
PERSEPSI MASYARAKAT KABUPATEN JOMBANG TERHADAP PELATIH PEREMPUAN

JOMBANG DISTRICT COMMUNITY PERCEPTIONS OF WOMEN TRAINERS

Abdul Jabbar Al Baihaqi*¹, Kurniati Rahayuni², Prisca Widiawati³

Sports Coaching Education, Faculty of Sports Sciences, Universitas Negeri Malang. Jl. Semarang No 5, Sumbersari, Kec. Lowokwaru, Kota Malang, Jawa Timur 65145, Indonesia

***Corresponding Author: Abdul Jabbar Al Baihaqi, baihaqial846@gmail.com**

Received: 2023-12-21; Revised: 2024-06-16; Accepted: 2024-07-02

Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi masyarakat di Kabupaten Jombang terhadap pelatih Perempuan. Penelitian ini dilatarbelakangi oleh: 1) persepsi buruk dan budaya patriarki, yaitu dimana olahraga dianggap hanya untuk laki-laki saja dan perempuan dianggap tidak mampu sukses di bidang olahraga 2) profesi pelatih di Indonesia selalu didominasi oleh laki-laki, yang mengindikasikan terbatasnya akses untuk perempuan untuk memiliki pengalaman melatih; 3) Anggapan sosial yang mengarah pada diskriminasi terhadap perempuan yang melakukan aktifitas olahraga, dimana perempuan dianggap lemah dan tidak mampu berolahraga sebaik laki-laki. Penelitian ini menggunakan pendekatan kuantitatif deskriptif, Partisipan penelitian adalah masyarakat Kabupaten Jombang yang berjumlah 104 orang laki-laki dan 107 orang perempuan, yang menggunakan sarana prasarana olahraga, bisa baca tulis dan usia dewasa. Penelitian ini menggunakan kuesioner yang sudah divalidasi dan menyebarkan melalui googleform dan menempelkan informasi di papan pengumuman di tempat-tempat olahraga. Teknik analisis penelitian ini adalah menggunakan statistik deskriptif, seperti frekuensi, mean, median, dan standar deviasi dapat digunakan untuk menganalisis karakteristik responden, seperti usia, jenis kelamin, tingkat pendidikan, dan tingkat keterlibatan dalam olahraga. Hasil penelitian ini dapat diketahui bahwa 1) hambatan internal eksternal, banyak pelatih perempuan sering mengalami kelelahan. 2) hambatan organisasi, dukungan pemerintah masih kurang terhadap pelatih perempuan. 3) hambatan sosial budaya, profesi pelatih perempuan adalah profesi yang banyak di tuntutan oleh masyarakat untuk menghasilkan prestasi. 4) hambatan gender, sistem perekrutan pelatih lebih menguntungkan laki-laki daripada perempuan.

Kata kunci: persepsi, stereotip gender, pelatih perempuan.

Abstract

This research aims to determine the perception of people in Jombang Regency towards female trainers. This research is motivated by: 1) negative perception and patriarchal culture, where sport is considered only for men and women are considered incapable of success in the field of sport 2) the coaching profession in Indonesia has always been dominated by men, which indicates limited access for women to have coaching experience; 3) social assumptions that lead to discrimination against women who engage in sports activities. This research used a descriptive quantitative approach, the participants of the research were the people of Jombang Regency totalling 104 men and 107 women, who used sports infrastructure, could read and write and were adults. This research was conducted by using questionnaires as the validated and disseminated through googleform and pasted information on notice boards in sports venues. This research analysis technique is using descriptive statistics, such as frequency, mean, median, and standard deviation can be used to analyse respondent characteristics, such as age, gender, education level, and level of involvement in sports. The results of this study can be known that 1) external internal barriers, many female trainers often experience fatigue. 2) organizational barriers, government support is still lacking for female trainers. 3) Socio-cultural barriers, the profession of female trainer is a profession that is widely demanded by society to produce achievements. 4) Gender barriers, coach recruitment systems favour men over women.

