



Coach Studies in the Philosophy of Aesthetics Perspective (Discovering the Beauty in Training)

Sri Haryono^{1*}

¹ Faculty of Sport Sciences, Universitas Negeri Semarang, Semarang, Indonesia
sriharyono@mail.unnes.ac.id

Abstract. Coach studies are fascinating to discuss, but coach studies are not only about perception, theory testing, model development, and so on. But the other side as in the perspective of aesthetic philosophy is one of the interesting studies. The purpose of this research is to reveal the study of coaches from the perspective of aesthetic philosophy to find beauty in training. The research method is descriptive qualitative with a methodical hermeneutic approach, which interprets views starting from experience and then expressed and reinforced by previous studies. The results and discussion found that, ideally, the leadership pattern of a coach can see situational and appropriate role placement. However, the hope is that the coach's leadership pattern has a transformational pattern and sees the psychological situation. The teaching pattern of a coach ideally has an adequate athlete and academic background, so that it can see many perspectives in coaching patterns. The evaluation pattern of a coach requires foresight, and a high level of thinking and sometimes requires instinct for decision-making, providing appropriate and appropriate solutions and recommendations. It is hoped that this simple writing will provide information and additional knowledge to see the other sides of the world of coaches and coaching, not only monotonously discussing theory testing, and product development but being able to reflect simple views but sometimes not thought of by academics.

Keywords: Coach Studies in Sport, Philosophy of Aesthetics, Hermeneutics

1 Introduction

The title of coach has a sense of honor and dignity [1], [2]. A coach is someone who specializes in sports. Coaching is a noble endeavor, as coaches are dedicated to helping an athlete reach the top of the podium. [3]. The coach is not only limited to providing training programs in training activities but has the task of not making an athlete who has psychomotor abilities but has optimal affective and cognitive abilities. The existence of a coach in a training place is not only tasked with providing training to athletes but many tasks are carried out. The duties of a coach such as being a motivator, facilitator, parent, and person who always learns at all times.

This means that a coach must have skills such as management, leadership, analysis, and teaching skills. [4], [5]. Management skills are how the coach can manage the training program systematically, as well as manage the training schedule so that it runs smoothly and well. Leadership skills are how a coach can show a good leadership attitude that

can be seen in the training process and outside of training. Analysis skills how a coach can do a sharp analysis in observing and breeding athletes, and be able to see small gaps in the match so that they can get a victory in the match. Teaching skills mean that the coach must have theoretical teaching skills so that they have qualified knowledge, then have practical teaching, so that they can provide factual examples in the training process. [6].

Therefore, ontologically, coaches have various studies, so it is very interesting to discuss. Some studies discuss how to apply training methods, produce equipment in sports, analyze physical, and mental, and so on. However, the values contained in its existence are not only limited to testing a theory. Sometimes positivism studies are very predictable in sports research studies. The submission of research hypotheses is mostly accepted and successful. This sometimes creates boredom in the writer's heart to do research.

The feeling of boredom in the heart of the author is expressed in this simple scribble, that the submission of hypotheses in research with positivism when not accepted or rejected in research does not mean that the research has failed, but provides novelty in research, so that the study is very interesting to look for in depth why it can be rejected, why it can be insignificant.

Based on this description, the author wants to examine other topics such as the values of training activities. These values in the study of philosophy are of course very much one of them is aesthetic value. The study of aesthetic value etymologically is a study that discusses beauty or sensory pleasure [7]. As a coach, of course, you have taste, karsa, and cipta. Related to taste is a coach's strength and determination to realize the success of athletes and teams. Related to karsa, namely the coach has a strong drive and motivation for the success of the club and athletes. Related to copyright is a thought to develop training models and programs, develop tactics and strategies in competing to be implemented to athletes. Another study states that humans have works that are intended as senses, namely art [7]. As one of the studies of philosophy, aesthetics is related to the theory of art and beauty [7].

