



Coaching Strategies for Developing Discipline Among Young Children at SSB Power Waworada Football Academy

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Abstract

Objective: This study aimed to examine the strategies employed by coaches to develop discipline among young children participating in football coaching at SSB Power Waworada. It specifically explored the use of habituation, role modelling, reinforcement, and parental involvement in fostering disciplined behaviour.

Background and Contribution: Football coaching for young children often prioritises technical skill development, while character formation—particularly discipline—is not always systematically integrated into training. This study contributes to the literature by explaining how coaches incorporate character education into football activities, demonstrating the potential of sports coaching to foster positive and disciplined behaviour among children.

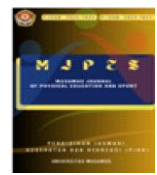
Materials and Methods: This study employed a qualitative approach with a case study design. The participants included coaches, parents, and young players at SSB Power Waworada. Data were collected through observations, in-depth interviews, and document analysis. The data were analysed using the interactive model of Miles and Huberman, comprising data condensation, data display, and conclusion drawing and verification.

Results: The findings revealed that the coaches developed discipline through the consistent enforcement of training rules, role modelling, punctuality routines, responsibility for training equipment, educational rewards and consequences, and regular communication with parents. The combined implementation of these strategies encouraged children to arrive on time, follow instructions, care for equipment, fulfil assigned responsibilities, and maintain consistent behaviour during training. Parental communication also helped reinforce these practices beyond the football training environment.

Conclusion: Football coaching can serve not only as a means of developing technical skills but also as a structured environment for cultivating discipline among young children. Consistent integration of habituation, role modelling, appropriate reinforcement, and parental involvement can strengthen children's punctuality, responsibility, adherence to rules, and behavioural consistency.

Keywords: character education; coaching strategies; discipline; football coaching; young children.

Introduction



Character education is a crucial part of developing a child's personality from an early age. One character trait that needs to be instilled early on is discipline. Discipline plays a role in forming positive habits that will influence a child's social, emotional, and academic development (Azhari et al., 2022) . In today's modern era, various environmental influences and technological developments have led to a decline in discipline in some children, necessitating effective development strategies to shape this character (Setiono et al., 2023) .

Sports are an effective medium for character education because they instill the values of adherence to rules, responsibility, cooperation, sportsmanship, and discipline. As the most popular sport among children, soccer has great potential for developing positive character. Structured training requires children to adhere to schedules, follow coaches' instructions, maintain equipment, and respect both teammates and opponents. These values are part of an ongoing character-building process (Syaukani et al., 2022) .

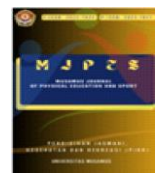
The role of the coach is crucial to the success of character development. Coaches serve not only as technical instructors but also as educators, mentors, and role models for students. Intensive interactions between coaches and children enable the internalization of disciplinary values through a process of habituation (Mustofa, 2018) . The role model provided by coaches is a crucial factor in shaping children's disciplined behavior.

SSB Power Waworada is one of the soccer schools actively developing early childhood education in Bima Regency. Based on initial observations, coaches not only emphasize technical and physical aspects but also pay attention to developing disciplined character. Children are accustomed to arriving on time, using complete training equipment, adhering to the rules of the game, and respecting coaches and teammates. These habits demonstrate that soccer coaching has an educational function in character development (ROHMINIAWATI, 2024) .

Discipline is a crucial aspect of early childhood development because it relates to the ability to follow rules, control behavior, respect time, and consistently carry out responsibilities. At this stage of development, character is not formed instantly, but rather develops through a continuous process of habituation, role modeling, reinforcement, and social interaction. In the context of physical education and sports, character formation offers significant potential because sports activities involve rules, cooperation, responsibility, order, and the requirement to follow instructions. Therefore, sports activities can be an educational medium that is not only oriented towards physical development and motor skills, but also towards the formation of students' character (Rusdin et al., 2023) .

Soccer is a sporting activity with learning characteristics that allow for the direct instillation of discipline. Soccer training requires students to arrive on time, use equipment as required, follow the coach's instructions, adhere to the rules of the game, complete training assignments, and be responsible for the equipment used. This process provides children with real-life experiences that help them understand that success in sports is determined not only by technical ability but also by discipline in following the training process. In this context, coaches play a strategic role as educators and role models, interacting directly with children throughout the training process (FARHAN, 2021) .