Keywords: *perception, gender stereotyped, female coach.*

How To Cite: Al Baihaqi, A. J., Rahayuni, K., Widiawati, P. (2024). Jombang district community perceptions of women trainers. *Journal of Sports Education (JOPE)*, 6 (2), 180-192. doi:<http://dx.doi.org/10.31258/jope.6.2.180-192>



Journal Of Sport Education is an open-access article under the [CC-BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

The development of women's roles in various sectors of life has become a global concern in recent decades. One of the fields that has experienced significant changes is the world of sports, the role and function of women in everyday life is an important subject in gender issues in general (Eisend, 2019). More and more women are involved as coaches. For example, Rehanne Skinner serves as head coach for the Tottenham Hotspur women's football team which is competing in the Premier League at the moment. Reporting on [kompas.id](https://www.kompas.id), she said that various efforts to fight for equality on the field have never stopped from then until now. Leadership in the world of sports in Indonesia is still plagued by local cultural traditions that assume that women's roles are more concerned with family and husband (Rohmana & Ernawati, 2014). Research results by (Alaslan, 2021) provides an explanation that female coaches not only make an important contribution to the development of athletes, but also serve as role models for young women in pursuing their dreams and breaking gender stereotypes (Supriyanto, 2008).

The limited and stunted careers of female coaches have been widely discussed in sport social studies research. It is also something that has been happening for quite some time. In 2012, La Voi and her colleagues (LaVoi & Dutove, 2012) wrote a literature review of research on gender issues in sport coaching and identified gaps in research on the profession of women coaches, particularly in the United States. According to them, there are 3 (three) levels where there is a tendency of discrimination against female coaches: 1) the sociocultural level, where female coaches have less social support than male coaches; 2) the organizational level, where female coaches have fewer opportunities to develop than their male counterparts, for example in getting the opportunity to attend training, workshops, or financing to obtain certain licenses; 3) the individual level, there is a perception that female coaches are less suitable for women, giving female coaches a lack of confidence (LaVoi & Dutove, 2012). Other research suggests that elite professional sport also provides fewer opportunities for female coaches to prove themselves, with this underrepresentation evident in statistics on the number of female coaches and female leaders in the sport industry. The sports industry has also been criticised for not having a clear framework to foster equal gender representation. The low representation of women in sport has long been a concern of the International Olympic Committee (IOC), where the IOC has sought to increase the representation of women participating in the Olympic Games (International Olympic Committee (IOC), 2022).

Globally, female coaches represent a minority that often feels excluded and undervalued, more likely to be placed in marginalised positions. This is attributed to the fact that men occupy the majority of powerful positions in sport at all levels of participation (Kubayi, 2018). Despite the growing role of women in sports coaching, it remains important to understand how the community of Jombang Regency perceives female coaches. How the community values, accepts and supports the role of women in leadership positions in sport is a question that needs to be answered (Syahdaoni & Julianur, 2022).

Some communities in Jombang District see female coaches as pioneers of gender equality in sport, seeing their contributions as not only important in the development of athletes, but also as role models for young women. However, this view is not always widespread, and there are still some people who doubt the ability and authority of women in the role of coach. In line

with the statement (Nugraha, 2015) that some people consider female coaches as symbols of progress in achieving gender equality, while others may doubt their competence and authority opinions. Jombang was chosen as the research location because it has unique demographic sociocultural conditions that exalt the religious aspect. How these sociocultural conditions affect the presence of female coaches would be interesting to investigate using a survey.

Factors that influence such perceptions include social norms, local culture, level of education, personal experience and views on gender roles. Some may view women as coaches as a symbol of progress in achieving gender equality, while others may still be limited to traditional views that place women in domestic roles. In line with research (Habali et al., 2023) about public perceptions of gender equality in women in sports, with qualitative methods getting an overview that public perceptions support gender equality in women in sports. The existence of different perceptions can pose challenges for women who are interested in becoming sports coaches in Jombang Regency. Female coaches may feel the need to prove themselves in an environment where their competence may be questioned. Inequalities in organizational support and recruitment can also be a barrier to women achieving prominent positions in the world of sports coaching. However, in terms of community perceptions of female coaches, there has never been any research on community perceptions of female coaches in Jombang Regency, therefore, research on community perceptions of female coaches in Jombang Regency is very relevant to understanding social and gender dynamics in the world of sports (Wirawan, 2017).

