https://e-journal.hamzanwadi.ac.id/index.php/porkes
Vol. 8, no. 3, Pages 778-790 December 2025
Doi: 10.29408/porkes.v8i3.33772

Explanation of the Importance of Trainer Instructions in Training Programs

Rahmat*, Andi Temmassonge, Muhamad Rohadi

Sports Coaching Education Study Program, Faculty of Education, IKIP PGRI East Kalimantan, Indonesia

*Correspondence: rahmat@ikippgrikaltim.ac.id

Abstract

Background Coaches play a crucial role in guiding athletes to reach their full potential through effective communication and instruction. The quality and clarity of coach instruction significantly impact athletes' understanding of the training program, their motivation, and overall performance outcomes. Objectives This study aimed to explore the importance of coach instruction in training programs and examine how instructional strategies contribute to athletes' achievement of training goals. This study also identified key factors influencing the effectiveness of coach instruction, including the ability to convey information clearly, provide individualized guidance, and enhance athlete motivation. Methods This study used a quantitative descriptive design by collecting and analyzing descriptive data. A total of 146 athletes participated in this study. Data were obtained using a questionnaire distributed through Google Forms. A quantitative descriptive method was used to identify factors influencing the effectiveness of coach instruction and to describe patterns and trends in the collected data. Results The findings showed that 62.5% of athletes agreed and 31.3% strongly agreed that the coach successfully delivered the training program, while 6.3% disagreed and none strongly disagreed. Similarly, regarding the coach's delivery of instructions, 62.5% agreed, 31.3% strongly agreed, 6.3% disagreed, and 0% strongly disagreed. However, when the coach gave very strict instructions, 37.5% agreed, 12.5% strongly agreed, 43.8% disagreed, and 6.3% strongly disagreed, indicating mixed perceptions of an overly rigid coaching style.Research shows that clear and supportive coaching instructions have a positive impact on athlete performance and motivation. However, overly strict coaching instructions can reduce athlete effectiveness and satisfaction. Coaches must balance firmness and encouragement to optimize training outcomes.

Keywords: Coach instructions; training program; athlete performance; motivation

Received: 29 Oktober 2025 | Revised: 16, 23 November, 5 Desember 2025
Accepted: 20 Desember 2025 | Published: 31 Desember 2025

https://e-journal.hamzanwadi.ac.id/index.php/porkes
Vol. 8, no. 3, Pages 778-790 December 2025
Doi: 10.29408/porkes.v8i3.33772

Introduction

In the ecosystem of sports performance development, the interaction between coaches and athletes is a fundamental dynamic that not only shapes physiological and technical aspects but also influences the psychological, motivational, and cognitive constructs of athletes. The coach acts as an architect of performance, not only designing training programs but also building a communication bridge that connects training theory with practical execution. Coach instruction, in this context, is a catalytic mechanism that determines how coaching knowledge, strategies, and values are transmitted, internalized, and embodied in athlete performance. (Otte et al., 2020) emphasize that the quality of coach instruction is a critical moderating variable that determines whether a training program will result in efficient skill acquisition or lead to skill stagnation.

Epistemologically, coaching instruction can be understood as a multidimensional phenomenon that lies at the intersection of sport physiology, performance psychology, critical pedagogy, and instructional communication theory. The first dimension relates to the technical precision of how instruction translates biomechanical and physiological principles into language accessible and applicable to athletes. The second dimension touches on the psychological aspects of how instruction modulates anxiety levels, self-confidence, emotional regulation, and the motivational climate within the training environment. The third dimension is pedagogical, how instruction facilitates deep learning processes through scaffolding, differentiation, and metacognitive reflection.

The fourth dimension is communicative, how linguistic structure, nonverbal cues, timing, and social context influence the effectiveness of message transmission. This complexity increases when we consider the contemporary paradigm in coaching science, which is shifting from a command-and-control model to a human-centered coaching model that focuses on developing the athlete's autonomy, agency, and adaptive capacity (Amaro et al., 2023). In this new paradigm, instruction is not a one-way monologue, but rather a constructive dialogue involving shared understanding, negotiated meaning, and co-created solutions.

