

## THE INFLUENCE OF COACHING STRATEGIES, MOTIVATION, AND COMMUNICATION OF COACHES ON THE PRODUCTIVITY OF SMALL STAR BASKETBALL CLUB ATHLETES

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### Abstract

This study aims to analyze the influence of training strategies, athlete motivation, and coach communication on the productivity of Small Star Basketball Club athletes in Bandar Lampung City. The research uses a quantitative approach with an associative design. The population as well as the sample consisted of 30 active athletes in the age group of 15 years old with saturated sampling techniques. Data were collected through a five-level Likert scale questionnaire as well as documentation and literature studies. Data analysis was carried out using SPSS through validity, reliability, classical assumption test, and multiple linear regression with t-test, F test, and determination coefficient. The results of the study showed that training strategies and motivation had a positive and significant effect on athlete productivity, while coach communication had a significant negative effect. Simultaneously, these three variables have a significant effect on athlete productivity, which emphasizes the importance of synergy between technical, motivational, and communication aspects in coaching basketball athletes.

Keywords: Training Strategy, Athlete Motivation, Coach Communication, Athlete Productivity, Basketball

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### 1. Introduction

Basketball in Indonesia has developed from just a recreational game to one of the achievement sports that is of interest to the wider community. The increase in interest is clearly seen through the number of schools, universities, and amateur clubs that form basketball teams as a forum for coaching athletes. However, it is not enough to achieve achievements in this sport just by relying on the technical skills of individual players. Basketball clubs, including Small Star Clubs, need a structured and integrated coaching system. The three important elements that must be managed well are training strategies, athlete motivation, and coach communication. These three factors are interrelated in influencing athletes' productivity, which is not only measured from the technical aspects of the game, but also from consistency, enthusiasm, and seriousness in following the training process.

In terms of training, a systematically prepared strategy plays an important role in shaping athlete performance. A well-planned training program is able to improve physical ability, mastery of technique, tactical intelligence, and mental readiness. Studies prove that the application of interval training and circuit training has a positive impact on increasing VO<sub>2</sub>Max as well as agility, both of which are vital benchmarks of basketball players' physical capacity. Meanwhile, research shows that shooting skills can be significantly improved when players practice using the BEEF (Balance, Eyes, Elbow, Follow-through) concept-based drill method (Harianto et al., 2025). If these two

approaches are consistently combined, then training strategies can shape more productive athletes, both physically and technically (Febryan et al., 2024).

For the Small Star Club, the implementation of the right training strategy means providing a solid foundation for the development of young athletes towards a higher competitive level. In addition to training, motivation also plays a role as a driver that determines the intensity and sustainability of athletes' efforts. Motivation can be intrinsic, namely the internal drive to develop and achieve, or extrinsic, which is influenced by external factors such as coach support, awards, and the social environment. Motivational training has been proven to increase the enthusiasm and commitment of young athletes to face competition. The results of the study confirm that when coaches are able to provide a positive psychological approach, athletes' motivation will be maintained and productivity can increase (Perdima et al., 2024). In the context of the Small Star Club, coaching that focuses on motivation not only creates enthusiasm, but also gives birth to perseverance in undergoing a dense training program.

Empirically, various studies show that increased athlete productivity can be identified through measurable performance results. Harianto et al. (2025) found that the application of interval training increased the average athlete's  $VO_2Max$  from 38.12 to 42.84 ml/kg/minute or by 12.4%, accompanied by a 10.7% increase in agility. Febryan et al. (2024) show that the BEEF concept-based drill method increases the shooting accuracy of athletes from 63.75% to 79.25%, or an increase of 15.5%. Furthermore, Perdima et al. (2024) conducted motivational training by increasing the motivation score of young athletes by 23.1% and the attendance rate of training from 78% to 92%, which showed a strong correlation between motivation and productivity.

In terms of communication, Abinaskholani and Nurrachmad (2024) found that two-way interpersonal communication between coaches and athletes was able to increase achievement motivation by 18–22% and training participation by around 15%, while Squirt and Widiarti (2024) reported that empathetic and open communication by coaches increased training performance by 13.8%. These data reinforce that athletes' productivity indicators can be reflected in the increase in physical capacity, technical skills, motivation to train, and the effectiveness of coaches' communication, which overall contributes to the success of achievement coaching at the club level.