This research aims to investigate the perceptions of the people of Jombang Regency towards female coaches. This research will be the answer to the problem in the field, namely people's perceptions of the role of female coaches in the world of sports in Jombang Regency. Despite positive developments in women's participation in various sectors of life, including sports, there are still obstacles and stereotypes that hinder women's involvement as coaches. In addition, the coaching profession in Indonesia has always been played by men. In particular, local cultural traditions in Indonesia that place women's roles in the domestic sphere are one of the factors inhibiting women from pursuing a career as a coach. Gender inequality and society's views on the role of women in sports leadership also contribute to this barrier.

We will engage respondents from various backgrounds, including athletes, sports enthusiasts, government officials, and members of the general public who use sports facilities and infrastructure. Through survey and questionnaire methods, we will collect the necessary data to analyse the public's perceptions of female coaches and the factors that influence them. It is hoped that the results of this study can provide a better picture of perceptions and insights into how the people of Jombang Regency perceive the role of female coaches in the world of sports. The findings can be used to promote gender inclusion and equality in sport, and provide direction for policies and programmes that aim to support women who are interested in becoming professional coaches. In addition, this research is also expected to contribute to the academic field in social and gender studies, particularly in the context of sport.

METHOD

This research design uses a descriptive quantitative approach to collect data on the perceptions of the Jombang Regency community towards female trainers. Data collection uses a survey method, which is to obtain data from a certain natural (not artificial) place, for example by circulating questionnaires, tests, structured interviews and so on (Sugiyono, 2016). The survey method will be used to collect data from respondents spread across various groups of society, such as athletes, sports fans, government officials, and members of the general public. A Likert-scale questionnaire is chosen as the data collection mode. A questionnaire with a Likert scale is a list of questions that have been arranged in a certain degree, where respondents only need to provide answers or by giving certain signs according to their perceptions. The

questionnaire in the study contains questions to obtain data on the perceptions of the people of Jombang district towards women coaches. In addition, questionnaires will also be conducted to gain a deeper understanding of individual perceptions of female coaches. Respondents of this study are the people of Jombang Regency who use sports facilities and infrastructure with the criteria: adult age of at least 18 and can read and write. While data analysis uses simple descriptive statistics.

The research procedure is as follows: 1) Preliminary Stage: The researcher conducted a literature review of studies on women coaches, the results of which were discussed in a seminar; 2) Data collection preparation stage: this stage includes: 2a) The process of developing questionnaires by conducting expert discussions and expert testing involving 2 expert validators in the field of gender and sport psychology. First of all, from the results of the literature review, the questionnaire will be grouped into 4 Likert subscales, namely barriers related to: a) psychological barriers originating from internal and external female coaches; b) organizational barriers; c) socio-cultural barriers; d) barriers related to gender issues. The reference for making questionnaire items is in table 1 regarding the questionnaire lattice. 2b) Validity and reliability testing: After the items of all subscales were created, the validity and reliability process continued. The validity assessment of the questionnaire uses expert judgement or content validity, where experts review each item used in the questionnaire. The validity test was carried out continuously where the researcher actively revised the questionnaire until all items were declared feasible by both experts. The results of the content validity test stated that the items were declared feasible. So that 32 valid items were obtained and used for research. While the reliability uses the Alpha Cronbach internal consistency technique, and shows the question items are reliable with a value of 0.885. After testing the validity and reliability of the instrument, the question items were obtained as valid and reliable instruments. 2c) The process of preparing for data collection in the field: this process includes converting the questionnaire into google forms, identifying areas in Jombang Regency as a place for data collection and designing posters to find participants. 3) Data collection stage: At this stage, researchers collected data in 3 (three) ways: a) through posters with QR codes linking to googleform and pasting the announcement at sports venues; b) spreading the google form link through the WA group of sports communities in Jombang; and c) directly talking to potential participants at sports venues to fill out the questionnaire via their mobile phones. In data collection, an attempt was made to include respondents from different age groups, genders, educational backgrounds, and levels of involvement in sports. Data collection was conducted in May-June 2023 with a total of 211 respondents, 104 men and 107 women in 4 sub-districts, namely Jogoroto sub-district, Jombang sub-district, Bandung sub-district, Diwek sub-district. 4) Analysis and reporting stage: This stage is where the data is analysed and comprehensively reported in an article. The flow of the research process is shown in the diagram in Figure 1.