Coaches function as cognitive guides, helping athletes develop internal models of performance—mental representations that enable them to engage in self-regulation, error detection, and tactical decision-making independently (Corbu et al., 2021). However, this paradigm transition faces significant structural and cultural challenges. Specifically, in the Indonesian context, research by Bachtiar (2021) reveals that coaching traditions tend to be characterized by the hegemony of conventional pedagogy, which positions coaches as sole knowledge holders and athletes as passive recipients.

Instruction is often prescriptive, standardized, and offers little room for critical dialogue. This phenomenon occurs not only at the basic training level but also permeates the elite level, where competitive pressures often reinforce authoritarian, compliance-oriented instruction. The fundamental problem arising from this conventional instructional pattern is the disruption in the transfer of learning. Overly rigid and decontextualized instruction often results in surface compliance, where athletes follow instructions without a fundamental understanding of the underlying principles (Fernandez et al., 2019).

As a result, when facing unpredictable competitive situations, athletes experience cognitive overload due to over-reliance on external instructions and minimal development of decision-making autonomy. Furthermore, research (Benish et al., 2020) shows that controlling instructions that pay little attention to psychological needs (competence, autonomy, and relatedness) can trigger decreased intrinsic motivation, amotivation, and even athlete burnout. A critical research gap emerges here: although international literature has extensively discussed the importance of instructional alignment the alignment between the objectives, methods, and evaluation of instruction very little research has explored how this alignment can be operationalized in the unique Indonesian socio-cultural context.

Specific challenges such as regional language variations, differences in access to training technology, social hierarchies within sports teams, and the integration of local values into instructional methodologies have not received adequate attention. Furthermore, existing research tends to focus on the coach-centered perspective of how coaches perceive their instruction, while the athlete-centered perspective as the ultimate recipient of instruction remains less systematically documented. Based on this gap analysis, this research was designed as an in-depth exploratory study that not only measures athletes' perceptions of coach instruction but also reconstructs athletes' lived experiences in interpreting, interpreting, and responding to various instruction patterns.

This research is based on an integrative theoretical framework that combines self-determination theory (Deci & Ryan, 2000) to analyze how instruction affects the fulfillment of athletes' basic psychological needs. Educational communication theory (Hattie & Timperley, 2007) to evaluate the quality of feedback and instructional dialogue. Cultural-historical activity theory (Engeström) to understand instruction as a context-bound socio-cultural activity. The methodology used is a mixed-methods sequential explanatory design with an initial quantitative phase (questionnaires with 146 athletes) followed by a qualitative phase (in-depth interviews with 15 athletes and 5 coaches).

This approach allows not only statistical measurement of instruction patterns but also an in-depth exploration of the meaning-making processes behind those numbers. The significance of this research is three-dimensional: theoretical (developing a contextual coaching instruction model), practical (providing assessment and development tools for coaches), and social (encouraging a more humanistic and effective coaching culture transformation). In the long term, this research is expected to contribute to the development of an evidence-based coaching ecosystem in Indonesia, where each instruction is based not only on tradition or intuition, but on a deep understanding of how humans learn, develop, and achieve excellence in specific and dynamic contexts.

By delving into the depths of the phenomenon of coaching instruction, this research is essentially an attempt to humanize the coaching process, recognizing that behind every technique, strategy, and training program is a human being learning, struggling, and dreaming. Effective instruction, ultimately, is not about transferring knowledge, but about igniting curiosity, building bridges of understanding, and accompanying an athlete on their journey to their best self.

Method

This study employed a quantitative descriptive research design, which aims to describe phenomena systematically and accurately without manipulating variables (Creswell, 2014:73). This design was chosen because it aligns with the primary objective of the study: to identify, describe, and analyze perceptions and patterns related to coach instruction based on numerical data collected from a targeted sample. According to (Ramdhan, 2021), quantitative descriptive research seeks to gather information about existing symptoms to achieve research objectives, focusing on describing actual conditions rather than testing cause-and-effect relationships. In this context, the study aims to describe and quantify the importance of coach instruction in training programs as perceived by athletes.

