

Learning Sources for Soccer Coaching: Internet-based Method

Fredrik Alfrets Makadada, M. Torero Rigel Centeury, I Made Widiarsa Dwitya

¹Sports Coaching Education, Manado State University, Jl. Unima University, North Sulawesi, Indonesia fredrikmakadada@unima.ac.id, tero.centeury@gmail.com

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Abstract:

Internet access is crucial for sports coaches as learning resources. The purpose of this research is to investigate the benefits that are felt by the sports coaches in using internet access as learning resources. The method of this research is survey method and the technique of data collection is interview technique. The subject of this research is 8 sports coaches of girls and boys in Daerah Istimewa Yogyakarta. Taking sample that uses is purposive sampling. Data analysis that uses is qualitative descriptive analysis. The result of this research shows that coaches may need deeper professional guidance to distinguish the credibility of learning resources that found online. Based on the result of this research that can be summarized is internet access has potential function as learning resources that is useful for sport coaches to improve knowledge and skill in learning.

Keywords: Learning resources, sports coaches, internet.

1 INTRODUCTION

The process of training in sports is a process that leads to planning, the application of knowledge in the training process, and evaluating training programs that aim to meet their needs for an interest.^{1,2} Therefore, it is important for a trainer to improve the knowledge he has as an effort to print athletes to reach the peak of achievement. Some of the knowledge in question is; a) specific knowledge about the profession of a coach, such as mastering one sport and having skills in fostering (professional), b) knowledge about clearly conveying the intent and purpose of the athlete (Interpersonal), c) knowledge in providing input to athletes and also able to motivate athletes.

Seeing the important role of coach knowledge, it cannot be denied that a coach must be able to develop that knowledge for the sake of improving the quality of athletes in coaching. However, it is something that is difficult to obtain knowledge to build athletes. A study explains that the development of a coach is influenced by circumstances or experiences that require a trainer to learn something new.⁴ Learning will be fun when a coach likes it and is then supported by the personal experience of the trainer obtained when he becomes an athlete. There is also research that explains that each coach has a different way of learning even in the same context and role.^{4,5} Location where learning occurs is one of the factors that need to be considered in a conscious effort to develop the trainer's knowledge. This is supported by the statement of Trudel et al. that every

effort by educators, trainers and sports organizations needs to consider the environmental conditions in which learning takes place in the context of knowledge development.⁵

Researchers such as Werthner and Trudel are of the view that the situation of the trainer in learning is not as intermediate or internal, but as mediation.⁴ In coach learning such as formal training and guidance courses, learning material is certainly set and directed by others. When learning is done without an intermediary such as a teaching teacher, the counselor in choosing the material, of course students who are responsible for choosing the material being studied. Thus, it does not rule out the possibility that students do not get exposure to new material but rather reflect on ideas and reconsider according to their cognitive structure⁶.

Diverse results are obtained through the literature reported regarding the effectiveness of various trainer learning situations^{7,8}. Examples of learning situations such as formal coaching education programs with the aim of developing skills, knowledge and quality training are mediated and debated in the training literature.^{2,8} Statement of Trudel et al. how far the coach is able to gain knowledge. From several studies and statements about the importance of education specifically for trainers, there is a need to understand what the priority of a trainer is given the difference in learning situations. Besides that, the procedure in providing facilities in accordance with the learning process both education policy information and training pactics is an indispensable requirement.

Research about making it easy to create learning situations for trainers is still lacking. The innovation of the use of the internet as a means of enriching information and knowledge has positive results. The use of internet technology can be seen in the progress in the field of physical education and sports. The positive impact of using the internet as a learning material has been proven by several studies. One of the studies carried out with the method of surveying internet users in the United Kingdom and shows 90% of respondents use the internet as learning. In addition, research conducted specifically on trainers with interview methods shows that 70% of trainers use the internet to obtain information relating to more effective training methods and of course according to the characteristics of athletes. In addition to obtaining information, a survey conducted also explained that the use of the internet is more efficient in time and cost, easy to access information, and the use of the internet is also able to meet the needs of each individual.

Research that examines the role of the internet in improving trainers' knowledge and skills is still lacking. Whereas, a lot of information is available on the internet regarding training learning which can be seen starting from training videos, articles, and also from social media. In the study of Wright et al. which examines the use of the Internet as a resource that aims to improve training knowledge or skills. This study explains that the Internet is one of the seven learning methods used by trainers to gain knowledge about training. From several trainers who were sampled, information was obtained that most trainers use the internet as a means to communicate with other co-trainers and access information through the web. There is no known type of information, whether it is exchanged through interactions or collected for increasing knowledge.