Table 1. Questionnaire creation grid.

Indicators	Sub Indicators	Definition/Description	Item Number	Number of statements
Barriers	a. Internal and External	Internal barriers are individual/intrapersonal barriers that include personal, biological and psychological factors such as cognition, emotions and beliefs. External barriers consist of relational social influences such as colleagues, significant others, friends and parents.	1,2,3,4,5,6,7,8	8

Indicators	Sub Indicators	Definition/Description	Item Number	Number of statements
	b. Organization	Organizational barriers are defined related to the policy organizational, job descriptions, practices professionals, the use of discriminatory spaces/facilities and few/limited opportunities self-development.	9,10,11,12,13,14,15,16,17,18	10
	c. Socio-Culture	Socio-cultural barriers include the cultural norms and systems that indirectly influence the coach women.	19,20,21,22,23,24,25	7
	d. Gender	Gender barriers are the presence of differences between women and men male nature so that it is not changeable and universal.	26,27,28,29,30,31,32	7

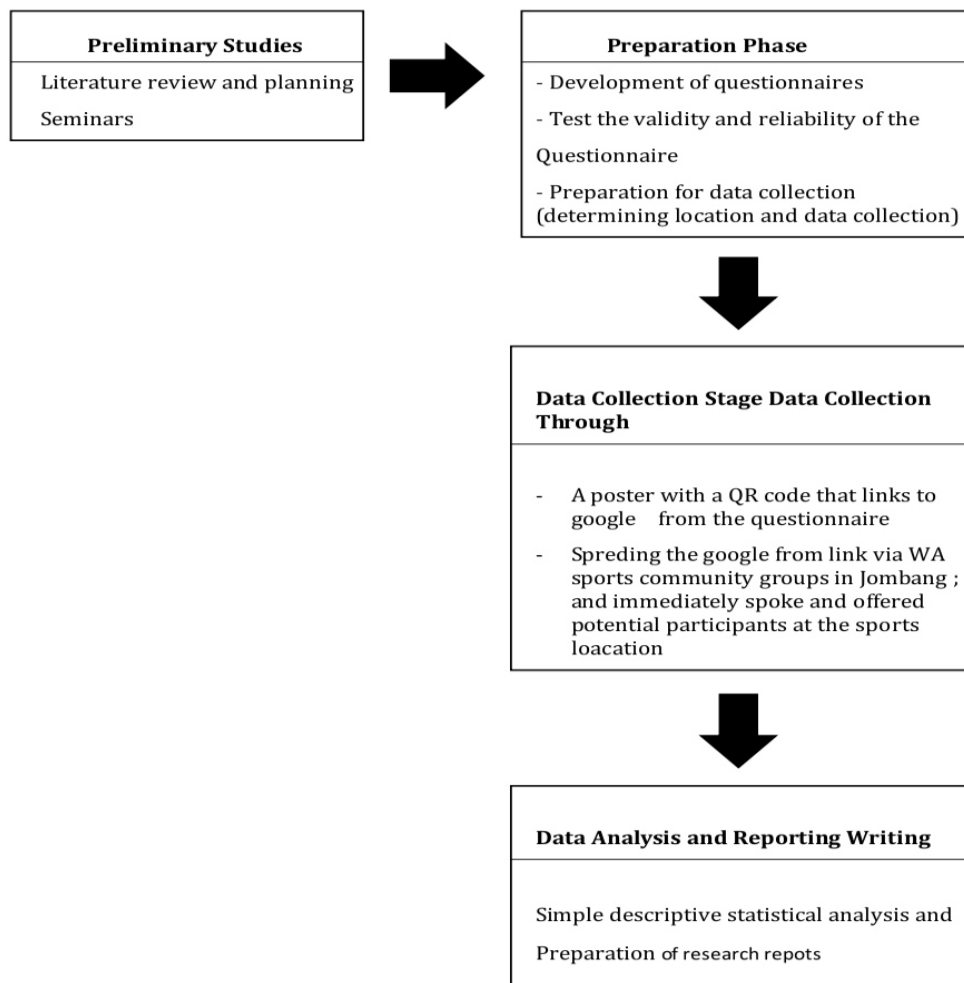


Figure 1. Diagram of the research process

RESULTS

Table 2. Demographic Overview Distribution of Respondents' Characteristics by Gender, Age, Occupation, and Last Education