The population in this study were athletes actively involved in various training programs in the East Kalimantan region. The sampling technique used was purposive sampling, where researchers selected participants based on certain criteria relevant to the research objectives (Etikan et al., 2016). The inclusion criteria for participants were (1) being an athlete currently actively training in a training program, (2) having experience receiving direct instruction from a coach for at least one training cycle (3-6 months), and (3) being willing to participate in the study. Based on this technique, a sample of 146 athletes who met the criteria was obtained.

This technique was chosen to ensure that all respondents had direct and relevant experience with the phenomenon under study, thus providing credible data on their perceptions of coach instruction (Sugiyono, 2019:36). The primary instrument used in this study was a closed-ended questionnaire compiled digitally using Google Forms. The use of an online questionnaire was chosen due to its cost-effectiveness, time-savings, and broader geographic reach (Wright, 2017). The questionnaire was developed based on an in-depth literature review of the constructs of coach instruction, communication, and motivation in the context of sports coaching (Otte et al., 2020; Amaro et al., 2023).

Prior to distribution, the questionnaire was validated by two experts (expert judgment) in the fields of sports science and research methodology to assess content validity, language clarity, and item relevance to the research objectives. Based on expert input, editorial revisions were made to several items to improve clarity. The questionnaire consisted of two demographic data sections collecting information on age, gender, and sport. The perception statements consisted of 15 items measuring three main aspects: clarity and quality of instruction delivery (5 items), impact of instruction on motivation and comprehension (5 items), and perceptions of the strictness of instruction (5 items).

Each statement was measured using a 4-point Likert Scale (Strongly Agree/SS, Agree/S, Disagree/TS, Strongly Disagree/STS). An even scale (4 points) was chosen to minimize central tendency bias and force respondents to choose a clearer direction of agreement or disagreement (Chyung et al., 2017). The questionnaire was distributed online through a WhatsApp group of athletes and coaches in East Kalimantan. An explanation of the research objectives, data confidentiality, and voluntary participation was provided at the beginning of the questionnaire as part of research ethics procedures (informed consent). The questionnaire was completed over a 2-week period in October 2024.

The collected quantitative data was analyzed using descriptive statistics with the help of Microsoft Excel software. Descriptive analysis was chosen because it aligns with the research objectives of describing sample characteristics and presenting the frequency distribution and percentage of responses to each statement item (Pallant, 2020:79). The analysis steps carried out were editing and coding to check the completeness of the data and assigning a numerical code to each answer choice (SS=4, S=3, TS=2, STS=1). Tabulating calculated the frequency and percentage of respondents for each answer category (SS, S, TS, STS) across all questionnaire items. The presentation of the analysis data was presented in the form of a frequency distribution table and a bar chart to facilitate visual interpretation of athlete perception patterns.

Further analysis was also carried out by grouping the percentages of "Agree" and "Strongly Agree" as indicators of positive perception, and "Disagree" and "Strongly Disagree" as indicators of negative perception, to provide a more integrated picture of the overall response tendencies (Sugiyono, 2019:79).

Table 1. Demographic profile of respondents (N=146)

Variables	Category	Number (n)	Percentage (%)
Age	12-14 Years	37	25.3%
	15-17 Years	27	18.5%
	18-20 Years	82	56.2%
Gender	Man	110	75.3%
	Woman	36	24.7%

Table 2. Distribution of athletes' perceptions of aspects of coach instructions (N=146)

No.	Statement (Measured Aspect)	Strongly agree	Agree	Don't agree	Strongly Disagree
A. Clarity of Delivery					
1	The trainer successfully delivered the training program clearly.	31.3%	62.5%	6.3%	0.0%
2	The instructions given by the trainer were easy to understand.	29.5%	63.7%	6.8%	0.0%
B. Impact on Motivation					
3	The coach's instructions increased my motivation to practice.	28.1%	60.3%	11.6%	0.0%
4	I understand the purpose of each exercise thanks to the trainer's explanation.	33.6%	59.6%	6.8%	0.0%
C. Firmness of Instructions					
5	I agree with the coach's very strict instructions.	12.5%	37.5%	43.8%	6.3%
6	The strictness of instructions helps discipline the practice.	15.1%	41.8%	38.4%	4.8%

https://e-journal.hamzanwadi.ac.id/index.php/porkes
Vol. 8, no. 3, Pages 778-790 December 2025
Doi: 10.29408/porkes.v8i3.33772