So what is the relationship between a coach and coaching? Very related, because every taste, karsa, and copyright of a coach in training activities will give rise to art and beauty. Art can be felt in the emotions of what is seen, heard, and felt. Like a coach can develop a training model that follows the characteristics of the sport, analyzing the preparation of the training model, of course, requires emotions to dig deeper. This means that what has been felt, will cause encouragement and motivation to produce the results of an exercise model. Therefore, it creates art and beauty. In addition, the activity of compiling exercise periodization certainly involves analysis to obtain a systematic exercise periodization. In the exercise periodization, it will be sorted into an exercise program in which there is an exercise dose setting. Setting the dosage of this exercise becomes an art and beauty. This means that the training dose setting is adjusted to the level of training, the condition and status of the athlete, as well as the individualist principle in setting the training dose. This is an art and beauty in practicing activities.

On this basis, as an effort to disseminate knowledge and add insight for readers in sports practitioners and academics, the author provides a study that is different from previous studies. This difference is a characteristic and novelty in this research. In this case, the author aims to write "coach studies in the perspective of aesthetic philosophy to find beauty in training". This research hopes to contribute scientific treasures in the field of sports, especially coaching.

2 Method

A The research method is descriptive qualitative, which portrays the state of human views, ideas, beliefs, and opinions [7]. The approach used is hermeneutics. Hermeneutics is a type of philosophy that studies the interpretation of meaning [8]. The relevant hermeneutic in this study is methodical hermeneutics. Methodical hermeneutics is about how humans are not only creatures of language but also creatures of existentialism, meaning that the process of understanding starts from experience and is then expressed [8]. In this case, the author writes an idea through the approach of experience and observation and then reflects so that it will get results and discussion, then the author's ideas will be strengthened by the text of the relevant research literature review. The focus of the results and discussion includes (1) the aesthetic value of leadership skills, (2) the aesthetic value of teaching skills, and (3) the aesthetic value of evaluation skills.

3 Results and Discussion

3.1 Aesthetic Value of Leadership

The basis of frequent research in leadership skills is threefold, namely (1) leadership is a social process that involves people and emotions, moods, and motivation, (2) leadership is about influence, meaning that true leaders influence thoughts and behaviors without the manipulation of rewards and punishments, (3) leadership focuses on inspiring and motivating to achieve pre-set goals [21].

Social processes are established when there is active involvement from athletes. In this context, the coach as a figure always gives examples both verbally and practically. Everything that is done has been understood and trusted by athletes. According to the author, this is one of the arts of how the coach can position himself as a wise leader because an athlete will judge the movements of a coach. A true coach is to influence thoughts and behaviour without being tendentious to athletes. The coach's role as an influencer certainly involves positive emotions when conveying the knowledge given. This means that the athlete's enthusiasm for what the coach gives is very important. Enthusiasm arises because of an interest in something. The coach needs a varied training method to get enthusiasm from athletes. This is also related to the style of a coach to train, namely authoritarian and cooperative.

Authoritarianism is related to the absence of two-way communication so that absolute truth is in the coach and the coaching pattern is not flexible. Then the cooperative pattern is that the coach and athlete have two-way communication so that there is openness and the training pattern will be well established. The question arises, the ideal coaching style is cooperative. When the answer is "yes" that the ideal coaching style is cooperative, of course, this answer is very procedural with no aesthetic elements. The answer from the author is that the ideal coaching style depends on the situation when it is used. That is when athletes are carrying out training but in training cannot provide maximum movement, of course, an authoritarian style needs to be used to generate enthusiasm and fighting power. When athletes require discussion for the good of match performance, of course, a cooperative pattern is needed.

In addition, sometimes in coaching activities, there are evaluation activities. Evaluation activities are usually carried out in an open discussion of all athletes. This means that there is a process of reprimanding personally between the coach and the athlete. But when in open discussion activities the coach needs to apply a personal approach. Therefore, why is taste also needed to foster sports achievement, because a good leader is to understand what an athlete feels in a state of joy and difficulty. Indeed, the leadership skills of coaches in achievement sports are very unique. Leadership becomes one of the important studies because coaches who have leadership in fostering will find it easier to get to brilliant achievements.