Chacarateristics	N	%
Gender		
Male	104	49,3
Female	107	50,7
Age		
18-30 Years	202	95,7
31-40 Years	7	3,3
≥ 41 Years	2	0,9
Last education		
SMA	146	69,2
S1	65	30,8
Jobs		
Student	100	47,4
Entrepreneur	8	3,8
Employee	22	10,4
PNS	5	2,4
Teacher	20	9,5
More	56	26,5

Table 2 shows that most of the respondents were female (50.7%), aged 18-30 years (95.7%), because at that age the majority are still active and routine in doing sports, as well as their curiosity about the world of work of female trainers who are still dominated by men. In terms of education, most of the respondents had a high school education (69.2%), and were employed as students (47.4%). It seems that the dissemination of information about this research through wa grub, such as basketball, volleyball, football etc. and pasting on the information board of this research questionnaire at sports venues such as futsal, basketball, tennis, badminton courts are more immediately responded to by young people in Jombang district.

Table 3. Distribution of Respondents' answers according to Perceptions of Female Coaches.

Characteristics	N	Mean	Median	Modus	Min-max	Std. Deviation
Perception of the coach women	211	83,91	90	94	48,0-115,0	14,41

Table 3 shows the average perception of respondents towards female coaches is 83.91 with the lowest perception of 48.0 and the highest of 115.0 and a standard deviation of 14.41. Then tables 4 to 6 show the percentage of respondents in answering.

Table 4. Characteristics of external internal barriers

Item	Characteristics External Internal Barriers	SS	S	TS	STS
1	Female coaches lack confidence.	7	96	84	24
		3,31%	45,49%	40,09%	11,32%
2	Women coaches lack support from family, neighbourhood and others (colleagues, work, friends).	5	87	97	22
		2,35%	41,03%	45,75%	10,37%
3	Women coaches cannot balance work and family.	11	82	98	20
		5,11%	38,67%	46,22%	9,43%

Item	Characteristics External Internal Barriers	SS	S	TS	STS
4	Many female coaches often experience stress.	13 5,66%	98 46,22%	79 37,26%	21 9,90%
5	Many female trainers often experience fatigue.	11 5,11%	111 52,35%	66 31,13%	23 10,84%
6	Female coaches lack assertiveness when coaching.	8 3,77%	100 47,16%	75 33,01%	23 13,20%
7	The profession of women trainers is less desirable due to low salaries and lack of respect.	14 6,60%	108 50,94%	77 36,32%	12 5,66%
8	Women lack the motivation to become coaches.	12 5,66%	101 47,64%	82 33,96%	21 9,90%
	Total percentage	10 4,69%	98 46,18%	81 37,96%	22 10,07%

Table 5. Characteristics of organizational barriers

Item	Organizational Characteristics	SS	S	TS	STS
9	Trainer jobs for women have no security in old age.	13 6,1%	98 46,2 %	87 41,0%	13 6,13%
10	Women's experience, skills and knowledge are generally insufficient to become trainers.	11 5,1%	91 42,9 %	79 37,2%	30 14,15%
11	Coach education is mostly attended by men, discouraging prospective female coaches.	14 6,6%	114 53,7 %	66 31,1%	17 8,01%
12	The job of this female trainer is a scheduled job.	7 3,3 %	115 54,2 %	78 37,2%	10 4,71%
13	The job of a female trainer does not provide a guaranteed income.	10 4,2 %	101 47,8 %	88 41,5%	12 5,66%
14	Women are not given enough opportunities to attend train-the-trainer programmes.	16 7,5 %	117 55,1 %	66 31,3%	12 5,66%
15	Competition in the sports coaching world makes it difficult for female coaches.	15 7,0 %	109 51,4 %	68 32,0%	19 8,96%
16	Female coaches lack support from male peers	5 2,3%	106 50%	82 38,6%	18 8,49%
17	Female coaches are underdeveloped due to the problem of lack of two-way communication between coaches and sports organizational	7 3,3%	99 46,6%	95 44,8%	10 4,71%
18	Government support for women trainers is still lacking.	14 6,6%	119 56,1%	68 32,0%	10 4,71%
	Total percentage	12 5,2%	107 50,4%	78 36,7%	14 7,11%

