

The Role of the Coach as a Dominant Factor in Motivating Students' Training in the Setia Hati Terate Brotherhood, Bagor District

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Abstract

This study aims to identify the role of the coach as a dominant factor in the motivation of pencak silat students of the Persaudaraan Setia Hati Terate (PSHT) in Bagor District, Nganjuk Regency. The study used a descriptive quantitative approach with a survey method. The research sample consisted of 57 active students from six training areas determined through a total sampling technique. Data collection was carried out using a Likert-scale questionnaire that had been tested for validity and reliability (Cronbach's Alpha = 0.932) through Google Form. Data were analyzed using descriptive percentage techniques using IBM SPSS Statistics version 26. The results showed that the role of the coach was the highest indicator in the extrinsic motivation dimension with a percentage of 92.28%, exceeding other indicators including family support (91.93%), training environment (89.30%), peer support (85.61%), peer influence (66.67%), and parental encouragement (61.05%). Overall, 66.7% of students were in the very high motivation category and 33.3% in the high category. These findings prove that the quality of coaching and the psychological approach of the trainer are the main keys to the sustainability of student participation in PSHT pencak silat training.

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1. INTRODUCTION

Pencak silat is an indigenous Indonesian martial art rich in cultural values, spirituality, and character building. Recognized as an Intangible Cultural Heritage of Humanity by UNESCO in 2019, pencak silat serves not only as a physical activity but also as a system of physical and spiritual education rooted in local customs (Suwirman et al., 2018). In Indonesia, the management and development of various pencak silat schools are coordinated by the Indonesian Pencak Silat Association (IPSI), which was founded on May 18, 1948 (Putra & Wijono, 2021). Pencak silat continues to develop into a competitive sport that is popular among various groups, supported by regular championships at the regional and national levels (Hambali et al., 2020).

One of the most influential pencak silat schools in East Java is the Persaudaraan Setia Hati Terate (PSHT). In Bagor District, Nganjuk Regency, PSHT has a sizable membership base spread across six training areas. Although student enthusiasm is high, the phenomenon of fluctuating

attendance and dropouts during the training process remains a problem that requires scientific study. Some students demonstrate a consistent commitment to training, while others experience a decline in motivation, leading to absenteeism or even stopping training before reaching the certification level.

Motivation is a critical factor in determining the consistency and sustainability of a person's involvement in sports activities. Motivation functions as a stimulus that influences individual behavior to act and strive to achieve desired goals (Nurdiyanti & Halimah, 2020). Broadly speaking, motivation is divided into two dimensions: intrinsic motivation, which originates from within the individual, and extrinsic motivation, which is triggered by external factors such as coaches, parents, friends, and the environment (Putra & Wijono, 2021). Individuals with high motivation have been shown to demonstrate more optimal effort and greater persistence in achieving their goals (Syukriah & Aziz, 2019).

Coaches play a central role as external motivational agents closest to students in the sports coaching process. According to Martens (2012), effective coaches not only deliver technical instructions but also act as motivators, communicators, and role models who shape the psychological climate of training. Similarly, Côté and Gilbert (2009) emphasize that coach competence encompasses interpersonal dimensions directly related to the ability to build positive relationships and provide emotional support to athletes. Within the context of Self-Determination Theory (SDT), Deci and Ryan (2000) explain that when coaches can meet athletes' three basic psychological needs: competence, autonomy, and relatedness, more independent and sustainable motivation will develop organically.

Several previous studies confirm the dominant role of coaches in motivating martial arts students. Fikratinnisa and Khory (2022) found that coaches were the most dominant extrinsic factor in motivating extracurricular pencak silat students at Al-Falah Senior High School in Pamekasan. Lulu Amellia Musyaffa et al. (2023) also emphasized that coaches, along with facilities and family support, are the primary determinants of student interest and motivation in pencak silat activities. Putra and Wijono (2021) demonstrated that comprehensive motivational coaching facilitated by coaches can encourage optimal performance in pencak silat athletes.

However, no research has specifically addressed the dominant role of coaches as the highest extrinsic motivational factor in the PSHT environment in Bagor District. This study aims to fill this gap by empirically mapping the contribution of coaches compared to other extrinsic factors. Based on this background, this study aims to identify and prove the role of coaches as a dominant factor in motivating pencak silat students in PSHT Bagor District, while also providing a scientific basis for coaches and organizational administrators in designing more effective coaching strategies.

2. METHOD

This research uses a descriptive quantitative approach with a survey method. In line with Sugiyono (2017), the survey method aims to obtain empirical data from natural locations, where researchers use specific instruments in the data collection process. The descriptive approach was chosen because the primary goal of the research is to objectively describe motivational phenomena occurring in the field (Arikunto, 2014).