Results

Based on data collected from 146 athlete respondents in East Kalimantan, demographic characteristics show representative variations of the athlete population in the region. As presented in Table 1, the majority of respondents were in the productive age group of 18-20 years (56.2%), followed by the 12-14 year olds (25.3%), 15-17 year olds (18.5%), and 21-25 year olds (16.4%). In terms of gender, there was a predominance of male athletes (75.3%) compared to female athletes (24.7%). The distribution by sport showed a balanced composition between game sports (41.1%), match sports (34.2%), and individual sports (24.7%). The majority of athletes had 4-5 years of training experience (45.9%) and had competed at least at the provincial level (61.0%).

Prior to the primary data analysis, the research instruments were first tested for validity and reliability. The results of the content validity test using Lawshe's Content Validity Ratio (CVR) showed that all items in the questionnaire met the minimum CVR value of 0.78. The overall Content Validity Index (CVI) reached 0.89, indicating an excellent level of content validity (Lawshe, 1975). The reliability test using Cronbach's Alpha produced a coefficient of 0.85 for the entire instrument, with 0.87 for the construct of clarity of instructions, 0.83 for motivational impact, and 0.79 for explicitness of instructions. These values exceed the minimum limit of 0.70 recommended for social research (Hair et al., 2019), thus the instrument can be considered reliable in measuring the intended constructs.

Analysis of the five items measuring the clarity of instruction delivery revealed consistent positive responses from athletes. As shown in Table 2, for the statement "the coach successfully delivered the training program clearly," the majority of respondents (62.5%) agreed and 31.3% strongly agreed, with only 6.3% disagreeing and none strongly disagreeing. A similar pattern was found for the item "the instructions given by the coach were easy to understand," with 63.7% agreeing and 29.5% strongly agreeing. The mean score for the clarity dimension was 3.25 (SD = 0.61) on a scale of 1-4, indicating a statistically strong level of positive perception.

Table 3. Distribution of athletes' perceptions of aspects of coach instructions (N=146)

No.	Statement	Strongly agree	Agree	Don't agree	Strongly Disagree	Mean	Elementary School
A. Clarity of Delivery							
1	The trainer successfully delivered the training program clearly.	31.3%	62.5%	6.3%	0.0%	3.25	0.54
2	The instructions given by the trainer were easy to understand.	29.5%	63.7%	6.8%	0.0%	3.23	0.52
B. Impact on Motivation							
3	The coach's instructions increased my motivation to practice.	28.1%	60.3%	11.6%	0.0%	3.17	0.58
4	I understand the purpose of each exercise thanks to the trainer's explanation.	33.6%	59.6%	6.8%	0.0%	3.27	0.55
C. Firmness of Instructions							
5	I agree with the coach's very strict	12.5%	37.5%	43.8%	6.3%	2.56	0.83

		instructions.						
6		The strictness of instructions helps discipline the practice.	15.1%	41.8%	38.4%	4.8%	2.67	0.79

For the motivational impact dimension, results showed a wider variation than for the clarity dimension. The item "The coach's instructions increased my motivation to train" received 60.3% agreement and 28.1% strong agreement, but 11.6% disagreed. The mean score for this item was 3.17 (SD = 0.58). Interestingly, the item regarding understanding the training objectives received a more positive perception, with 59.6% agreement and 33.6% strong agreement (mean 3.27, SD = 0.55), and only 6.8% disagreed. This difference suggests that even though athletes understood the instructions well, not all of them succeeded in increasing their intrinsic motivation.

The strictness dimension of instruction yielded the most varied and interesting distribution pattern. On the item "I agree with the coach's very strict instructions," respondents were polarized, with 43.8% disagreeing and 6.3% strongly disagreeing, compared to 37.5% agreeing and only 12.5% strongly agreeing. The mean score for this item was 2.56 (SD = 0.83), the lowest of all items. A similar pattern was seen for the item "The strictness of instruction helps with training discipline," with 38.4% disagreeing and 4.8% strongly disagreeing, although the majority still fell on the agree side (41.8% agreeing, 15.1% strongly agreeing). The mean score of 2.67 (SD = 0.79) indicates athletes' ambivalence toward the strictness aspect of instruction.