Table 6. Characteristics of socio-cultural barriers

Item	Socio-cultural Barriers	SS	S	TS	STS
19	The profession of women trainers is a profession that is widely demanded by society to produce achievements.	13 6,1%	114 53,7%	73 34,43%	11 5,18%
20	Female coaches are less competent than their male counterparts.	11 5,1%	102 48,1%	77 36,32%	21 9,90%
21	Female coaches are often intimidated and harassed.	23 10,84%	102 48,1%	75 35,37%	11 5,18%
22	Lack of respect is often shown by athletes to female coaches.	17 8,01%	108 50,94 %	72 33,96%	14 6,60%
23	Men are superior to women for being a coach.	17	110	70	14

Item	Socio-cultural Barriers	SS	S	TS	STS
		6,60%	49,05 %	33,01%	6,60%
24	Women are often underestimated, which discourages them from exercising.	15 7,07%	107 50,47 %	73 34,43%	16 7,54%
25	Female coaches are better suited to be housewives than coaches..	12 5,66%	99 46,69 %	73 34,43%	27 12,73%
	Total percentage	15 7,07%	111 49,59 %	74 34,56%	17 7,67%

Table 7. Characteristics of gender barriers

Item	Characteristics Gender Barriers	SS	S	TS	STS
26	Male coaches are better than female coaches.	20 9,43%	102 48,11%	71 33,49%	18 8,49%
27	Male-dominated and masculine sports make women feel like they are being excluded.	15 7,07%	117 53,30%	73 34,43%	10 4,71%
28	The coach recruitment system favours men over women.	11 5,18%	116 54,71%	72 33,96%	12 5,66%
29	Discrimination has always been against female coaches.	19 8,96%	114 53,77%	68 32,07%	10 4,71%
30	The majority of positions of power are always filled by men rather than women in sport.	19 8,96%	113 53,30%	67 31,60%	12 5,66%
31	Women coaches are also discriminated against or often ignored by organizational.	15 7,07%	113 53,77%	74 34,90%	8 3,77%
32	Although women have worked hard to prove themselves, they still haven't changed the dominance of men in sports.	20 13,67%	112 52,83%	63 29,71%	16 8,01%
	Total percentage	17 8,62%	112 52,82%	70 32,88	12 5,85%

Note: SS (Strongly Agree), S (Agree), TS (Disagree), STS (Strongly Disagree)

The distribution of answers above was then regrouped based on subscale groupings. From the overall answers to the research responses, it is known that the perception of the Jombang Regency community towards female coaches does have obstacles. The barriers derived from a) psychological barriers originating from internal and external female coaches as much as 22.5%; b) organisational barriers as much as 24.71%; c) socio-cultural barriers as much as 25.15% and; d) barriers related to gender issues as much as 27.27%. The diagram showing the percentage of these data is illustrated as shown below:

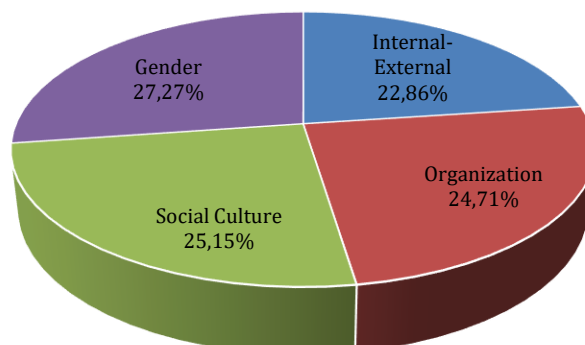


Figure 2. Community perceptions of barriers experienced by women trainers in Jombang

DISCUSSION

From the research results, the data shows that female coaches have almost the same barriers in the four dimensions of psychological, social, organisational and gender. Society does have various perceptions about women coaches, the role of women in the world of the coaching profession or other jobs is a form of self-expression in carrying out life obligations. Sports can be done without having to see gender, in simple terms sports can be done by anyone, anytime, anywhere without looking at and distinguishing gender, ethnicity, race, and sports are part of everyday life that cannot be separated, and become part of society and one of the important physical needs for humans (Nickevin, 2021).