In addition to strategy and motivation, communication between coaches and athletes is an equally vital aspect. Communication serves as a medium to convey technical instructions while building emotional bonds that support the mental readiness of athletes. Interpersonal communication patterns that are interactive, open, and full of empathy play a big role in increasing the motivation to achieve women's basketball athletes (Abinaskholani & Nurrachmad, 2024). Similarly, a coach who is able to deliver instructions effectively will make it easier for athletes to understand game strategies, although in practice there are often semantic barriers or cultural differences (Squirt & Widiarti, 2024). The synthesis of the two findings shows that good communication not only guarantees clarity of instructions, but also fosters confidence and full involvement of athletes. Thus, coach communication is a strategic element in strengthening player productivity at the Small Star Club.

However, the reality on the field still shows that there are limitations in the application of these three aspects, especially in amateur basketball clubs. Many coaches still rely on monotonous training patterns so that the development of athletes' skills is slow. Athletes' motivation is often unstable due to a lack of a continuous psychological approach, while one-way communication often weakens players' confidence. This condition is also

experienced by the Small Star Club, which has to struggle with limited facilities and resources. These obstacles show that there are gaps in the coaching process that can hinder the increase in athlete productivity.

Based on these conditions, it can be emphasized that the coach's training strategy, motivation, and communication are three components that complement each other in creating optimal athlete productivity. Unfortunately, the majority of previous research has still highlighted these three aspects separately, such as the relationship between exercise strategies and improving technical skills, or the influence of motivation on commitment, as well as the role of communication in building motivation. Studies that integrate all three factors simultaneously are still rare, especially in non-school community basketball clubs. Therefore, this study focuses on Basketball Club Bintang Kecil to analyze the influence of training strategies, motivation, and communication of coaches together on athlete productivity. The results obtained are expected not only to make a theoretical contribution to the study of sports management, but also to produce practical recommendations to strengthen coaching patterns at the club level that are oriented towards the sustainability of achievement.

Although previous studies have provided empirical evidence on each aspect of coaching, such as the effectiveness of interval training and circuit training on increasing VO<sub>2</sub>Max and agility, as well as improving shooting skills through the BEEF concept-based drill method (Harianto et al., 2025), these studies tend to focus on only one aspect without examining the relationship between factors. In addition, studies on communication and motivation affirm the important role of interpersonal communication and motivation-building programs in maintaining commitment and motivational spirit (Febryan et al., 2024), but the studies focus more on communication mechanisms and motivational interventions separately. Therefore, there are still methodological and contextual gaps: there have not been many studies that combine training strategies, athlete motivation, and coach communication in a single model of analysis that links changes in physiological/technical parameters, indicators of coaching behavior, and competitive achievement as a benchmark of productivity, especially in the context of non-school community clubs such as the Small Star Club. This gap is important to close because the phenomenon of the field in community clubs, namely often monotonous exercises, fluctuating motivation, and communication patterns that are not always two-way have the potential to hinder the achievement of achievement targets and coaching continuity, therefore this study is designed to fill the empirical gap by testing the three variables together and using measurable performance indicators as productivity parameters.

## **2. Theoretical Background**

### **2.1 Definition of Strategic Management**

Strategic management is the main theoretical foundation underlying this research. Strategic management theory focuses on how organizations formulate, implement, and evaluate strategies to achieve long-term goals in a competitive and dynamic environment. According to Rangkuti (2018) and David and David (2020), strategic management is the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to achieve its goals. This process involves analyzing the internal and external environment, setting strategic directions, and allocating resources to achieve a sustainable competitive advantage.

## 2.2 Training Strategies

Training strategies play a role as the main basis in sports coaching which is prepared to grow the potential of athletes as a whole, including physical, technical, tactical, and mental development. In the view of sports science, exercise strategy is defined as a planned and continuous process, prepared based on scientific principles so that each exercise stimulus is able to cause optimal physiological and psychological adaptation. Anwar and Hasmyati (2025) explain that a training strategy includes a series of rational steps designed periodically to achieve performance targets, through appropriate adjustments to the intensity, volume, and variety of exercises.