The research population was all active students who participated in PSHT pencak silat training in Bagor District, Nganjuk Regency. Using the total sampling technique, a sample of 57 active students was obtained from six training districts, namely Kendalrejo District (11 students), Paron

District (12 students), Sugihwaras District (15 students), Karangtengah District (4 students), Kerepkidul District (12 students), and Sekarputih District (3 students). The total sampling technique was applied because the population size was limited, so that all members of the population could be reached comprehensively (Sugiyono, 2017).

The research instrument was a closed-ended Likert-scale questionnaire with 20 items, including 12 items for intrinsic motivation (pleasure, enthusiasm, interest, sincerity, improving self-defense skills, maintaining health, and achieving achievements) and 8 items for extrinsic motivation (parental encouragement, peer influence, the role of coaches, family support, peer support, and training environment). The instrument was tested on 35 non-sample respondents, and all items were declared valid ($r\text{-count} > r\text{-table} = 0.334$) and reliable with a Cronbach's Alpha value of 0.932 (Sugiyono, 2013). Data were collected online via Google Form and analyzed using descriptive percentage techniques with IBM SPSS Statistics version 26 (Sudijono, 2018).

3. RESULTS AND DISCUSSION

Intrinsic Motivation of PSHT Students in Bagor District

The results of the analysis of 57 respondents showed that students' intrinsic motivation as a whole was in the very high category with an average score of 52.14 out of a maximum score of 60. The distribution of achievements for each intrinsic motivation indicator is presented in Table 1.

Table 1. Average Distribution of Intrinsic Motivation Indicators

No	Indicator	Item Code	Percentage	Category
1	The joy of following the training	P1-P2	90,88%	Very high
2	Passion in training	P3-P4	84,91%	Very high
3	Interest in exercise	P5-P6	87,37%	Very high
4	Willingness to follow training	P7-P8	90,53%	Very high
5	Improve self-defense skills	P9	91,23%	Very high
6	Maintain health	P10	87,02%	Very high
7	Achieve success	P11-P12	78,60%	High

Description: P = questionnaire statement

Based on Table 1, the highest indicator in the intrinsic dimension was the desire to improve self-defense skills (91.23%), followed by enjoyment of training (90.88%), and commitment to training (90.53%). The indicator for achieving achievement had the lowest percentage (78.60%), although it was still in the high category. This indicates that students' motivation to participate in training was based more on the need for self-development and personal enjoyment than on a competitive orientation.

These findings align with Fikratinnisa and Khory (2022), who stated that intrinsic motivation, such as interest and enjoyment, has a dominant influence on student engagement in sports activities. Lulu Amellia Musyaffa et al. (2023) also confirmed that students tend to participate in pencak silat activities due to internal interest and enjoyment, not solely external motivation.

The Role of the Coach as a Dominant Factor in Extrinsic Motivation

The analysis of extrinsic motivation yielded significant findings. The coach's role was recorded as the indicator with the highest percentage not only in the extrinsic dimension, but also among all indicators in this study. The complete distribution of extrinsic motivation indicators is presented in Table 2.

Table 2. Average Distribution of Extrinsic Motivation Indicators

No	Indicator	Item Code	Percentage	Category
1	Parental encouragement	P13	61,05%	Currently
2	Influence of friends	P14	66,67%	Currently
3	The role of the coach	P15-P16	92,28%	Very high
4	Family support	P17	91,93%	Very high
5	Friend support	P18	85,61%	Very high
6	Practice environment	P19-P20	89,30%	Very high

Description: P = questionnaire statement

Table 2 shows that the coach's role achieved a percentage of 92.28%, surpassing all other indicators in both the extrinsic dimension and the overall indicators of this study. Family support came in second (91.93%), followed by the training environment (89.30%), and peer support (85.61%). Conversely, peer influence (66.67%) and parental encouragement (61.05%) were only in the moderate category.

The dominant role of coaches in extrinsic motivation aligns with Martens' (2012) concept of effective coaches, which states that coaches are not only tasked with delivering technical instructions but also act as motivators, communicators, and role models that shape the overall psychological climate of training. In the context of PSHT coaching in Bagor District, this dominance can be explained through two main channels. First, motivation through words: coaches provide praise, constructive feedback, and verbal directions that build athlete enthusiasm, especially when students face technical challenges in training. Second, motivation through behavior: coaches serve as role models by demonstrating time discipline, a strong work ethic, and a positive attitude that inspire students to emulate them (Yoyok Davit Rahadika et al., 2024).