However, early childhood soccer training often prioritizes skill development. Character development, particularly discipline, is not always systematically integrated into training programs. This is evident in children arriving late, not bringing complete training equipment, paying little attention to the coach's instructions, and inconsistently fulfilling their responsibilities during training. This issue is increasingly important because



character development in early childhood can form the foundation for later behavioral development. Therefore, a coaching strategy is needed that not only teaches soccer techniques but also deliberately integrates discipline education into every training activity (Adi et al., 2023) .

This problem became the starting point for research at SSB Power Waworada. During the coaching process, coaches are faced with the characteristics of early childhood, who still require direction, repetition, concrete examples, and consistent reinforcement. Children are not simply given instructions on the importance of discipline; they also need to experience and practice disciplined behavior through routine training. This situation requires coaches to have the right strategies, starting from implementing rules, providing examples, getting used to punctuality, assigning responsibility, to the use of educational rewards and sanctions. Parental involvement is also necessary so that the values of discipline developed in the SSB environment can be reinforced in children's lives outside of training.

There has been extensive research on character education through sports, including studies that discuss discipline through physical education, games, and sports activities. However, most studies emphasize the influence of learning models or sports programs on character change, using a quantitative approach. This study differs in that it focuses on the concrete strategies used by coaches to shape the discipline of young children in a soccer school environment, rather than simply measuring the level of discipline before and after the program. The study used a qualitative approach with a case study design to gain a more in-depth understanding of discipline development practices. In addition to coaches and students, the study also involved parents as informants, providing a more comprehensive perspective on the discipline-building process (Martin et al., 2019) .

The urgency of this research lies in the need to strengthen the function of SSB as a sports development institution and character education environment. At an early age, the process of habit formation requires consistency between the training environment and the family environment. By understanding effective coaching strategies, SSB managers can develop more targeted training programs that are not solely oriented toward athletic achievement. The research findings can also be used by coaches to design coaching patterns that align with the developmental characteristics of early childhood (Maryam, 2023) .

This research is important because discipline is the foundation for developing positive behavior, both in sports activities and in everyday life. Children who are accustomed to arriving on time, obeying rules, being responsible for equipment, following instructions, and completing training tasks gain social experiences that can be transferred to family and educational settings. Thus, soccer coaching can function as an informal educational space that integrates physical development, motor skills, social skills, and character.

The novelty of this research lies in the exploration of strategies for developing disciplined character through soccer activities in early childhood by integrating the perspectives of coaches, students, and parents within a single SSB coaching context. The research not only identifies forms of disciplinary behavior but also maps the mechanisms of its formation through rules, role models, habituation, reinforcement, educational sanctions, and family communication. The case study approach allows the research to generate a contextualized picture of how these strategies are implemented in real-life training situations. Therefore, this research is expected to produce a simple conceptual model for disciplinary character-based soccer coaching, which can serve as a reference for SSB coaches and administrators in developing early childhood development programs that are both skill-oriented and character-oriented (Septiani, 2022) .



Several previous studies have focused more on the influence of soccer training on players' technical abilities and physical condition (Umam, 2015). Research on coaches' strategies for developing discipline in early childhood is still relatively limited, particularly in the context of regional soccer schools (Azizah & Maknun, 2022). Therefore, this study offers a novel approach in its in-depth analysis of the strategies coaches use to instill discipline through soccer coaching at SSB Power Waworada.

Based on the description, this study aims to analyze the coach's strategy in improving the disciplined character of early childhood through soccer coaching at SSB Power Waworada.

Materials and Methods

1. Study Participants

This research uses a qualitative approach with a case study design to gain an in-depth understanding of coaches' strategies in improving early childhood discipline through soccer coaching at SSB Power Waworada. This approach was chosen because the research focuses on the processes, experiences, interactions, and coaching strategies that occur naturally in the training environment (Gunawan, 2022).