As a grand theory, Sports Training Theory emphasizes that the success of athlete coaching is greatly influenced by the coach's ability to manage training stimuli, which includes the frequency, intensity, and duration of activities. The accuracy of these settings will encourage the athlete's body to adapt positively to the gradual increase in training load. This adaptation process can be seen from increasing muscle strength, heart and lung endurance, movement coordination, and mental readiness which directly impact the productivity and performance of athletes on the field. Thus, the training strategy is not only technical and mechanical, but is the result of a combination of sports physiology, psychology, and coaching pedagogy applied contextually in the training environment of the Little Star Club.

## 2.3 Motivation

Motivation plays a role as a psychological aspect that greatly affects the success of an athlete, both in the training process and when participating in competitions. In the world of sports, motivation can be understood as a driving force from within and outside the individual that fosters enthusiasm, perseverance, and behavioral direction in achieving predetermined goals. According to Masitoh et al. (2025), motivation is a psychological energy that functions to direct and maintain a person's behavior in order to be able to achieve maximum performance. Athletes who have a high level of motivation usually show stronger dedication during the training process, are able to face competitive pressure with good mental endurance, and show consistency in achieving achievements in various match events, including in the Small Star Club environment.

## 2.4 Coach Communication

Communication plays an important role in the sports coaching process because it is the main means for coaches to convey instructions, strategies, and motivational encouragement to athletes. Through targeted and effective communication, coaches can ensure that each athlete understands the training goals clearly while fostering an attitude of discipline, responsibility, and enthusiasm to achieve achievements. In the coaching environment at Club Bintang Kecil, the success of increasing athlete productivity does not only depend on the planning and implementation of a good training program, but also on the coach's ability to establish open communication, full of empathy, and able to inspire athletes to commit and give their best performance in each training session. Conceptually, communication in the world of sports can be explained through Interpersonal Communication Theory which emphasizes the importance of the process of two-way message exchange between coaches and athletes. Devito (in Sosiawan & Saptono, 2021) said that interpersonal communication involves sharing information, emotions, and understanding with the aim of building agreements and effective social relationships. In coaching practice at the Small Star Club, this kind of communication

appears in direct interaction between the coach and the athlete, where the coach plays the role not only of giving instructions, but also of a source of encouragement and reinforcement that helps shape the athlete's training behavior positively.

### 2.5 Athlete Productivity

Athlete productivity is a benchmark of sports coaching success that describes the extent to which an athlete is able to perform optimally, consistently, and sustainably. In basketball, productivity is not only seen from the number of wins or the number of scores produced in the game, but also includes the ability of athletes to effectively implement training programs, develop technical skills, and maintain a commitment to the team's common goals. Therefore, productivity can be interpreted as the result of a combination of optimal physical condition, mastery of techniques, strong motivation to practice, and harmonious social interaction between coaches and teammates at Club Bintang Kecil.

Conceptually, productivity is rooted in the theory of performance management that emphasizes the achievement of work results through the efficiency and effectiveness of task execution. Societe and Saptono (2021) explain that productivity is the achievement of individual work results that are adjusted to the responsibilities carried out, taking into account the optimal use of time and resources. When this theory is applied in the world of sports, every athlete has a professional responsibility to optimize their abilities according to the training program designed by the coach. Thus, sports productivity can be understood as a manifestation of the effectiveness of training performance and the right direction of coaching. Bompa and Buzzichelli (in Stuart O'Neill & Jati, 2025) emphasize that the peak performance of an athlete cannot appear suddenly, but through a systematic, measurable, and consistent training process in increasing physical and mental capacity. Productive athletes are able to maintain the intensity of training, adjust to the increased training load, and apply technical and tactical learning results in match situations.