The theoretical explanation for the dominant role of coaches can be traced through Self-Determination Theory (SDT) proposed by Deci and Ryan (2000). SDT states that sustainable motivation develops when three basic psychological needs of an individual are met: competence (a sense of competence), autonomy (a sense of control), and relatedness (a sense of connection with others). Coaches who provide clear direction, acknowledge student progress, and build warm personal relationships directly fulfill these three needs. Therefore, the high percentage of coach role indicators (92.28%) reflects that PSHT coaches in Bagor District have successfully met students' psychological needs, thus maintaining their motivation to practice at a high level.

These findings align with Putra and Wijono (2021), who emphasized that coaches and the environment play a crucial role in increasing the motivation of pencak silat athletes, and Kurniawan et al. (2022), who confirmed that supportive coach involvement significantly contributes to student enthusiasm. Fikratinnisa and Khory (2022) explicitly identified coaches as the most dominant extrinsic factor in pencak silat extracurricular activities, a finding now also confirmed in the context of district-based PSHT training.

The low percentage of parental encouragement (61.05%) and peer influence (66.67%), which is only in the moderate category, provides an important interpretation that student training motivation is not built solely on social pressure or enticement, but rather is driven by intrinsic drive that is significantly strengthened by effective coaching direction. Côté and Gilbert (2009) also stated that an interpersonally competent coach is able to transform weak extrinsic motivation into a stronger and more lasting internalization of values in athletes.

Overall Motivation Profile and Distribution Per-Rayon

Descriptive statistics of total student motivation showed a mean of 85.56 with a standard deviation of 6.353. Intrinsic motivation contributed an average of 52.14 (out of a maximum score of 60) and extrinsic motivation 33.42 (out of a maximum score of 40). Based on the categorization, 38 students (66.7%) were in the very high motivation category, and 19 students (33.3%) were in the high category. No students were in the medium, low, or very low categories.

Table 3. Frequency Distribution of Student Motivation Categories

Percentage Range	Category	Frequency	Percentage (%)
84% – 100%	Very high	38	66,7%
68% – 83%	High	19	33,3%
52% – 67%	Currently	0	0%
36% – 51%	Low	0	0%
20% – 35%	Very Low	0	0%
Total		57	100%

In the analysis of motivation levels by rayon, the complete distribution is presented in Table 4.

Table 4. Distribution of Motivation Levels Based on District

District	Number of Students	Very high	High
Sugihwaras	15	12 (80,0%)	3 (20,0%)
Paron	12	9 (75,0%)	3 (25,0%)
Kerepkidul	12	8 (66,7%)	4 (33,3%)
Kendalrejo	11	6 (54,5%)	5 (45,5%)
Karangtengah	4	2 (50,0%)	2 (50,0%)
Sekarputih	3	1 (33,3%)	2 (66,7%)
Total	57	38 (66,7%)	19 (33,3%)

Based on Table 4, the Sugihwaras District holds the highest position with 80.0% of students in the very high category, followed by the Paron District (75.0%), the Kerepkidul District (66.7%), and the Kendalrejo District (54.5%). Districts with smaller student numbers, namely the Karangtengah and Sekarputih Districts, all have their students remain in the high to very high range. These differences in distribution between districts indicate variations in the quality of mentoring and training atmosphere influenced by the characteristics of each coach. Districts with a higher percentage of very

high students are likely supported by more optimal coach-student interaction intensity, further confirming the main finding that the role of the coach is a key determining variable.

Overall, these results align with Rosalina and Nugroho (2020), who found that mental factors, including motivation, play a crucial role in supporting the performance of pencak silat athletes. Research by Putra and Wijono (2021), which showed that the average athlete achievement motivation score was in the very high category (85.6%), was also confirmed in this study, with a mean total motivation score of 85.56.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that the role of the coach is the dominant factor in the extrinsic motivation of PSHT pencak silat students in Bagor District with a percentage of 92.28%, surpassing all other extrinsic and intrinsic indicators. This dominance proves that the quality of coaching, motivational approaches through words, and exemplary behavior of coaches in the field are the main keys in maintaining student enthusiasm and activeness in training. This finding is confirmed by Self-Determination Theory (Deci & Ryan, 2000) which states that coaches who are able to meet students' basic psychological needs will produce more independent and sustainable motivation.

Overall, student motivation was in the very high category (average 85.56), with 66.7% of students in the very high category and 33.3% in the high category. Intrinsic motivation remained the main foundation, particularly the desire to improve self-defense skills (91.23%) and the enjoyment of training (90.88%), while the role of coaches reinforced this momentum as the strongest extrinsic factor. Per-district analysis showed variations indicating that differences in the quality of coaching between coaches contributed to the disparity in motivation levels across districts.

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