The research was conducted at SSB Power Waworada during the research period determined by the researcher. Participants were selected using a purposive sampling technique, taking into account direct involvement in the coaching process. Participants included soccer coaches, early childhood learners participating in training, and parents. Coaches were selected because they play a direct role in designing and implementing coaching strategies, while students are the recipients of the coaching process, while parents provided information regarding changes in children's disciplinary behavior outside the training environment (Qorimah & Sutarna, 2022).

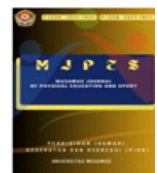
Inclusion criteria included: (1) trainers who actively provide coaching at SSB Power Waworada; (2) early childhood learners who actively participate in training; and (3) parents or guardians of learners who are aware of the training activities and the development of children's behavior. Participants who were not actively involved in the coaching process or were unwilling to provide information were excluded from the study. Before data collection was carried out, researchers provided an explanation of the purpose, procedures, benefits, and confidentiality of the research data. Consent for participation was obtained through informed consent from adult informants and parents/guardians of learners. The identities of all participants were disguised in the reporting process to maintain the confidentiality of research data (Burhan et al., 2022).

2. Study Organization

The research was conducted systematically and chronologically through several stages. The first stage was research preparation, which included problem identification, development of research instruments, obtaining research permits from SSB Power Waworada, and determining participants based on established criteria.

The second stage was field data collection. Data were obtained through observation, in-depth interviews, and documentation. Observations were conducted during soccer training activities to directly identify the implementation of discipline strategies, such as punctuality, adherence to rules, responsibility for equipment, response to coach instructions, and children's behavior during training activities. Observations were conducted non-participatory so that researchers could observe the coaching process without altering the natural conditions of the activity (Sari et al., 2022).

In-depth interviews were conducted with coaches, parents, and students. Interviews with coaches focused on discipline-building strategies, training rules, habituation methods, role models, rewards, educational sanctions, and communication



with parents. Interviews with parents focused on changes in children's disciplinary behavior at home and in their social environment. Interviews with students focused on their experiences following rules, arriving on time, being responsible for equipment, and receiving rewards or consequences during training (Nadirah et al., 2022) .

Documentation was used as supporting data, including training schedules, attendance lists, rules of procedure, training activity documentation, trainer notes, and other documents relevant to the development of disciplined character. Data collection was carried out repeatedly until the information obtained demonstrated sufficient data and no new substantive information was found related to the research focus (Pahleviannur et al., 2022) .

To maintain consistency in data collection, researchers used observation and interview guidelines based on disciplinary character indicators. Data validity was verified through source and technique triangulation. Source triangulation was conducted by comparing information from trainers, students, and parents, while technique triangulation was conducted by comparing the results of observations, interviews, and documentation (Abdussamad & Sik, 2021) .

3. Statistical Analysis

Because this study used a qualitative approach, data analysis did not utilize inferential statistical tests. Data were analyzed descriptively using the Miles and Huberman interactive analysis model, which includes three main stages: data reduction, data display, and conclusion drawing/verification. In the data reduction stage, all data from observations, interviews, and documentation were transcribed, selected, and categorized based on the research focus. The information was then grouped into main themes: rule implementation, coach role models, punctuality, responsibility, rewards, educational sanctions, and communication with parents (Harahap et al., 2021) .

In the data display stage, categorized data is presented in the form of narrative descriptions, matrices, and theme groupings to facilitate researchers in seeing the relationship between coach strategies and the formation of children's disciplined behavior. Next, in the conclusion drawing and verification stage, researchers interpret the patterns and meanings of the data and conduct repeated verification by comparing findings from various sources and data collection techniques. The validity of the findings is strengthened through source triangulation, technical triangulation, rechecking interview results, and discussions of data interpretation. The analysis process is carried out in stages from the beginning of data collection until all data is deemed adequate. The results of the analysis are then used to formulate coaches' strategies in building disciplined character in early childhood through soccer coaching at SSB Power Waworada. This study uses a qualitative approach with a case study design. The research was conducted at SSB Power Waworada, Bima Regency (Adlini et al., 2022) . Research informants consisted of the head coach, two assistant coaches, five parents, and ten early childhood learners who actively participated in training (Anggianita et al., 2020) .

Data collection techniques included participant observation, in-depth interviews, and documentation. Observations were conducted during the training process to directly observe the implementation of discipline. Semi-structured interviews were conducted to obtain information on the coaching strategies implemented by the trainers. Documentation in the form of training schedules, activity photos, and participant attendance records served as supporting data (Riyanto & Hatmawan, 2020) .