The results of the research illustrate that the negative perceptions of the people of Jombang Regency towards female trainers are reflected in various aspects. Firstly, gender stereotypes significantly influence people's views. Some respondents stated that male coaches are considered better than female coaches, leading to an image that the abilities of female coaches are less recognised and valued. These stereotypes can prevent female coaches from achieving equal position and opportunity in the world of sports coaching. Not all people understand the meaning of gender equality, most people think that gender equality, for example in the world of sports, is all women doing strenuous activities that are fully equal to men. In addition, with gender equality, different community assumptions arise, especially women's involvement in the world of sports (Mulyono, 2020).

This conclusion is based on the results of data analysis from the questionnaire, which included aspects such as internal-external barriers, organisational barriers, socio-cultural barriers and gender barriers. In the analysis of internal-external barriers (Table 4), it was found that some respondents perceived women coaches to experience barriers such as lack of confidence, family support, and work-family balance. Organisational barriers (Table 5) were also a contributing factor to negative perceptions, with a lack of government support for women trainers and discrimination and limited opportunities for training and upgrading. Socio-cultural barriers (Table 6) showed negative perceptions, with the view that the profession requires a lot of achievement, low competence compared to male coaches, and intimidation and harassment often experienced by female coaches. By female coaches. In addition, gender stereotypes are still evident with the view that men are considered better than women in the world of sports coaching. Gender barriers (Table 7) include the view that male coaches are better, a recruitment system that favours men, and male dominance in positions of power in the sports world.

Thus, the sports that women do cannot be equated with men (Febryan, 2019). Looking at the gender equality factor, there is no longer a gap, so the role of women in participating in activities and having a career in the world of sports should be increased (Ganda et al., 2020). However, there are many obstacles that result in women being very limited in sports such as martial arts. However, the involvement of female coaches in sports activities is influenced by several factors such as barriers including work-life balance, increased stress and fatigue in coaching, decreased time for personal interests, the intensity of the recruitment process, income and work environment (Bower G, 2010; Cunningham & Sagas, 2003).

The self-perception of female coaches is often a barrier, as some women have low self-efficacy, low self-confidence and competence, and generally believe that they are not qualified for the position, even when they have high capital and coaching skills (Kilty, 2016). For example, elite level female coaches with extensive experience indicated that they would not apply for a job unless they had all the necessary accreditations, while male coaches did not hesitate to apply if they had experience that they felt could make up for a lack of accreditation through experience (Greenhill, 2019). While experience, skills and knowledge were in favour of some coaches, female coaches who believed they lacked experience or coaching, knowledge, sport or management skills, perceived these factors as barriers (Demers, 2009). These barriers also

include a lack of assertiveness and a leadership style that does not match the expected style.

(LaVoi & Dutove, 2012) reiterates that if societal stereotypes about gender and leadership are to be changed by male coaches, male and female athletes need to be coached by women. The role of women and leadership in contexts that matter to young people can help change values and beliefs about women in positions of power and leadership. In the world of sport, it has been shown that the lack of female coaches is undesirable as the number of female athletes increases. The gap between the number of female coaches and athletes leaves female sports participants with limited role models and reinforces the cycle of male dominance in coaching (Kerr & Ali, 2012).

Society assumes that unequal competence exists in sports coaching, with male coaches often perceived as more competent than female coaches. Many coaches feel that organisational recruitment is not supportive of female coaches. A female coach may feel the need to prove herself capable, while a male is often accepted based solely on coaching credentials. Based on research (Fitriani, 2015) has suggested that women may feel more confident and competent to be a coach, one's leadership style is not based on gender. It tends to be based on the demands or characteristics of a job (Hadi, 2011). Male-dominated and masculine sporting spaces often make women feel like bullies (Massner, 2009).