## 3. Methods

This study uses a quantitative approach with an associative design that aims to analyze the relationship and influence between training strategies, athlete motivation, and coach communication on the productivity of Small Star Basketball Club athletes. The quantitative approach was chosen because the research focuses on processing numerical data and testing hypotheses objectively, while associative design is used to explain the cause-effect relationship between variables. The study population was all active athletes of the Little Star Basketball Club which amounted to 58 people, with sampling techniques using purposive sampling. Based on the criteria of active athletes aged 13–15 years, participated in training for at least six months, and were registered as official members of the club, 30 athletes from the KU-15 group were obtained as a research sample. The research data consisted of primary data collected through a five-point Likert scale questionnaire, as well as secondary data obtained from club documentation and relevant scientific literature. Data collection was carried out through questionnaires as the main instrument, supported by interviews with coaches and club administrators as well as documentation, while upholding research ethical principles such as participant consent, data confidentiality, and objectivity.

Data analysis is carried out in stages using the help of SPSS software. The analysis stage includes instrument quality testing through validity and reliability tests to ensure the accuracy and consistency of the measuring tools, followed by classical assumption tests which include normality, multicollinearity, and heteroscedasticity tests as a

prerequisite for regression analysis. Furthermore, hypothesis testing was carried out using multiple linear regression analysis to determine the influence of training strategy ( $X_1$ ), athlete motivation ( $X_2$ ), and coach communication ( $X_3$ ) on athlete productivity ( $Y$ ), either partially through the t-test and simultaneously through the F-test. In addition, the determination coefficient ( $R^2$ ) was used to measure the ability of independent variables to explain variations in athlete productivity. The results of the analysis are then interpreted systematically to answer the problem formulation and draw conclusions, so that the research findings are expected to be valid, reliable, and can be the basis for recommendations in improving the effectiveness of athlete coaching at the club level.

## 4. Results and Discussion

### 4.1 Descriptive Test

**Table 1.** Recapitulation of Respondents' Responses to All Research Variables

Yes	Variable	Number of Statements	Maximum Score	Average Real Score	Percentage (%)	Criteria
1	Training Strategy ( $X_1$ )	8	150	132	89%	Excellent
2	Athlete Motivation ( $X_2$ )	8	150	135	90%	Excellent
3	Communication Coach ( $X_3$ )	8	150	136	90%	Excellent
4	Athlete Productivity ( $Y$ )	8	150	135	90%	Excellent

Source: Primary Data Processed, 2025

Based on the results of the descriptive test in Table 1, it can be seen that all research variables received a very positive assessment from the respondents. The training strategy variable ( $X_1$ ) has an average real score of 132 or equivalent to 89% which is included in the very good category, indicating that the training strategy applied is considered to have run optimally. The athlete motivation variable ( $X_2$ ) obtained a percentage of 90%, which reflects the high internal and external motivation of athletes to follow the training process. Furthermore, the coach communication variable ( $X_3$ ) also reached a percentage of 90%, which indicates that the communication pattern between coaches and athletes is considered very effective. Meanwhile, the athlete productivity variable ( $Y$ ) obtained a percentage of 90%, which indicates that athletes are able to show optimal performance and training results. Overall, these results indicate that all research variables are in the very good category and reflect the conditions of athlete coaching that are running very well.

### 4.2 Data Quality Test

Based on the results of the validity test, all statement items in each research variable, namely training strategy ( $X_1$ ), athlete motivation ( $X_2$ ), coach communication ( $X_3$ ), and athlete productivity ( $Y$ ), showed a calculation value greater than the rtable of 0.361 and had a positive value. This indicates that each item of the statement is able to measure the construct in question precisely and relevantly. Thus, the questionnaire used in this study was declared valid, because all indicators have met the eligibility criteria as a measuring tool to accurately describe the research variables.

Furthermore, based on the results of the reliability test using Cronbach's Alpha method, all research variables obtained an alpha value above the minimum limit of 0.60. The variables of training strategy (X1), athlete motivation (X2), coach communication (X3), and athlete productivity (Y) each showed a good level of internal consistency, so that the research instrument could be declared reliable. This means that the questionnaire used is able to produce stable, consistent, and reliable data, so it is suitable for use as a basis for further analysis in this study.