Data validity was achieved through source and technical triangulation. Data analysis used the Miles and Huberman model, which consists of data reduction, data presentation, and conclusion drawing (Jelahut, 2022) .

Results



Consistent Implementation of Practice Rules

Observations showed that the trainers consistently enforced the training rules. Each participant was required to arrive on time, wear their training uniform, and follow instructions throughout the activity. These rules were communicated to participants and their parents from the outset so that all parties understood their respective responsibilities.

Consistency in enforcing rules is a crucial factor in developing discipline. Children gradually become accustomed to following the practice schedule and understand the consequences of breaking the agreed-upon rules.

Coach's Exemplary Behavior

The coach always arrives early before practice begins. This attitude provides a concrete example to the students of the importance of time management. Furthermore, the coach demonstrates politeness, responsibility, and consistency in carrying out his duties (MAN, nd).

These findings suggest that role modeling is an effective strategy in character education. Early childhood tends to learn through imitation, so the behavior demonstrated by the instructor is easily imitated by students (Afandi & Bahri, 2020).

Habituation of Responsibility

Children are accustomed to bringing their own training equipment and keeping the field clean after activities are completed. Coaches emphasize that responsibility for equipment is part of discipline (Rusdin et al., 2022).

Habits that are carried out continuously cause children to have an awareness of being responsible without having to be constantly reminded.

Providing Educational Rewards and Sanctions

Coaches reward children who arrive on time and demonstrate discipline during practice. Rewards in the form of praise and the opportunity to serve as team captain can increase children's motivation (Salahudin et al., 2023).

Conversely, coaches impose educational sanctions on participants who violate the rules, such as requiring additional warm-ups or helping them tidy up training equipment. These sanctions aim to educate without causing psychological stress to the children (Maslulah et al., 2021).

Collaboration with Parents

Developing a disciplined character is not only carried out during training but also involves parents. Coaches regularly communicate about children's development and provide guidance so that discipline habits are also implemented at home (Salahudin & Satriawan, 2021). Collaboration between coaches and parents creates an educational environment that supports the ongoing development of disciplined character.

This study emphasizes that sport in Islam is not a secular activity, but rather part of a system of worship that is integrated with health and spirituality.

Table 1. Summary of Analyzed Literature

No	Author/Year	Types of research	Focus of Study	Key Findings
1	Author A (2021)	Literature Review	Sports in an Islamic perspective	Exercise is part of efforts to maintain health which is recommended in Islam.
2	Author B (2022)	Cross-sectional	Physical activity and Muslim health	Regular physical activity improves physical health and quality of life.
3	Author C (2022)	Systematic Review	Physical activity and mental health	Exercise can reduce stress, anxiety, and depression.



4	Author D (2023)	Qualitative	Islamic values in sports	Sports shape the character of discipline, sportsmanship, and responsibility.
5	Author E (2023)	Literature Review	Sports ethics in Islam	The implementation of sports must pay attention to intentions, manners, and sharia provisions.
6	Author F (2024)	Experimental	Physical exercise and fitness	Regular exercise improves endurance and cardiovascular function.
7	Author G (2024)	Mixed Methods	Islamic value-based physical education	Integration of Islamic values improves the character and motivation of students.
8	Author H (2025)	Narrative Review	Sport as worship	Sport is worth worship if it is done with the right intentions and in accordance with the Shari'a.

Source: Results of literature synthesis analyzed by the author (2026).

Alternative (for the synthesis results section)

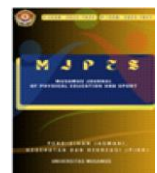
Table 2. Synthesis of Literature Review Findings

Aspect	Synthesis Results
Islamic Perspective	Exercise is part of the effort to maintain the trust given by Allah SWT to the body.
Physical Benefits	Improve fitness, muscle strength, endurance, and prevent degenerative diseases.
Mental Benefits	Reduce stress, increase focus, and improve psychological health.
Spiritual Benefits	Supporting the quality of worship through a healthy body and correct intentions.
Character Building	Instilling discipline, sportsmanship, responsibility, cooperation, and patience.
Sports Ethics	Maintaining modesty, avoiding doping, not neglecting worship, and upholding sportsmanship.
Implications	Sports need to be integrated into education and character development based on Islamic values.

