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The Role of Sports Teachers and Coaches in Improving Student Athletes' Achievement

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Abstract: Literature Review of the Role of Sports Teachers and Coaches in Improving Student Athlete Achievement is a scientific article with the aim of analyzing whether student athlete achievement plays a role in sports teachers and coaches. The method examines various studies, articles, and books relevant to the topic discussed. The results of this article are: 1) Sports Teachers play a role in Athlete Achievement; 2) Coaches play a role in Athlete Achievement. In addition to these two exogenous variables that influence the endogenous variable of Athlete Achievement, there are still many other factors including talent, physical condition, mental health.

Keywords: Sports Teacher, Coach, Athlete Achievements.

INTRODUCTION

The achievements of student athletes are one indicator of the success of sports development in schools. These achievements are influenced not only by individual abilities but also by the quality of coaching provided by sports teachers and coaches. Sports teachers play a role in building basic skills, instilling discipline, and fostering student motivation. Coaches are tasked with improving technical, physical, tactical, and mental abilities through targeted training programs. According to (Arbadini & Mu'arifin., 2024), sports teachers serve as facilitators, guides, and motivators, supporting the development of students' potential, thereby improving sports performance.

In addition to providing classroom instruction, physical education teachers also play a role in identifying early athletic talent through the learning process and extracurricular activities. Appropriate talent identification will facilitate the development of student athletes according to their potential. Physical education teachers are also responsible for creating a pleasant learning environment and providing motivation, as well as instilling the values of sportsmanship, discipline, cooperation, and responsibility in students. According to (Firmansyah et al., 2025), the active involvement of physical education teachers in school sports development positively contributes to improving student achievement in the National Student Sports Olympiad (O2SN), especially when supported by collaboration with parents and the school.

Coaches are responsible for developing training programs tailored to the characteristics and needs of student athletes. Coaches not only develop technical and physical abilities but

also build athletes' psychological readiness to cope with the pressures of competition. Good communication between coaches and athletes has been shown to increase motivation, self-confidence, and commitment to training. According to (Haryanto et al., 2024), interpersonal communication between coaches influences student athletes' motivation, which in turn impacts the quality of training and sports achievement. Furthermore, (Sianipar., 2024) states that the quality of coaching provided by coaches is a dominant factor in improving student athletes' performance in various sports competitions.

The success of student athletes in achieving success is not solely determined by individual abilities, but also influenced by the complementary roles of sports teachers and coaches. Sports teachers play a role in fostering interest, developing potential, and shaping students' character, while coaches optimize athletes' abilities through structured, achievement-oriented coaching. Therefore, effective collaboration between sports teachers, coaches, schools, and parental support is a crucial foundation for creating a sustainable student sports development system capable of producing high-achieving athletes.

This study aims to determine whether sports teachers and coaches play a role in athlete achievement. Based on the previously described research questions, the literature review questions are as follows:

1. Do sports teachers play a role in athlete achievement?
2. Do coaches play a role in athlete achievement?

METHODS

This study aims to examine the role of sports teachers and coaches in improving the performance of student athletes. This article was compiled using a literature review method by examining various studies, scientific articles, and books relevant to the topic of discussion. The main emphasis in this study is the role of sports teachers in identifying potential, increasing motivation, and shaping the character of students, as well as the role of coaches in developing systematic training programs to develop the technical, physical, tactical, and mental abilities of athletes. The results of this study are expected to demonstrate the importance of collaboration between sports teachers and coaches in creating sustainable development that can produce high-achieving student athletes.

RESULTS AND DISCUSSION

The results of this article based on the background of the problem, objectives and methods are as follows:

Athlete Achievements

Athlete achievement is the result achieved by an individual in a sport through a planned, continuous, and measurable training process. According to (Novan et al., 2024), athlete achievement is achieved through a long-term development process supported by sports specialization from the appropriate age and training components tailored to the athlete's needs.