The development and progress of information technology will certainly influence trainer learning, which later will become a consideration for sports policy makers to understand that the Internet needs to be utilized optimally as a learning resource in improving training knowledge and skills. Based on the lack of internet use and studies that serve this field, this study seeks to investigate and examine the benefits of using the internet as a source of learning for trainers and how they obtain information

and material from the internet which can then be applied in training.

There are four questions that guide the study, namely; 1) what are the benefits of using the internet in developing training knowledge? 2) how do trainers obtain information and find solutions to the challenges faced? 3) what types of knowledge are searched on the internet? and 4) how do trainers use the internet as supporters in their training?

2 RESEARCH METHODS

This research was a qualitative descriptive study. Transcripts of interview results from the trainers were analyzed according to the thematic analytical approach which consisted of 5 phases. This research was conducted on February 3, 2019, to February 27, 2019, which took place at city of Yogyakarta.. The trainers who were the samples in this study were trainer trainers in the city of Yogyakarta. Trainers can be sampled in this study if they have fulfilled the following criteria: a) have a minimum of two years of training experience at a competitive level, b) have a license as a trainer, c) use the internet as a means of obtaining training knowledge for 1 year last one. Eight trainers in the city of Yogyakarta were sampled in this study. The age of these trainers ranges from 27 to 48 years with an average of 2 years of training experience..

2.1 Procedure and Instruments

After obtaining approval to conduct research from the university, researchers began to look for trainer samples that fit the predetermined criteria. Trainers who are included in the criteria agree that they are ready to be involved in this research. Participation of trainers in this study is voluntary, without any element of coercion, and guarantees the right to confidentiality of identity, and freedom to go out in research

2.2 Interview

Interviews are conducted face-to-face to prevent an increasingly broad discussion of the answers of the trainers. Interviews were conducted only once for each trainer at the agreed place and the interview was conducted in about 40 minutes. All interviews were recorded with the help of digital audio. Then the recordings are shown back to the trainers with the aim of agreeing or editing and ensuring that the data obtained is accurate. The interview technique used is semi-structured interviews. There are four

stages of the interview conducted, the first to ask questions about the trainer's background and the origin of being a coach. The second stage is more about the reason why choosing the internet as a means to obtain training knowledge. In the third stage, questions aimed more at the site are usually as material for learning, and obstacles are found in the search process. In addition, the trainer's understanding of how the information search process uses the internet. The final question focuses on the trainer's understanding of the use of the internet in implementing it when training. In order for the answers obtained not to deviate from the expected ones, it is important for researchers to use examination techniques as an effort to direct the conversation to deviate from the discussion, completed the questionnaire, the questionnaire is collected again.

2.3 Data Analysis

Transcripts of interview results from the trainers were analyzed according to the thematic analytical approach which consisted of 5 phases. This approach is adjusted from the previous research literature. The use of thematic analytical approaches is determined in the hope of being able to facilitate researchers in identifying the similarities and differences in the results of interviews and certainly more focused on understanding the data obtained from interviews. The five phases referred to, namely; first, planting phase - interpret data by listening to recordings and reading interview transcripts in various occasions; the second phase, giving the code to the interview data systematically and making a conclusion from the results of the identification which will later create a long list of different codes; the third phase, determine the theme of each encoding - the data that has been given the code is then collected as a whole to determine a theme; the fourth phase, considering the theme - this phase serves to examine whether the predetermined theme has formed a consistent pattern and how the theme matches the overall data coding; the fifth phase, describing and naming the theme - this phase relates to identifying themes and determining aspects of data obtained from each theme. Then, each theme is given a tag or tag that is useful to provide clarity in the interpretation of data. For example, tags are given if they have the same meaning, such as "easy access", "there is a renewal", "minimal expenditure", and "provide training ideas or ideas". Some of these tags will be grouped according to the theme of "the reason for using the Internet".

3 RESULTS

The results obtained from this study found the benefits of using the internet as an effort to develop the knowledge of soccer coaches. All trainers interviewed said that the internet had enormous benefits to help coaches gain training knowledge, such benefits as saving time, ease of access, providing new ideas or information, and low costs needed. These benefits will be a supporting factor for trainers for sustainable learning.