Discussion

Novelty and Main Findings of the Research

The results of the study indicate that the development of disciplined character in early childhood at SSB Power Waworada is not formed through a single strategy, but through a combination of several coaching strategies implemented consistently. These strategies include the implementation of training rules, the role model of coaches, the habit of being on time, instilling responsibility for training equipment, providing educational rewards and sanctions, and communication between coaches and parents. The main findings of the study indicate that soccer activities can function as a character education environment when the values of discipline are intentionally integrated into the training routine. The novelty of this study lies in the identification of integrated discipline-building strategies in early childhood soccer coaching by linking the role of coaches, behavioral habits, reinforcement, and parental involvement. Thus, soccer coaching is not only seen as a process of improving playing skills, but also as a process of character education that occurs through children's real-life experiences.



The findings of this study align with previous research showing that physical education and sports are potential environments for developing students' character. Previous research indicates that physical education activities can develop discipline, responsibility, respect, self-confidence, problem-solving, and social skills. Other research in Indonesia also shows that structured and regulated physical education activities can build discipline through positive habits, time management, adherence to rules, and social responsibility. These findings support the findings of this study because soccer training at SSB Power Waworada provides repetitive and structured situations for children to obey rules, follow instructions, arrive on time, and complete their responsibilities.

The study's findings also align with research specifically examining youth soccer development. Sulistiyono and colleagues demonstrated that a coaching model based on playing experience can improve both soccer skills and character traits such as teamwork, respect, and discipline. Subsequent developmental research also emphasized the importance of integrating technical skills with character development in youth soccer development. Meanwhile, research on student discipline at the Indonesia Muda Bojonegoro soccer school demonstrated that discipline is a crucial aspect of soccer development, and coaches have a responsibility to instill positive values in addition to developing playing skills. These results reinforce the research findings that SSB has significant potential as a character-building environment for children.

The research findings are also supported by research on the role of coaches in character development. Ferris and colleagues demonstrated that coach education and positive coaching practices can contribute to character development and positive relationships in children and youth sports. Power and Seroczynski also emphasized that coaches can act as character educators if character development is intentionally incorporated into coaching practices. This is highly relevant to the research findings at SSB Power Waworada, as coaches not only provide technical instruction but also model behavior through punctuality, consistency, communication, and responsiveness to children's behavior.

Furthermore, the results of this study align with research in the context of physical education. Gandasari demonstrated that physical education can contribute to the development of discipline, honesty, responsibility, and social interaction in students. Research on traditional games in physical education also shows that structured physical activity can develop cooperation, self-confidence, and discipline. Other qualitative research indicates that the activity-based, rule-based, and hands-on experience-based characteristics of physical education provide opportunities for strengthening discipline through teacher guidance, observation, interviews, and documentation. Thus, the results of this study strengthen the argument that physical activity can be a character-building learning environment if behavioral values are explicitly incorporated into the learning or training process.

Similarities and Differences with Previous Research

The similarities between this study and previous research are primarily seen in the view that structured physical activity, the implementation of rules, role models, and guidance from coaches or teachers are important mechanisms in developing discipline and positive character. Research by Sulistiyono and colleagues, Ferris and colleagues, and Power and Seroczynski specifically positions coaches as key figures in making sport a character-building environment. Meanwhile, research in physical education shows that repetitive activities, accompanied by rules and habits, provide opportunities for students to internalize disciplined behavior. These similarities suggest that discipline is more likely to develop when children gain experience with repeated behaviors rather than simply receiving verbal explanations about the importance of discipline.



Despite its similarities, this study differs from several previous studies in terms of context, participant characteristics, research methods, and analytical focus. Several previous studies used a descriptive quantitative approach and questionnaire instruments to measure the level of discipline among students in soccer schools. Other studies used a quantitative approach to measure the relationship between character and learning outcomes or character change through physical education. In contrast, this study employed a qualitative approach with a case study design to understand how discipline-building strategies take place in daily coaching practices. The involvement of coaches, students, and parents also provided a broader perspective than studies that used only one respondent group.