#### 4.3 Classic Assumption Test

**Table 2.** Summary of Classical Assumption Test Results

Test Type	Test Method	Indicators/Criteria	Test Results	Conclusion
Normality Test	One-Sample Kolmogorov–Smirnov (K–S) against residual	Asymp. Sig. > 0.05	Asymp. Sig. = 0.200	Normally distributed data
Multicollinearity Test	Tolerance and Variance Inflation Factor (VIF)	Tolerance > 0.10 and VIF < 10	Training Strategy: Toll = 0.971; VIF = 1,030 Motivation: Toll = 0.897; VIF = 1.115 Coach Communication: Toll = 0.881; LIFE = 1.135	Multicollinearity does not occur
Heterokedasticity Test	Glover Test (Abs_RES)	Sig. > 0.05	Training Strategy = 0.554 Motivation = 0.360 Coach Communication = 0.417	No heterokedasticity occurs

Source: Primary Data processed, 2025

Based on Table 2 which presents a summary of the results of the classical assumption test, it can be concluded that the regression model used in this study has fulfilled all the required basic assumptions. The results of the normality test using the Kolmogorov–Smirnov One-Sample method showed the Asymp value. Sig. of 0.200 which is greater than 0.05, so that the residual is declared to be normally distributed. Furthermore, the multicollinearity test showed that all independent variables had a Tolerance value above 0.10 and a VIF value below 10, indicating the absence of a strong linear relationship between the free variables. In addition, the results of the heterokedasticity test with the Glejser method showed that the significance value of each variable was greater than 0.05, so it can be concluded that there were no symptoms of heterokedasticity. With the fulfillment of all the classical assumption tests, the regression model is declared feasible and can be used for further analysis and testing of hypotheses.

#### 4.4 Multiple Linear Test

**Table 3.** Multiple Linear Analysis Results

Models		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.802	.305		97.751	<,001
	Training Strategies	.035	.006	.038	6.141	<,001
	Motivation	.157	.006	.159	25.524	<,001
	Communication	-.022	.000	-1.086	-157.075	<,001

Source: Primary Data processed, 2025

Based on the regression equations that have been obtained, it can be concluded that a constant value of 29.802 indicates that if the variables of training strategy ( $X_1$ ), motivation ( $X_2$ ), and coach communication ( $X_3$ ) are in a constant condition or have not changed, then the athlete's productivity ( $Y$ ) remains at 29.802. Furthermore, the regression coefficient of training strategy ( $X_1$ ) with a positive value of 0.35 indicates that the more optimal the training strategy is applied, the productivity of athletes tends to increase. A motivation regression coefficient ( $X_2$ ) of 0.157 also showed a positive influence, which means that an increase in athlete motivation will be followed by an increase in athlete productivity. Meanwhile, the coach's communication regression coefficient ( $X_3$ ) was negative  $-0.22$ , which means that every one unit increase in the coach's communication variable would actually decrease athlete productivity by 0.22 units, assuming the other independent variables were in a fixed condition.

#### 4.5 Hypothesis Test

**Table 4.** Summary of Results of the t-test and the F-test

Test Type	Variables Tested	Coeff. (B)	Statistical Value	Sig.	Criteria ( $\alpha = 0.05$ )	Conclusion
T test (Partial)	Training Strategy ( $X_1$ ) → Athlete Productivity	0,035	t count = 6.141	< 0.001	t count > t table (2,056)	Positive and significant effect
T test (Partial)	Motivation ( $X_2$ ) → Athlete Productivity	0,157	t count = 25.524	< 0.001	t count > t table (2,056)	Positive and significant effect
T test (Partial)	Coach Communication ( $X_3$ ) → Athlete Productivity	-0.022	t count = -157.075	< 0.001	t count  > t table (2,056)	Negative and significant effects
F Test (Simultaneous)	Coach's Training, Motivation, and Communication	-	F count = 11,420,661	< 0.001	F count > F table (2.98)	Have a significant effect simultaneously

Test Type	Variables Tested	Coeff. (B)	Statistical Value	Sig.	Criteria ( $\alpha = 0.05$ )	Conclusion
	Strategies → Athlete Productivity					

