

Perceptions of Karate Coaches and Athletes toward the Implementation of Kata Karate Training Video Media at Seishin Dojo, West Sumbawa

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Abstract

Objectives: This study aimed to determine the perceptions of karate coaches and athletes toward the implementation of kata karate training video media at Seishin Dojo, West Sumbawa. The video used in this study was entitled *Karate Practice at Home in the Kata Category*, which contained kata training materials, warm-up activities, and cool-down exercises.

Materials and Methods: This study used a descriptive qualitative method supported by percentage-based descriptive analysis. The population consisted of 10 karate coaches and 30 karate athletes at Seishin Dojo, West Sumbawa. The sample was selected using purposive sampling based on predetermined criteria, resulting in 5 coaches and 17 athletes. Data were collected using validated questionnaires that assessed two main aspects: video appearance and material content. The collected data were analyzed using descriptive statistics in the form of percentages.

Results: The results showed that coaches rated the appearance of the video as mostly “fairly good,” with 58% in the fairly good category, 37% in the good category, and 5% in the very good category. Meanwhile, athletes rated the appearance more positively, with 40% in the good category, 38% in the fairly good category, 20% in the very good category, and 2% in the poor category. In terms of material content, coaches gave positive responses, with 31% strongly agreeing and 69% agreeing. Athletes also gave positive responses, with 27% strongly agreeing, 65% agreeing, 7% disagreeing, and 1% strongly disagreeing.

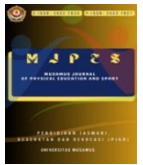
Conclusions: The implementation of kata karate training video media at Seishin Dojo, West Sumbawa received positive perceptions from both coaches and athletes. Coaches considered the video appearance to be fairly good, while athletes generally considered it good. In terms of material content, both coaches and athletes agreed that the video was appropriate to be used as supporting media for kata karate training.

Keywords: coaches’ perceptions; athletes’ perceptions; karate training video; kata category; training media

Introduction

Karate is one of the martial arts that has developed widely in Indonesia and has become an attractive sport for students, athletes, and coaches (Yusup et al., 2024). Karate is not only practiced for achievement in sport competitions, but also functions as a medium for developing discipline, confidence, self-control, physical fitness, and character. Etymologically, the term karate comes from two Japanese words, *kara* and *te*, which mean “empty hand.” This meaning reflects karate as a martial art performed without weapons (Yadav, 2023).

In its development, karate has become both a traditional martial art and a competitive sport. Karate is organized internationally through the World Karate Federation, while in Japan it has long been



developed through karate organizations such as the Japan Karate Association (Pinto-Escalona et al., 2021). Karate generally consists of several important training components, including kihon, kata, and kumite. These components are essential because they form the foundation of karate technique and performance (Kabadayı et al., 2022).

Kata is one of the most important components in karate. Kata refers to a series of structured movements that combine basic techniques into a complete and meaningful sequence. In competition, kata requires accuracy, rhythm, power, balance, timing, expression, and technical precision. Therefore, kata training must be conducted systematically so that athletes can understand and perform each movement correctly (Doria et al., 2009).

Karate training is usually conducted directly under the guidance of a coach. However, the development of digital technology has created new opportunities for supporting training through video-based learning media. Training videos can help athletes review movement techniques, observe correct examples, repeat training materials independently, and understand warm-up and cool-down procedures. Video media can also support coaches by providing visual training materials that are easier to demonstrate and access (Sociawan et al., 2023).

Video is an audio-visual medium that combines moving images and sound. It can present information in a more dynamic and attractive way than printed material (Kuswoyo & Hiskya, 2021). Video can also be saved in digital formats, shared online, and accessed repeatedly by athletes and coaches. In the context of karate, video media is relevant because karate movements require visual demonstration. Athletes need to see movement direction, body posture, stance, timing, and transitions between techniques. Therefore, video can become an effective supporting medium for kata training, especially when athletes need additional practice outside regular dojo sessions.