Athlete performance is influenced by psychological readiness, particularly self-confidence. Athletes with high levels of self-confidence tend to perform at their best during competitions, thus increasing their chances of achieving success (Mayangsari, 2024). Athlete performance is closely related to their motivation to achieve during training and competition. High motivation to achieve encourages athletes to train with discipline, face challenges, and maintain consistent performance (Aziz & Azizah., 2024).

Athlete performance can be measured through several indicators that reflect the results of coaching and the athlete's abilities in training and competition. According to (Bompa & Buzzichelli., 2019), athlete performance is influenced by physical, technical, tactical, and psychological abilities developed through systematic training.

Athlete achievements have been widely studied by previous researchers, including: (Novan, N. A., Mulyana, B., Syihab, S. F., Nuryadi, N., & Risjanna, M. R., 2024), (Mayangsari,

S., Komarudin, K., Saputra, M. Y., & Novian, G., 2024), (Aulria, S. N. M., 2025), (Prabowo, R. A., 2023).

Physical Education teacher

Physical Education, Sports, and Health (PJOK) teachers are professional educators tasked with planning, implementing, evaluating, and developing physical education learning processes to improve students' motor skills, physical fitness, sports skills, and character development. According to (Sadewa et al., 2024) physical education teachers are educators who contribute to fostering healthy lifestyles, improving physical fitness, and supporting school health programs.

According to (Lubis et al., 2024) physical education teachers act as motivators, capable of increasing students' interest in learning through active, engaging, and enjoyable learning. Physical education teachers are required to possess competence, professionalism, and personality to create an effective learning environment and encourage students to achieve success in both academic and non-academic sports activities.

Physical education teachers play a crucial role as facilitators, motivators, guides, and evaluators in both educational and extracurricular sports activities. Through this role, teachers are able to identify student talents, improve their athletic skills, and guide students to optimally develop their potential through ongoing development (Arbadini & Mu'arifin., 2024). The indicators for sports teachers according to (Susanto., 2022) are: 1) Pedagogical competence; 2) Professional competence; 3) Social competence; 4) Personal competence; 5) Ability to motivate students to achieve.

Sports teachers have been widely studied by previous researchers, including: (Sadewa, Y. R., Saputra, D. E. W., & Sunaryo, S., 2024), (Lubis, A. A., A., P., & Yuliawan, E., 2024), (Alfajri, M. F., & Hadi, M. S., 2024), (Batiurat, W., Tomas, S. K., & Kelbulan, E., 2024).

Coach

The coach is a crucial component in the sports development process, playing a key role in optimally developing an athlete's potential. An athlete's success is determined not only by individual ability but also by the coach's quality in planning training, guiding, motivating, and evaluating the athlete's development. The coach acts as a leader and motivator in developing athlete performance. The coach directs training, provides psychological support, and builds the athlete's self-confidence to achieve optimal performance in competition (Ratnadi & Mudarya., 2023).

According to (Harahap et al., 2024), coaches are a key component in the sports development system, tasked with developing training programs based on coaching principles. Coaches must be able to develop the physical, technical, tactical, and mental aspects of athletes in an integrated manner, ensuring effective coaching and performance improvement. Coaches are mentors who play a role in developing the fighting spirit, discipline, and character of athletes through a planned training process (Hidayat et al., 2022).

According to (Harahap., 2024) coaches have an important role in the athlete development process. The success of coaches in improving athlete performance can be seen through several indicators, namely: 1) Preparing training programs; 2) Implementing the training process; 3) Developing athlete abilities; 4) Conducting training evaluations; 5) Improving athlete performance.

Coaches have been extensively studied by previous researchers, including: (Harahap, A. M., et al., 2024), (Ratnadi, K., & Mudarya, I. N., 2023), (Purbaningrum, A., & Wulandari, F. Y., 2021), (Pranata, D., 2023).