Ease of accessing the internet. The reason given by all trainers about the ease of using the internet is through the widely accessible internet which is certainly capable of gathering various information as learning material for trainers. This is simpler compared to the learning done in the classroom face to face with the intermediary of a professional trainer. Understanding the use of technology can help trainers to be able to gain knowledge so that it becomes easier and saves time. Low costs. According to the trainers interviewed, they stated that in using the internet as a learning resource, the costs incurred were not large compared to paying during training with mediation. One trainer also mentioned that through the internet, trainers were able to search for videos and content about famous club football for free without having to buy books or DVDs about coaching in training.

Provide ideas or ideas in training. All the trainers interviewed stated that the main points of using the internet were to get ideas or ideas in special training for soccer. The idea is like strategy, practice, and new ideas that can be applied when training. Some coaches also said that they were more often looking for ideas from elite football teams such as Real Madrid, Barcelona, Liverpool and Manchester United both from videos and articles from the team's coaches. The trainers also said that information or ideas obtained were not solely applied to the team, but must be understood in advance whether it was in accordance with the conditions of the team being trained.

Attractive. Six of the eight trainers interviewed in this study explained that choosing the internet rather than learning resources such as reading books or reading articles because the information provided by the internet is more interesting. In addition, one of the trainers also explained that through the video, he was able to visualize the situation that would occur according to what was on the video. One of the trainers also explained that the video made it easier for the trainer to make a note by doing repetitions in videos such as on youtube which could be used to slow down a movement.

Material renewal. Five of the eight trainers said that learning resources with the internet provided the latest information or experienced updates for trainers compared to other learning resources. One of the trainers stated that he preferred the internet because it provided the latest information. In addition, with this update, the trainer can also choose and match the exercises that could be applied to the team he trained.

The process of finding learning resources on the Internet.

Generally the trainers in this study said that the sources for obtaining information and knowledge in training were obtained from YouTube, Google, and some trainers also mentioned through several journals about coaching in soccer.

Use of keywords. Three out of eight explain that they use keywords to make it easier to obtain the information needed in accordance with the search objectives. The use of these keywords helps the trainer to save more time in finding the information needed. From the interviews conducted, one of the three trainers who used the keyword said that the keywords used were more specific such as Barcelona, Real Madrid, and Manchester City in hopes of finding an exercise that suited the team being trained.

Random search. Five of the eight trainers in this study chose to find information randomly in the search column.

Constraints in using Internet learning resources. Distinguish reliable sources. The trainers in this study have their own way of sorting out reliable learning resources to improve training skills. the trainers also said that the learning resources obtained on the internet could be trusted if they came from organizations that were well suited to the field of soccer and the website of a professional soccer ball coach.

The type of knowledge and information sought on the internet.

All trainers interviewed use the internet as an effort to improve training skills through professional knowledge that can be accessed from the internet, such as knowledge of training, tactics and strategies according to the team being trained. One of the trainers in this study said that in training children aged 7 to 9 years, the trainer chose to find information about approaches to children through soccer. In addition, the trainers in this study explained what was sought when teams who were going to compete, preferring to look for tactics or tactics that were suitable for the team. One of the trainers in this study used the internet as a way to find knowledge about self-reflection and more to evaluate the results of the training that had been done so that in the future the training will be better.

Application of knowledge and information in training.

The trainers in this study stated that after obtaining resources from the internet, they would understand and try to practice the findings in a training session. One of the trainers explained the application of knowledge obtained through the internet that began with explaining to the athlete

about the topic and explaining the process to be carried out in the training. Some trainers say that they use the internet to increase their training knowledge so that later it will become a useful learning resource in the future. Through information and knowledge obtained on the internet, one of the trainers also said that later it would improve between the knowledge and experience gained in the field when training.