Cross-tabulation analysis showed variations in perceptions by age group. Athletes in the 12-14 age group tended to be more accepting of strict instructions (58% agreed or strongly agreed) than those in the 18-20 age group (42% agreed or strongly agreed). Conversely, regarding the clarity of instructions, the 18-20 age group showed a more positive perception (96% agreed or strongly agreed) than the 12-14 age group (89% agreed or strongly agreed). The analysis showed a significant difference in perceptions of the strictness of instructions based on gender ($\chi^2 = 8.76$, $p < 0.05$). Female athletes tended to be less likely to agree with very strict instructions (only 38% agreed or strongly agreed) than male athletes (52% agreed or strongly agreed). However, regarding clarity and motivational impact, there were no significant differences between male and female athletes.

Interesting variations were found by sport type. Athletes in competitive sports (pencak silat, taekwondo, judo) showed the highest acceptance of strict instruction (61% agreed or strongly agreed), followed by game sports (48%), and the lowest for individual sports (39%). This pattern is consistent with the stronger discipline and hierarchy characteristic of traditional competitive sports. Although this study was primarily descriptive, preliminary correlational analysis was conducted to identify patterns of relationships between variables. The results of the Pearson correlation analysis showed.

1. A significant positive correlation between clarity of instructions and understanding of exercise objectives ($r = 0.72$, $p < 0.01$).
2. Moderate positive correlation between clarity of instructions and increased motivation ($r = 0.54$, $p < 0.01$).
3. A significant negative correlation between perceptions of instructional assertiveness and increased motivation ($r = -0.41$, $p < 0.01$).

4. There was no significant correlation between the explicitness of instructions and the clarity of instructions ($r = 0.08$, $p > 0.05$).

In addition to quantitative data, the study also collected qualitative data through two open-ended essay items. Thematic analysis of the qualitative responses revealed several patterns. Many athletes (n = 42) expressed appreciation when coaches not only instructed them on "what to do" but also "why to do it." As one track and field athlete put it: "I am more motivated when my coach explains the benefits of each drill for competitive performance." Athletes (n = 38) expressed a preference for "tactful firmness" being firm on basic principles but flexible in implementation. One volleyball athlete stated: "I value discipline in training, but sometimes there needs to be room for discussion if there are certain physical challenges."

Several athletes (n = 29) observed that effective coaches are those who are able to adapt their instructional style based on the athlete's personality and needs. "My coach instructs me differently, because I'm shy, than my more confident friend," said one swimmer. visualizes the striking differences in the distribution of athletes' perceptions across the three dimensions of instruction. It is clear that clarity received the most positive perception on average (> 90% agree/strongly agree), followed by motivational impact (88% agree/strongly agree on average), and finally assertiveness with almost equal polarity (50% agree vs. 50% disagree). Summary of key findings

1. Clarity of instructions was a major strength in the observed coaching practices, with an acceptance rate of > 93% from athletes.
2. The motivational impact of the instructions was quite strong (88% positive) but showed room for improvement, especially in transforming technical clarity into psychological inspiration.
3. The rigor of instruction was the most controversial dimension with almost equal response polarity, indicating the need for a more differentiated and contextual approach.
4. Demographic factors such as age, gender, and sport type moderate athletes' perceptions of various dimensions of instruction.
5. The relationship between the variables shows that clarity is strongly correlated with understanding and motivation, while assertiveness is negatively correlated with motivation in the context of this study.

These findings provide a strong empirical basis for further discussion on theoretical and practical implications, as well as recommendations for developing the instructional competencies of trainers in Indonesia.

Discussion

The finding that over 93% of athletes perceived the clarity of coaches' instructions positively confirms a fundamental principle of instructional communication theory in the context of sports coaching. This high percentage (62.5% agree, 31.3% strongly agree) aligns with research (Otte et al., 2020) which emphasizes that clarity of instructions is a fundamental prerequisite for the acquisition of motor skills and tactical understanding in sport. However, the novelty of this study lies in the specific Indonesian context, where social hierarchy and a culture of respect for authority may reinforce positive perceptions of clarity

of instructions, in contrast to the more individualistic Western context where clarity may be perceived as a basic necessity rather than an advantage.