Source: Primary Data processed with SPSS 29.0, Year 2025

Based on Table 4 summary of the results of the t-test and F-test, it can be explained that partially the training ( $X_1$ ) and motivation ( $X_2$ ) strategies were proven to have a positive and significant effect on athletes' productivity, which was shown by the regression coefficient values of 0.035 and 0.157 respectively with a calculated t-value greater than the table t (2.056) and a significance level of  $< 0.001$ . This indicates that the better the implementation of training strategies and the higher the motivation of athletes, the productivity of athletes will increase significantly. Meanwhile, the trainer communication variable ( $X_3$ ) has a negative regression coefficient of  $-0.022$  with a value of  $|t \text{ calculated}|$  which far exceeds the table and the significance  $< 0.001$ , which shows that coach communication has a significant effect but in a negative direction on athlete productivity, so that inappropriate communication patterns have the potential to reduce productivity. Simultaneously, the results of the F test showed an F value of 11,420,661 which was greater than the F table (2.98) with a significance level of  $< 0.001$ , so it can be concluded that the coach's training, motivation, and communication strategies together have a significant effect on athlete productivity and the regression model used is feasible to explain the relationship between variables in this study.

#### 4.6 Discussion

Referring to the results of a study involving 30 respondents, this study provides an overview of respondents' perception of each variable measured through questionnaire instruments. The data processing process is carried out systematically by applying statistical analysis techniques and utilizing SPSS software to ensure the accuracy of the results. Furthermore, the interpretation of the responses given by respondents to each of these variables is described in depth in the following discussion section.

##### 4.6.1 The Effect of Training Strategy ( $X_1$ ) on Athlete Productivity (Y)

The results of partial hypothesis testing through the t-test showed that the training strategy ( $X_1$ ) had a positive and significant effect on the productivity of athletes (Y). This is evidenced by a calculated t value of 6.141 which is greater than the t table and a significance level of  $0.000 < 0.05$ , accompanied by a regression coefficient with a positive value of 0.035. These findings indicate that the better the training strategy implemented, the higher the productivity level of Basketball Club Kecil athletes. Conceptually, the results of this study are in line with the findings of Harianto et al. (2025) who stated that the application of planned training methods, especially interval training and circuit training, is able to increase the physical capacity of athletes such as  $VO_2\text{Max}$  and agility, which ultimately has an impact on the effectiveness of training performance. Similarly, research by Febryan et al. (2024) proves that technique training carried out in a structured manner through the BEEF concept-based drill method can significantly improve athletes' shooting skills. Both studies confirm that systematically and varied training strategies contribute directly to improving the quality of athletes' training.

##### 4.6.2 Effect of Motivation ( $X_2$ ) on Athlete Productivity (Y)

The results of partial hypothesis testing through the t-test showed that motivation ( $X_2$ ) had a positive and significant influence on athlete productivity (Y). This is shown by a

calculated t-value of 25.524 with a significance level of  $0.000 < 0.05$  and a regression coefficient of 0.157 which has a positive value. The large value of the regression coefficient shows that motivation is the variable that makes the strongest contribution compared to other independent variables in increasing the productivity of Small Star Basketball Club athletes.

These findings indicate that highly motivated athletes tend to show greater discipline, perseverance, and commitment to training programs. Motivation is an internal driver that makes athletes continue to try their best despite facing physical fatigue, training pressure, and competitive challenges. This condition has direct implications for improving the quality of training, consistency of attendance, and active involvement of athletes in the entire coaching process, which is ultimately reflected in the increase in overall athlete productivity. The results of this study are in line with the findings of Perdima et al. (2024) which state that motivation, both from within the athlete (intrinsic) and from external factors (extrinsic), plays an important role in improving athletes' discipline and consistency in participating in training. The study shows that strengthening motivation can increase the level of attendance and commitment of young athletes in undergoing the coaching process. The similarities between the previous study and this study lie in the conclusion that motivation is a key factor that encourages athletes to stay active, diligent, and responsible for their training programs.