4 DISCUSSION

This study aims to determine the benefits of using the internet as a learning resource for soccer coaches and knowing the process of finding knowledge and its application to training. This result is in accordance with the reference which explains that the internet for students around the world has a very broad impact.^{16,20,27} ease of access to learning resources is one of the benefits felt by the trainers. In addition, there is not much time needed so that accessing the internet can be done anywhere. Trainers only need time to find the training material or knowledge needed and become more efficient when compared to searching from other learning resources such as books and so on. Of course this is very important because sports coaches have difficulty in obtaining learning resources and the main reason is that when there are not many trainers when they have to look for new things in improving training skills.^{6,28}

A study also states that in increasing training knowledge and skills, some trainers feel deficient in terms of financial resources.^{11,30} This problem can be found in less developed countries due to the low wages for trainers and facilities to access the internet that are still uneven. Besides that, limited funding from the government is often a limiting factor for the trainer development process¹¹ so that it will have an impact on the motivation of the trainer in learning through the internet that is rich in knowledge and information.

In this study also found that trainers preferred to use the internet compared to using other learning resources. This is because the costs incurred to access the internet are not large. In developed countries that have been able to provide wifi facilities for free, trainers are more inclined to use internet learning resources to increase training knowledge.¹⁸ thus, lack of financial resources does not become a problem in improving training knowledge and skills. The results found in this study have similarities with previous research which explains that trainers use google, youtube, and facebook to gain knowledge and information in training.¹⁸

Given the popularity of internet³³, this platform allows the exchange of knowledge and skills between people from all walks of life, different cultural backgrounds, and geographical locations. It also allows trainers free access to the expertise of experienced trainers who may not publish their training knowledge and experience in the form of traditional trainer education materials (eg, books, dvds).

The internet is therefore a fertile platform for trainers to acquire coaching knowledge and skills from their own culture and gain new perspectives and practices outside their national borders. Although trainers in this study prefer such learning modes because they have control over what they want to learn and the speed of learning, such independent learning modes can interfere with the quality of learning because it is not directed⁵. For example, the majority of trainers in this study used 'random browsing' as a strategy to find training resources.

The problem with using a random and independent source exploration strategy is that the training resources sought may be limited by what the trainer knows (eg, knowledge of this sport),

which can limit their learning. Our results also show that some trainers are unsure of what information, and perhaps websites, to take references from when pursuing training knowledge. It is also uncertain how this 'random exploration' can broaden the knowledge of trainers in fields they do not know, or challenge their understanding of training.

The results obtained in this study also showed that some of the trainers were not entirely sure of the information obtained on the internet and so were the web address sites that were obtained to become a training reference. In research that has been done that there are still many problems found when using the internet. One of them is a random search such as the information that appears is excessive which becomes confusing so that in this case the internet becomes less effective as a source of learning.^{17,18} therefore, to investigate whether random searches on the internet can facilitate trainers in increasing knowledge, it is necessary to do some research. It is very important that to sort information obtained on the internet, trainers are given an understanding of evaluating the quality and credibility of the source so that it can be used appropriately.^{26,34}

Another result that we have found is that there is a need for guidance for trainers to distinguish the credibility of learning resources obtained on the internet. In this study, the trainers evaluated the credibility of information obtained on the internet by identifying the source that published the information from professional trainers or from authorized organizations. To overcome problems like this, the solution that can be used is one of them by creating a sports organization container that holds a variety of information to a website which of course the information uploaded has been selected for credibility. This website will help and convince trainers in obtaining information to increase knowledge and skills with clear sources. The trainers' initiative in finding learning resources is a form of independent learning that tends to motivate them to become better and more professional trainers.⁹ it becomes a challenge to facilitate this independent learning and maintain the experience of obtaining quality learning resources.

The use of a platform like this certainly needs guidance to improve trainers' awareness to be better so that the knowledge gained through this platform is a supporting factor for their training. Although research has not been conducted to see how the search effects independently on the internet can increase the motivation of trainers to improve the quality of coaching, the results of this study indicate that trainers need guidance on the importance of intrapersonal and intrapersonal skills to increase the effectiveness of their training. This allows for an increase in the quality of training because the profession of a trainer must be able to independently develop knowledge and training skills.

5 CONCLUSIONS

The findings in this study explain the reasons for soccer coaches using the internet as a learning resource to improve their knowledge and skills in training, how the process is carried out by trainers to access the internet, such as what types of knowledge and information are sought, and application of learning resources to in the training process. this discovery also found that internet learning resources have the potential as a useful learning tool to increase the knowledge and skills of sports coaches.

For this reason, efforts to enrich information and publish it through the internet are of course very much needed to make it easier for trainers to improve their training knowledge and skills. Thus,

improvement and understanding in training will experience development and improvement, especially in the professionalism of a coach which will certainly affect the achievements of the soccer players themselves.

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