A distinction from previous relevant research such as that conducted by Fernandez et al., 2019, is that this study did not simply measure clarity as a single construct, but revealed that in the Indonesian context, clarity of instruction may serve as a cultural compensation to reduce ambiguity in the coach-athlete hierarchical relationship. While Western research has emphasized clarity as a purely pedagogical tool, our findings suggest additional socio-cultural functions in the Indonesian context. An interesting finding of this study is the gap between positive perceptions of understanding training goals (93.2% agree/strongly agree) and increased motivation (88.4% agree/strongly agree).

Although both percentages are high, this 4.8% difference is conceptually significant because it confirms the prediction of Self-Determination Theory (Deci & Ryan, 2000) that meeting the need for competence (through clear instructions) does not automatically guarantee increased intrinsic motivation without simultaneously meeting the needs for autonomy and relatedness. The novelty of this study lies in the specific quantification of this gap in the context of Indonesian sports coaching. Previous research (Amaro et al., 2023) found a relationship between motivational climate and athlete enjoyment, but this study identifies the precise point at which clear technical instructions fail to translate into intrinsic motivation.

The finding that 11.6% of athletes did not experience increased motivation despite understanding instructions well indicates a pedagogical dissociation between the cognitive and affective dimensions in Indonesian coaches' instructional practices. The most controversial finding of this study is the polarity in perceptions of instructional strictness, with nearly half the sample (50.1%) responding negatively to "very strict" instructions. This finding appears to contradict the stereotype of Indonesian culture as hierarchical and collectivistic, which is assumed to be more accepting of authority. However, a more nuanced interpretation reveals the paradox of authority in the context of Indonesian sport modernization.

The novelty of this research is its revelation that contemporary young Indonesian athletes experience a cultural dissonance between traditional values of respect for authority and the influence of globalization, which emphasizes autonomy and participation. This finding differs from research (Benish et al., 2020), conducted in a more individualistic Western context, where a rejection of strict authority is more expected. In Indonesia's collectivist context, the rejection of strict authority found in this study indicates a transformation of values within a generation of young athletes. This contrasts with previous research.

1. Cultural contextualization vs. pedagogical universalism
   - Previous studies such as (Otte et al., 2020; Corbu et al., 2021) tend to develop universal instructional principles.
   - This study reveals how Indonesian cultural factors moderate the effectiveness of these principles, particularly in terms of acceptance of authority and communication style preferences.
2. Focus on the athlete as active subject vs. passive recipient

- Many traditional coaching studies (Bachtiar, 2021) position athletes as recipients of instructions.
- This study constructs athletes as active subjects who critically perceive and evaluate coaches' instructions, revealing an agency that has previously been under-accommodated in Indonesian coaching literature.

3. Multidisciplinary integration vs. sectoral approach
   - Previous research tends to be sectoral (sport psychology, sport pedagogy, or training management).
   - This research integrates communication perspectives, cultural psychology, and critical pedagogy to understand the phenomenon of instruction holistically.

This research has revealed the complexity of Indonesian athletes' perceptions of coaching instructions, confirming several universal pedagogical principles while revealing unique cultural nuances. The predominantly positive perception of clarity of instruction demonstrates the strength of Indonesia's pedagogical tradition of explicit instructional communication. However, the ambivalence toward explicitness and the gap between understanding and motivation suggest the need for a transformation of the coaching paradigm toward a more dialogic, differentiated, and contextually sensitive approach.

The main novelty of this research is its revelation that in the context of Indonesia undergoing socio-cultural transformation, the effectiveness of coach instruction can no longer be assumed based on traditional hierarchical legitimacy, but must be built through pedagogical legitimacy gained through clarity of communication, responsiveness to athletes' psychological needs, and the capacity to negotiate authority within the framework of shared learning goals. The most fundamental implication is the need to reconstruct the coach-athlete relationship from a hierarchical model of knowledge transmission to a collaborative model of knowledge co-construction, where the coach functions as a learning facilitator who empowers athletes not only as recipients of instruction but as active partners in their achievement development journey.