Discussion

1. Sports Teacher in Athlete Achievement

The role of the sports teacher is crucial in improving the performance of student athletes. They not only deliver learning materials but also identify student talents, provide motivation, and guide students to participate in sports activities according to their potential. Through planned learning and extracurricular activities, sports teachers can develop the basic skills, discipline, and character of athletes from school age. According to (Arbadini & Mu'arifin., 2024), sports teachers act as facilitators, motivators, guides, and evaluators, capable of developing students' potential through ongoing sports development.

Physical education teachers also play a strategic role in creating a supportive coaching environment for student athletes. Creative learning and motivation through collaboration with parents and schools can increase students' enthusiasm for training and readiness for competition. According to (Firmansyah et al., 2025), the active involvement of physical education teachers in school sports development contributes to student success in the National Student Sports Olympiad (O2SN). Teachers act not only as instructors but also as mentors, encouraging the optimal development of athletes' abilities.

The success of student athlete development is influenced by the ability of sports teachers to collaborate with coaches, schools, and parents. This collaboration allows for a more focused development process, from talent identification and training program development to athlete development evaluation. Research consistent with (Ramadhan et al., 2024) explains that physical education teachers act as learning resources, facilitators, mentors, motivators, and evaluators in developing student athletic performance. The more optimal the role of sports teachers in carrying out these functions, the greater the opportunity for student athletes to achieve success at various levels of competition.

This research aligns with research conducted by: (Ramadhan, N. H., Mashud, M., & Amirudin, A., 2024), (Naijumolo, J., & Jado, G., 2023), (Priswantoro, W. A., 2023), (Firmansyah, I., Saptani, E., & Lengkana, A. S., 2026).

2. Coach in Athlete Achievement

Coaches play a crucial role in improving athlete performance because they are responsible for designing systematic training programs tailored to the athlete's needs and characteristics. A well-planned training program can improve an athlete's physical, technical, tactical, and mental abilities, thus optimizing performance during training and competitions. In addition to developing training programs, coaches also guide athletes to achieve their performance targets through ongoing coaching. According to (Harahap et al., 2024), the success of athlete coaching is greatly influenced by the coach's competence in applying coaching principles, developing training programs, and continuously evaluating athlete development.

The success of the athlete development process is determined not only by the quality of the training program but also by the coach's ability to guide each stage of the athlete's development. The coach has the responsibility to provide clear direction, conduct regular evaluations, and create a conducive training environment so that athletes can develop physical, technical, tactical, and mental abilities in a balanced manner. Consistent coaching will encourage increased discipline, self-confidence, and readiness of athletes to achieve performance targets. Research According to (Kusmawarti et al., 2024) explains that the coach's ability to communicate and deliver instructions effectively contributes to the success of the training process because it makes it easier for athletes to understand the training material, increases motivation, and strengthens the relationship between the coach and athlete, thus positively impacting the achievement of sports achievements.

An athlete's success in achieving achievements is also influenced by the coach's ability to build effective communication and a positive collaborative relationship with the athlete during

the coaching process. Good communication helps the coach convey instructions clearly, provide constructive feedback, and understand the athlete's needs and development. A harmonious relationship between the coach and athlete will increase the athlete's motivation, trust, and commitment to the training program, thereby impacting improved performance during competitions. According to (Cindy et al., 2024) the intensity of interpersonal communication between the coach and athlete has a positive effect on athlete performance. The more effective the communication the coach builds, the higher the athlete's achievement motivation and the quality of performance in competition.

This research aligns with research conducted by: (Fahmi, M., 2024), (Darmawan, R. A., & Gazali, N., 2026), (Wijaya, R. H., Waty, T. K., & Parmita, R., 2024), (Asrianda, A., Wibowo, P., & Zulfadli, Z., 2023).

CONCLUSIONS

This study aims to determine whether sports teachers and coaches play a role in student athlete achievement. Based on the article's questions, the following conclusions can be drawn from this study: 1) Sports teachers play a role in athlete achievement; 2) Coaches play a role in athlete achievement.

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