At Seishin Dojo, West Sumbawa, the use of video media is expected to support kata karate training. The video entitled Karate Practice at Home in the Kata Category was developed to provide training material related to kata techniques, warm-up, and cool-down. However, before being used more widely, it is important to understand how coaches and athletes perceive the video, especially in terms of appearance and material content. Based on this background, this study aimed to determine the perceptions of karate coaches and athletes toward the implementation of kata karate training video media at Seishin Dojo, West Sumbawa.



Materials and Methods

Study Design

This study used a descriptive qualitative method supported by descriptive percentage analysis. The study was designed to describe the perceptions of coaches and athletes regarding the implementation of kata karate training video media.

Study Participants

The population of this study consisted of 10 karate coaches and 30 karate athletes at Seishin Dojo, West Sumbawa. The sample was selected using purposive sampling based on criteria determined by the researcher. Based on these criteria, 5 coaches and 17 athletes were selected as research participants.

Study Organization

The object of this study was a karate training video entitled Karate Practice at Home in the Kata Category. The video contained kata training materials, warm-up activities, and cool-down exercises. Before being assessed by the participants, the video had been validated by multimedia experts and karate experts. The instrument used in this study was a questionnaire. The questionnaire assessed two main aspects: video appearance and material content. The appearance aspect included indicators related to visual quality, clarity, attractiveness, presentation, and ease of viewing. The material content aspect assessed the suitability, clarity, usefulness, and relevance of the training material presented in the video.

Data collection was conducted by showing the kata karate training video to the selected coaches and athletes. After watching the video, the participants were asked to complete the questionnaire and provide their responses regarding the appearance and material content of the video.

Statistical Analysis

The data obtained from the questionnaires were analyzed using descriptive statistics in the form of percentages. The results were then categorized according to the response options used in the questionnaire, such as very good, good, fairly good, poor, strongly agree, agree, disagree, and strongly disagree.

Results

Coaches' Perceptions of Video Appearance

The results of the questionnaire showed that coaches gave varied responses regarding the appearance of the kata karate training video. The data show that the highest percentage was in the fairly good category, with 58%. Furthermore, 37% of the responses were in the good category, while 5% were in the very good category. These results indicate that, from the coaches' perspective, the appearance of the video was generally acceptable and fairly appropriate to be used as a training medium.

Table 1. Coaches' Assessment of Video Appearance

Category	Percentage
Very Good	5%
Good	37%
Fairly Good	58%
Poor	0%
Very Poor	0%

Athletes' Perceptions of Video Appearance

Athletes also assessed the appearance of the video after watching the kata karate training material. The results show that the highest percentage was in the good category, with 40%. In addition, 38% of the responses were in the fairly good category, 20% were in the very good category, and only 2% were in the poor category. These findings indicate that athletes generally had a positive perception of the video appearance.

Table 2. Athletes' Assessment of Video Appearance

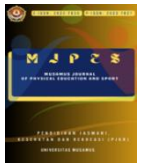
Category	Percentage
Very Good	20%
Good	40%
Fairly Good	38%
Poor	2%
Very Poor	0%

Coaches' Perceptions of Material Content

The material content aspect assessed whether the content of the video was relevant, clear, useful, and appropriate for kata karate training. The results show that 31% of the coaches' responses were in the strongly agree category, while 69% were in the agree category. No coach selected disagree or strongly disagree. These findings indicate that coaches considered the material content of the video appropriate and useful for kata karate training.

Table 3. Students' Learning Outcomes in Cycle II

Category	Percentage
Strongly Agree	31%
Agree	69%



Disagree	0%
Strongly Disagree	0%

Athletes' Perceptions of Material Content

Athletes also assessed the material content of the kata karate training video. The results show that most athletes gave positive responses. A total of 27% of responses were in the strongly agree category, while 65% were in the agree category. Meanwhile, 7% of responses were in the disagree category and 1% were in the strongly disagree category. These results indicate that most athletes agreed that the video content was suitable and useful as kata karate training material.

Table 4. Athletes' Assessment of Material Content

Category	Percentage
Strongly Agree	27%
Agree	65%
Disagree	7%
Strongly Disagree	1%

Discussion

The findings of this study show that the kata karate training video received generally positive perceptions from both coaches and athletes at Seishin Dojo, West Sumbawa. The assessment covered two main aspects: video appearance and material content. These two aspects are important because effective video media should not only be visually clear and attractive, but also contain relevant and useful training material.