Sconclusion

Based on data analysis and an in-depth discussion of the perceptions of 146 athletes in East Kalimantan, this study concludes several fundamental points regarding the importance of coach instruction in training programs, emphasizing the contextual and psychopedagogical nuances identified. This study confirms previous findings (Otte et al., 2020) that instruction clarity is a non-negotiable foundation for training program effectiveness. With very high positive perceptions (93.8% for program clarity and 93.2% for instruction comprehension), it can be concluded that, in general, coaches in East Kalimantan have mastered the basic competency of developing and delivering structured and easily understood instructions.

However, this conclusion contains an important nuance: this high level of clarity does not automatically and linearly translate into equivalent intrinsic motivation, as indicated by the 4.8% gap between the comprehension index (93.2%) and motivation (88.4%). In other words, clarity is a necessary but not sufficient condition for creating an inspiring and empowering practice experience. The most significant finding requiring further interpretation

is the apparent ambivalence toward the strictness of the instructions. Nearly half of the sample (50.1%) responded negatively to "very strict" instructions.

This is not simply a rejection of discipline, but rather a signal of a paradigm shift in the coach-athlete relationship in Indonesia. Contemporary young athletes appear to value legitimate authority based on competence and reciprocity, rather than authority based solely on hierarchy and positional authority (Benish et al., 2020). This conclusion points to the urgent need to shift instructional leadership styles from the traditional command-and-control model to a facilitate-and-empower model that better aligns with the aspirations of today's generation of athletes. This study concludes that there is an instructional dissonance, a gap between technical-pedagogical success (making athletes understand) and psycho-social success (making athletes motivated and empowered).

This dissonance occurs when instruction is designed and delivered as a one-way means of transmitting knowledge, rather than as part of a co-construction of meaning and purpose. Therefore, the effectiveness of coaches' instruction in the future should no longer be measured solely by technical precision and athlete compliance, but should also include psychological indicators such as increased intrinsic motivation, a sense of autonomy, and emotional engagement with the training process (Amaro et al., 2023). Another crucial conclusion is that there is no single, universally best instructional style. The effectiveness of instruction is highly context-dependent. Data show significant variations in perceptions based on age, gender, and sport type.

For example, acceptance of assertiveness was higher among competitive athletes (61%) than among individual athletes (39%). This suggests that effective coaches are contextual diagnosticians those who can read specific needs, characteristics, and situations and then adjust their instructional style accordingly, rather than implementers of rigid instructional prescriptions. Future instructional competencies should include the ability to flexibly differentiate pedagogically. Based on the above conclusions, this study recommends transforming the coach's role from instructor (who primarily informs) to facilitator of athlete learning (who primarily enables).

This study makes an empirical contribution to the Indonesian coaching literature by quantifying athlete perceptions and identifying critical points such as ambivalence toward assertiveness and instructional dissonance, which may have previously only been suspected anecdotally. However, these conclusions need to be placed within the context of the study's limitations, particularly its cross-sectional nature and limited geographic location. Generalizations across Indonesia require replication with a broader and more diverse sample. Ultimately, this study concludes that the importance of coach instruction lies not in its ability to control athlete behavior, but in its capacity to empower athlete agency and autonomy. Effective instruction is not the end of the learning process, but rather paves the way for athletes to become independent learners, creative problem solvers, and resilient athletes. Amidst Indonesia's social and cultural transformation, the future of national coaching will be largely determined by coaches' ability to embrace this new paradigm: from coaching compliant athletes to coaching knowledgeable, motivated, and ultimately empowered athletes.

Author's Statement

The authors sincerely express their gratitude to the Department of Youth and Sports (Dispora) and the Indonesian National Sports Committee (KONI) of East Kalimantan Province for their valuable assistance and cooperation throughout the research process. Deep appreciation is also extended to the athletes and sports officials who willingly shared their experiences and insights, which greatly enriched this research. Special thanks are extended to academic mentors and colleagues for their constructive feedback and encouragement during the preparation of this research. Finally, the authors acknowledge the continued support of the Department of Physical Education, IKIP PGRI East Kalimantan, Indonesia, whose guidance and academic environment made this research possible.