#### 4.6.3 The Influence of Coach Communication ( $X_3$ ) on Athlete Productivity (Y)

The results of partial hypothesis testing through the t-test showed that coach communication ( $X_3$ ) had a significant influence on athlete productivity (Y), with a calculated t-value of -157.075 and a significance level of  $0.000 < 0.05$ . However, a negative regression coefficient of -0.022 indicates that the direction of the coach's communication influence on athlete productivity is negative. These findings show that coach communication does not always have a positive impact, but can reduce athletes' productivity if not applied appropriately. Empirically, the results of this study provide an idea that less effective communication by coaches, such as unclear instruction delivery, dominance of one-way communication, or communication styles that are not in accordance with the psychological characteristics of athletes, have the potential to have a negative impact on the training process. This condition can trigger misunderstandings, reduce athletes' confidence, and hinder athletes' active involvement in training, so that the expected productivity is not achieved optimally. When associated with previous research, these findings have an interesting relationship. Research by Abinaskholani & Nurrachmad (2024) concludes that open and empathetic two-way communication between coaches and athletes is able to increase motivation to perform and exercise participation. Similarly, Linangit & Widiarti (2024) found that effective and empathetic communication of coaches contributes positively to improving athletes' training performance. Both studies confirm that good communication is an important supporting factor in increasing athlete productivity.

#### 4.6.4 The Influence of Training Strategies, Motivation, and Coach Communication on Athlete Productivity (Y)

The results of simultaneous hypothesis testing through the F test showed that the coach's training strategies, motivation, and communication together had a significant influence on athlete productivity. This is evidenced by the calculated F value of 11,420,661 and the significance level of  $0.000 < 0.05$ . The findings indicate that the three independent variables studied cannot be separated from each other in explaining the

variation in the productivity of Small Star Basketball Club athletes. These results emphasize that athlete productivity is the result of a comprehensive coaching process, where training strategies play a role in shaping physical and technical readiness, motivation functions as a psychological driver that maintains athletes' consistency and commitment, and coach communication becomes a connecting medium that affects the quality of interaction during training. When these three aspects run simultaneously, athletes' productivity tends to increase because athletes are not only physically ready, but also mentally driven and actively involved in the coaching process. Theoretically, the findings of this study are in line with the results of the synthesis of previous research which stated that planned and varied training strategies are able to improve the physical and technical performance of athletes (Harianto et al., 2025; Febryan et al., 2024), strong motivation encourages discipline and consistency of training (Perdima et al., 2024), and effective coach communication plays a role in building athlete understanding and participation (Abinaskholani & Nurrachmad, 2024; Linangit & Widiarti, 2024). The main similarity of this study with previous research lies in the recognition that increasing athlete productivity requires the integration of physical, psychological, and social aspects in the coaching process.

## 5. Conclusion

Based on the results of the research and discussion, it can be concluded that the training strategies, motivation, and communication of their respective coaches or simultaneously have a significant effect on the productivity of Small Star Basketball Club athletes. A training strategy that is planned, structured, and in accordance with the athlete's ability has been proven to be able to increase the effectiveness and discipline of training, while high motivation encourages the enthusiasm, commitment, and involvement of athletes in every coaching process. In addition, clear, open, and easy-to-understand coach communication helps athletes understand training instructions, increase confidence, and strengthen the spirit of training. The synergy between these three factors is an important element in creating an optimal and sustainable training process, so that it has a positive impact on increasing the overall productivity of athletes.

Based on this conclusion, it is recommended that the Bintang Kecil Basketball Club continue to develop training programs that are based on athletes' goals, structured, and tailored to the physical, technical, and mental conditions of each athlete, accompanied by regular evaluations to ensure the effectiveness and efficiency of training. Coaches are expected to be able to maintain and increase athlete motivation through consistent support, the right psychological approach, and an open and two-way communication pattern so that the coach-athlete relationship is more harmonious. Athletes are also expected to be able to foster intrinsic motivation and actively establish good communication with coaches to support the smooth training process. For future researchers, it is recommended to add other variables such as training discipline, coach leadership, or training environment, as well as use a larger sample size so that the results of the study are more comprehensive and have a wider generalization power.

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