From the perspective of coaches, the appearance of the video was mostly rated as fairly good. This result suggests that the video was considered usable, although there may still be several visual aspects that need improvement. These aspects may include camera angle, lighting, movement clarity, editing quality, text display, or the overall presentation of the video. Coaches may provide more critical assessment because they have training experience and a deeper understanding of technical standards in karate.

In contrast, athletes gave slightly more positive responses to the video appearance. Most athletes rated the video as good. This may indicate that athletes found the video easy to watch, interesting, and helpful for observing kata movements. For athletes, especially those who are still developing their technical skills, video media can help them understand movement sequences more clearly because they can visually observe examples of the techniques.



These findings are consistent with (Kuswoyo & Hiskya, 2021) who stated that interactive video-based multimedia can increase students' learning interest. Video media can present material in a more attractive and dynamic way than written explanations. This is especially relevant in movement-based learning such as karate, where athletes need to observe body posture, stance, direction, and movement transitions.

The results also support (Palao et al., 2015), who found that learning videos can positively affect student learning outcomes. In karate training, video can function as a supplementary learning tool that helps athletes repeat and review movement material outside regular practice sessions. This is important because kata requires repeated practice and consistent correction to improve movement quality.

In terms of material content, both coaches and athletes gave positive responses. Coaches' responses showed that 31% strongly agreed and 69% agreed that the material content was appropriate. This indicates that the content of the video was considered relevant to kata training needs. The absence of negative responses from coaches suggests that the material was acceptable and aligned with basic training expectations.

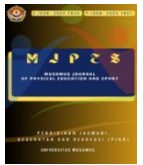
Athletes also responded positively to the material content, with 27% strongly agreeing and 65% agreeing. Although 7% disagreed and 1% strongly disagreed, the majority of athletes still considered the video content useful. These results indicate that the video material was generally understandable and relevant for athletes, although some athletes may have experienced differences in understanding, learning preferences, or expectations regarding the video.

The positive response to material content is in line with (Pranata et al., 2021), who emphasized that audio-visual media can improve learning because it helps learners understand material through both visual and auditory information. In karate kata training, the combination of visual movement examples and explanatory information can help athletes understand techniques better than verbal explanation alone.

The findings also support (Bhargava et al., 2007) research on the development of web-based health exercise videos, which found that video products can be feasible and useful when they meet the criteria of display quality and content relevance. Similarly, (Suzanti et al., 2018) developed web-based karate training videos and showed that digital video media can support karate learning and training.

Overall, the difference between coaches' and athletes' perceptions may be influenced by experience, technical understanding, and training background. Coaches may assess the video more critically because they understand the technical details of kata performance. Athletes, on the other hand, may focus more on whether the video is easy to follow, interesting, and helpful for practice. These differences are normal and useful for improving the quality of training media.

The results of this study suggest that kata karate training video media can be used as a supporting



training tool at Seishin Dojo, West Sumbawa. However, future improvements are still recommended, especially in the visual appearance aspect. Improving video quality, camera angle, movement explanation, and technical demonstration may make the video more effective for both coaches and athletes.

Conclusions

Based on the results and discussion, it can be concluded that coaches and athletes at Seishin Dojo, West Sumbawa had positive perceptions toward the implementation of kata karate training video media. From the appearance aspect, the video was considered acceptable and useful as a supporting training medium. Coaches viewed the video as sufficiently appropriate, while athletes generally responded positively to its visual presentation. This indicates that the video can help athletes observe kata movements more clearly and support the training process.

From the material content aspect, both coaches and athletes considered the video relevant to kata karate training. The material presented in the video was viewed as appropriate, understandable, and useful for supporting kata practice, including movement sequences, warm-up activities, and cool-down exercises. Therefore, the kata karate training video can be used as a supporting medium in karate training. The video may help athletes review training materials independently, understand movement techniques more clearly, and assist coaches in delivering kata training content in a more visual and accessible way.

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