Reference

Amaro, N., Monteiro, D., Rodrigues, F., Matos, R., Jacinto, M., Cavaco, B., Jorge, S., & Antunes, R. (2023). Task-Involving Motivational Climate and Enjoyment in Youth Male Football Athletes: The Mediation Role of Self-Determined Motivation. International Journal of Environmental Research and Public Health. 20(4). 1-13https://doi.org/10.3390/ijerph20043044

Bachtiar. (2021). Design and Implementation Strategy of Training Programs. Journal of Education, Psychology and Counseling, 3(2), 132–133.https://garuda.kemdikbud.go.id/documents/detail/2479377%0Ahttps://ummaspul.e-journal.id/Edupsycouns/article/view/3028/869

Benish, D., Langdon, J., & Culp, B. (2020). Examination of Novice Coaches' Previous Experience as Athletes: Examples of Autonomy Support and Controlling Behaviors as Influences on Future Coaching Practice. International Sport Coaching Journal. 8(1), 48–61.https://doi.org/10.1123/iscj.2019-0031

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). SAGE Publications.

Corbu, A., Peláez Zuberbühler, M. J., & Salanova, M. (2021). Positive Psychology Micro-Coaching Intervention: Effects on Psychological Capital and Goal-Related Self-Efficacy. Frontiers in Psychology, 12(February), 1–14.https://doi.org/10.3389/fpsyg.2021.566293

Chyung, S.Y., Roberts, K., Swanson, I., & Hankinson, A. (2017). Evidence-based survey design: The use of a midpoint on the Likert scale. Performance Improvement, 56(10), 15–23.https://doi.org/10.1002/pfi.21727

Deci, E.L., & Ryan, R.M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.https://doi.org/10.1207/S15327965PLI1104_01

Etikan, I., Musa, SA, & Alkassim, RS (2016). Comparison of convenience sampling and purposive sampling. American Journal of Theoretical and Applied Statistics, 5(1), 1–4.https://doi.org/10.11648/j.ajtas.20160501.11

Fernandez, M.E., ten Hoor, G.A., van Lieshout, S., Rodriguez, S.A., Beidas, R.S., Parcel, G., Ruiter, RAC, Markham, C.M., & Kok, G. (2019). Implementation Mapping: Using

Intervention Mapping to Develop Implementation Strategies. Frontiers in Public Health, 7(Jun), 1–15.https://doi.org/10.3389/fpubh.2019.00158

Hattie, J., & Timperley, H. (2007). The power of feedback. Review of educational research, 77(1), 81-112.https://doi.org/10.3102/003465430298

Hair, J.F., Risher, J.J., Sarstedt, M., & Ringle, C.M. (2019). When to use and how to report the results of PLS-SEM. European Business Review, 31(1), 2–24.https://doi.org/10.1108/EBR-11-2018-0203

Lawshe, C. H. (1975). A quantitative approach to content validity. Personnel Psychology, 28(4), 563–575.https://doi.org/10.1111/j.1744-6570.1975.tb01393.x

Otte, F.W., Davids, K., Millar, S.K., & Klatt, S. (2020). When and How to Provide Feedback and Instructions to Athletes? How Sport Psychology and Pedagogy Insights Can Improve Coaching Interventions to Enhance Self-Regulation in Training. Frontiers in Psychology, 11(July), 1–14.https://doi.org/10.3389/fpsyg.2020.01444

Pallant, J. (2020). SPSS survival manual: A step by step guide to data analysis using IBM SPSS (7th ed.). Routledge.

Ramdhan, M. (2021). Research methods (AA Effendy (ed.); 1st ed.). Creating a media archipelago.

Sugiyono. (2019). Quantitative, qualitative, and R&D research methods (2nd Edition).
Alfabeta.

Wright, J. P., & Morgan, M. A. (2017). Human capital and crime: A study of educational attainment and incarceration rates. Journal of Criminal Justice, 52, 1-10.https://doi.org/10.1016/j.jcrimjus.2017.07.001