyday life (Ginanjari, 2013). Family functioning is positively associated with the development of character fortitude in adolescent athletes, regardless of whether they are recreational or elite athletes, according to the findings of research (Raimundi et al., 2016). In 2016, given the importance of the role of tennis player character and emotional control in tennis achievement, the Italian Tennis Federation began to form a mental research project under the name "ABC of Emotion Project". This project is designed to examine the character and emotions of tennis players while they participate in competitions for U-12 national tennis players. This research project aims to see the extent of the achievements obtained by these tennis players (Daino et al., 2021).

The coach's contribution has a pretty good influence on the smooth running and improvement of athletes' achievements, including in the formation of an athlete's character (Purbaningrum & Wulandari, 2021). Coaches should pay attention to several things to be able to foster the mentality or character of athletes, including: 1) creating the best possible communication between coaches and athletes, 2) understanding character, traits, needs, and interests, 3) being able to be motivators, 4) assisting athletes in solving the problems they face (Hadi, 2011). Dimiyati (2010) explained that teachers/trainers in schools can play an important role in helping students learn and implement the process of instilling morals, where moral inculcation is closely related to the formation of student character. Teachers and trainers in schools help students know what values are, believe in values as an integral part of their lives, and live their lives according to these values. Opinion Susanto (2015) explained that instilling respect and responsibility is part of character building that needs to be taught by teachers and coaches to students or young athletes. The coach must have the competence to develop the character of the athlete or trainee. Character development competence is a very basic foundation in forming personality values, therefore, it is the coach who must teach the formation of personality values in the game learning process (Rohman, 2017).

The provision of environmental support, particularly by parents and coaches, assumes a significant role in facilitating the acquisition of self-control and the cultivation of fair play among young athletes. The development of an athlete's character is tightly intertwined with the principles of self-control and fair play (Utomo et al., 2022). In sports, a simultaneous approach is needed by several parties, including: educational institutions, the family environment, and social or religious groups that are adhered to for moral formation and promoting fair play (Păunescu et al., 2013). The process of cultivating and empowering affective values can be carried out well if carried out in educational units, families, and communities (Susanto, 2015). The findings conclude that understanding how parents, coaches, and peers simultaneously influence athletes (Habeeb, 2023). The collaboration of parents and teachers in improving the character of discipline and responsibility of students is well established, both directly and indirectly, and will have an impact on improving the character of discipline and responsibility of students (Rantauwati, 2020).

CONCLUSION

The conclusions in this study include: (1) The role of parents partially influences the character of junior tennis players in Yogyakarta with a significance value of $p < 0.05$. (2) The role of the coach partially influences the character of junior tennis players in Yogyakarta, with a significance value of $p < 0.05$. The influence of parents and coaches has a significant and linear effect on the character of junior tennis players, (3) The role of parents and coaches simultaneously influences the character of junior tennis players in Yogyakarta with a significance value of $p < 0.05$. In addition, the results obtained for the value of R square = 0.719, mean that 71.9% of the character of junior tennis players in the Special Region of Yogyakarta is influenced by the role of parents and coaches. This means that in order to provide good character education to junior tennis players, both within the family and outside the tennis court, external encouragement from parents and coaches is needed.

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