Differences in research findings or emphasis may be influenced by the age and social environment of the students. Young children require more concrete examples, repetition, supervision, and direct reinforcement than adolescents. Therefore, strategies such as encouraging punctuality, responsibility for equipment, rewards, and educational consequences are highly relevant. Research involving older students may place greater emphasis on self-regulation and independent decision-making, while this study demonstrates that the development of discipline in young children is strongly influenced by adult behavior and role models.

Research Contribution and Novelty

The primary contribution of this study is to provide a more contextual understanding of character-based, discipline-based soccer development in early childhood. Discipline, in this study, is not viewed solely as a measurable outcome after training, but rather as a process built through repeated interactions between coaches, students, and parents. The results indicate that discipline is formed through six interrelated mechanisms: rules, role models, punctuality, responsibility, reinforcement, and communication with parents. These findings provide a practical framework for understanding how character education can be integrated into soccer training without separating it from technical skill development (Amalia et al., 2020).

Parental involvement is a key contribution of this study. Previous research has demonstrated the importance of a positive coaching environment and coach competence in developing children's character. However, this study emphasizes that sustaining disciplined character requires continuity between the training environment and the family environment. Communication between coaches and parents allows for the reinforcement of rules regarding punctuality, responsibility, and adherence to rules off the field. Therefore, character development through soccer needs to be understood as a shared responsibility between the coach, child, and family, not solely the coach's.

These findings also expand research on soccer as a medium for character education. Research on life skills through soccer shows that soccer can be used to develop emotional skills, problem-solving, decision-making, leadership, and respect. This study expands this perspective by focusing specifically on the disciplined character of early childhood and identifying the practical mechanisms for its formation through daily training activities. Thus, the novelty of this research lies not only in the assertion that soccer can shape character, but also in explaining how disciplined character is developed through consistent coaching routines.

Practical, Academic, and Policy Implications

Practically, the research findings suggest that SSB administrators and coaches need to develop training programs that explicitly integrate character goals alongside technical and physical objectives. Each training session can begin with an attendance check, encouraging punctuality, equipment checks, adherence to instructions, responsibility for



returning equipment, and a simple reflection at the end of the session. Rewards and consequences should be educational, proportionate, consistent, and appropriate to the child's developmental characteristics. This approach aligns with research showing that structured physical activity and positive coaching practices can support character development (ALINA, 2018) .

Academically, this research reinforces the view in sports pedagogy that soccer coaching is not solely a process of developing technical skills. The soccer field can be a social learning environment where children learn discipline through direct experience, observation, repetition, feedback, and social interaction. These findings are also relevant to physical education studies, which place discipline and responsibility as important outcomes of structured physical activity.

From a policy perspective, SSBs need to consider character-building indicators in their coaching program standards and evaluations. Coach competency development programs should also include materials on positive coaching, role modeling, behavioral reinforcement, communication with parents, and strategies for addressing children's behavior in an educational manner. Thus, SSB success is judged not only by competitive performance but also by the character development of students.

Future research is recommended to use a longitudinal or mixed methods design involving multiple SSBs and a larger number of participants. Quantitative instruments can be developed to measure changes in punctuality, rule compliance, responsibility, and self-regulation, while qualitative approaches can be used to explore children's experiences and parents' roles in greater depth. Comparative research based on age group, region, or SSB characteristics is also needed to determine the extent to which the strategies found in SSB Power Waworada can be applied to other early childhood soccer development contexts.

Overall, this study demonstrates that soccer coaching can be a meaningful character-building process when discipline is intentionally integrated into training activities. The combination of consistent rules, coaching role models, habituation, accountability, educational reinforcement, and communication with parents provides a practical pathway to developing disciplined character in young children. Thus, this research contribution is not only relevant to SSB Power Waworada but also provides a conceptual basis for establishing the need for sporting achievement and character development as complementary goals in early childhood soccer coaching.

Thank-you note

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Conflict of Interest

The author declares that there is no conflict of interest in the implementation or publication of this research.

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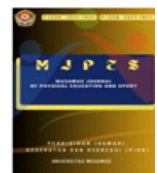
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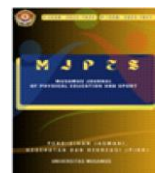
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