The above description is reinforced by other studies that the coach becomes a leader who has a very important role in the team and individual athletes. [9]. An effective culture is one in which the coach communicates well to all athletes, so the coach's ability to communicate has an impact on the quality of relationships and the effectiveness of the coach in achieving goals in and out of the sport. [10], [11]. The coach's leadership pattern such as always providing motivation and being able to understand what an athlete feels so that there is no pressure on the athlete to be one of the ideal patterns of an athlete. This is like a transformational leadership pattern, where a leader focuses on the needs and skill development of employees so that they feel trust, admiration, loyalty, and respect. [12].

3.2 Aesthetic Value of Teaching Skills

Teaching or usually called as pedagogy [13]. Coaches are similar in pattern to teachers, meaning that the ability to teach is needed. The art of coaching is that the coach is not only qualified in the field of practice. Practice is one of the most important things in coaching activities because it shows that the coach has the competence to coach. However, trainers are not only able to provide practice, adequate theoretical knowledge is needed. The ideal coach has competence in practice and theory. Theory is needed when athletes question the usefulness, purpose, and effect of what the coach provides. In addition, theory is needed when translating a problem in training. When you do not have good theoretical knowledge, it will be difficult to get optimal implementation. The art of teaching needs to be trained experientially and learned through academics who have good theories. In addition, through training to increase literacy, through reading

books, through media learning, and so on. Being able to teach means that the trainer is an administrator, facilitator, teacher, and scientist. The art of being a reliable trainer can be seen when the teaching skills of the trainer are mastered practically and theoretically.

As a coach from a former athlete, of course, he has qualified practical provisions. As a coach from a former athlete, of course, he understands the real field conditions. Have very high-flying hours, especially when the coach has brilliant achievements when he was an athlete. Sometimes the dilemma is when coaches from former athletes still have the ego that everything given to athletes is still based on experience. Yes, not all coaches from former athletes have that style of training, but there are still those who have that style. Back again coaching is an art, and coaches from former athletes need to open the horizon that the situation then and now is certainly different, so science is dynamic. The coach as a scientist will continue to learn until the end of life. Coaches from former athletes need to have a cooperative spirit so that they will have adequate knowledge in terms of practice and theory.

On the other hand, coaches from academia are not athletes. This type of coach is very intellectual and everything is based on data and facts based on research. Yes, it is very good. But sometimes these coaches are still inadequate in terms of practice, sometimes they cannot provide optimal practice. The most relevant way is that this type of coach needs to discuss with practitioner coaches to increase literacy in practice. Of course, it is not impossible to increase literacy for the progress of the team and athletes. This type of coach is certainly very good at how to develop training programs, determining training doses, develop physical, technical, and psychological training strategies. This is an advantage of a coach from academia. Sometimes coaches from academia as experienced from several observations have not focused and totality in training activities, and still have another world from breeding athletes. Yes, indeed this is one of the weaknesses. But when talking to clubs and national class teams this should not happen, this type of coach must commit to being a coach in totality. In this case, everything is a choice, why the author states that coaching is an art because the problems within the coach internally and externally need in-depth study, not only limited to testing training methods or seeing the effectiveness of one training method with another. It is concluded that the synergy between coaches, practitioners and academics is one of the spearheads of the creation of brilliant teams and athletes.

This is reinforced by the study that synergy between coaches, parents, and organizational management is one of the ways optimal achievement is achieved [14]. The concept of teaching is to philosophically develop affective, cognitive, and psychomotor skills [15]. Balyi stated that in the formation of good athletes, the coaching pattern must proceed systematically [16]. This means that the teaching ability of a coach always needs updating to be able to adjust the pattern of athlete development from a psychological and physiological perspective. Armour states that teaching skills cannot be separated from the elements of pedagogy, which is about teaching that can be carried out effectively so that it provides individual, social, and health benefits [13]. In line with Lee pedagogy is a skill to teach by guiding systematically about sports skills, so that students can learn and find hobbies [17].

3.3 Aesthetic Value of Evaluation Skills

Bloom's taxonomy divides the levels of thinking from knowing, understanding, implementation, analysis, synthesis, and evaluation [18]. This means that evaluation is a high level of thinking, sometimes evaluation is still considered difficult by a coach. The difficulty lies in how to conduct an assessment and then the assessment does not just stop there, of course, recommendations and solutions can be given to improve performance. This difficulty is because conceptually the coach does not yet have optimal literacy. In the optimal evaluation process, of course, the coach already has a database of athlete performance abilities in terms of physical, technical, or psychological. This data requires analysis to map good and bad results. The results of the evaluation process need synthesis starting from seeing what factors affect performance down or up. Then, the evaluation process comes into play. This evaluation process takes time because it requires a high mindset to see how one athlete with another is given recommendations and solutions.

The evaluation process is a strategy for good. Evaluation in coaching activities in team and individual sports has a different way. Evaluation of team sports requires direct team discussions to solve problems. This process is an improvement in the preparation of strategies and tactics to compete. Strategy in the match often called a game plan is a systematic process in agreement between the coach and the athlete to form a mature strategy to obtain optimal tactics in the match. The element of art is very instrumental in this process. Strategizing in a team sport can certainly be seen from previous matches to see the weaknesses and strengths of other teams' games. This requires a high evaluation process of how a coach gets a new paradigm for the team so that tactics and tactics work well. This process is like an example in the sport of football evaluating defense and attack, from this process players can see the sides of openness and gaps to be exploited to get points.

In addition, the evaluation process of individual sports is a different art than team sports. The evaluation process is carried out in a personal approach, in this context the coach needs to carefully explore information from the process of recognizing emotions, motivation, and other aspects. Athletes will certainly provide complaints in practicing and competing activities. The results of this evaluation process have differences from one athlete to another. Therefore, the art of high thinking is needed by the coach. Coaches who have good evaluation skills can certainly perform good leadership and teaching skills because this evaluation process is the last process for efforts towards goodness in achievement, social, and so on.

Evaluation has a very broad scope, in evaluation, there is an assessment process but evaluation is more of a decision-making process [19]. This means that evaluation is very close to the meaning of assessment, assessment, and measurement. This evaluation process will provide a new concept for individual and team progress, so the evaluation stage requires good accuracy by a coach. The evaluation process must be carried out objectively so that the results obtained provide good meaning. Another study states that the stages in sports coaching are the introduction stage, the nursery stage, and the achievement development stage. Each of these stages, of course, requires an evaluation process. As in the recruitment stage, of course, there is a plurality of levels of physical fitness, achievement, rehabilitation, and others [20]. This means that the recruitment process requires evaluation to see the best so that the nursery process will be better. The

nursery stage can be interpreted as capturing athletes to pursue talented athletes so that the potential to achieve achievements is likely to be higher in the future [20]. At this stage requires synergy between coaches, sports academics, sports doctors, psychologists, and so on to get qualified assessments and evaluations. Then the stage of coaching achievement athletes began to discuss the synergy between external and internal aspects. This means that organizational management and other supporting elements such as qualified coach resources, good infrastructure, and facilities [20]. Therefore, the evaluation process will be attached to every assessment. Especially for coaches evaluation requires foresight, a high level of thinking, and sometimes also requires instinct in making decisions, providing appropriate and appropriate solutions and recommendations.

4 Conclusion

The ideal leadership pattern of a coach is to be able to see the situational and appropriate role placement. However, the hope is that the coach's leadership pattern has a transformational pattern and sees the psychological situation. This means that coaching patterns not only emphasize improving physical aspects, and techniques but cognitive and psychological development needs to be considered. The teaching pattern coach ideally has an adequate athlete and academic background, so that they can see many perspectives in coaching patterns, then teaching skills are related to aspects of pedagogy, namely teaching patterns that provide individual, social, and health benefits and are carried out systematically to find the meaning of life learning. Then the evaluation pattern of a coach requires foresight, and a high level of thinking and sometimes requires instinct for decision-making, providing solutions and recommendations that are appropriate and appropriate. The author can reflect that discussing coach studies is very complex and has hidden characteristics so that the perspective of a researcher can dig up information and interesting facts to find a new paradigm of research. This simple writing hopes to provide information and additional knowledge to see other sides in the world of coaches and coaching that are not only monotonously discussing theory testing, and product development but can reflect simple views but sometimes do not think about researchers and academics. An academic as well as a researcher is a philosopher so they will thirst for knowledge and will continue to innovate and find the truth in depth.

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