In addition, mass media and lack of representation in the sporting world often play a role in shaping society's perception of female coaches. Lack of exposure to the successes and abilities of female coaches can create the impression that they are not equal to male coaches. This creates an environment where society can form negative perceptions without any solid basis. The absence of support in some cases, unsurprisingly, is also perceived as a barrier. For example, coach education being run by men discourages many aspiring female coaches from taking part in it and coaching itself. Research on women in coaching was revealed by (Pfister, 2013) that female coaches are discriminated against and harassed in their experiences and are more likely to be assistant coaches than head coaches.

The advantages of this research can be used as a source of information to find out how the perceptions of the Jombang Regency community towards female coaches. This research can also help public knowledge about the obstacles of female coaches in sports and also as a reference for further research. The weaknesses of this study are the difficulty of knowing the seriousness of the respondents in working on the questionnaire, when collecting research data there are those who are not directly and carefully monitored whether the answers given by the respondents are really in accordance with their own opinions or not. Another weakness is that the presentation of data is still limited to the results of the questionnaire and has not presented answers based on the demographics of gender, age, educational status and occupation due to limited time and energy. However, in the future, research can be conducted involving analyses based on the demographic characteristics of respondents. As a recommendation, it is recommended to advocate for fair treatment without discriminating between women and men in the context of sports. For future researchers, it is recommended to increase the number of research respondents in order to represent the population in this study to obtain more optimal results.

In this context, it is important to address gender stereotypes, increase government support and provide equal opportunities for female coaches. While there has been progress in addressing gender stereotypes, it is important to continue to promote equality in all aspects, including in the field of sports coaching. By providing support and equal opportunities for female coaches, we can build better understanding in society, turning negative perceptions into recognition of the equal qualities and contributions of coaches, regardless of gender. The results of this study provide a basis for efforts to achieve gender equality in sport, and highlight the need to change community perceptions of the role of female coaches in Jombang District.

CONCLUSION

This research concludes that public perceptions of the role of female coaches in the world of sport have significant variations. Despite progress in understanding gender equality, there are still stigmas and barriers that hinder women's involvement in the coaching profession. Although this study makes a valuable contribution to understanding the perceptions of the people of Jombang Regency towards female coaches, there are some shortcomings that need to be recognised. One of the main weaknesses of this study is the difficulty in assessing the seriousness and honesty of respondents when filling out the questionnaire. Unsupervised data collection can lead to uncertainty about the accuracy of responses and the extent to which respondents reflect their own views.

Suggestions for future research include increasing the number of respondents to obtain more representative and reliable results. In addition, future research could involve a qualitative approach to gain a deeper understanding of the public's perceptions of female coaches in sport. Raising awareness of the positive impact of gender diversity in sports coaching can help overcome the stereotypes and barriers that still exist. In a practical context, policy makers and decision makers of sport organisations can consider the results of this study to design strategies that support women's participation in sports training.

REFERENCES

- Alaslan, A. (2021). Persepsi Masyarakat dan Kepemimpinan Perempuan. *Jurnal Otonomi*, 10(20), 1–15. <https://osf.io/preprints/osf/89mnq>
- Bower G. (2010). *Examining Women's Coaching Desires: Perspectives from Assistant Women's Basketball I Division I Coaches*. 39(3), 22–43. https://www.indianashape.org/journal/j39_03_2010.pdf#page=24
- Cunningham, G. B., & Sagas, M. (2003). *Occupational Turnover Intent Among Assistant Coaches of Women's Teams: The Role of Organizational Work Experiences*. 49(3), 185–190. <https://doi.org/10.1023/A:1024469132536>
- Demers, G. (2009). We are coaches": Program tackles under-representation of female coaches. *Canadian journal for women in coaching*. 9(2), 1-9. <http://23361.vws.magna.ca/WOMEN/e/journal/april2009/index.htm>
- Eisend, M. (2019) Gender Roles. *Journal of Advertising*, 0, 1-9. <https://doi.org/10.1080/00913367.2019.1566103>
- Febryan, Ichsan Emerald Alamsyah. 2019. "Pola Olahraga Berat Pria Dan Perempuan Harus Dibedakan." Retrieved from <https://www.republika.co.id/berita/q1f6pf349/pola-olahraga-berat-pria-dan-perempuan-harus-dibedakan>.
- Fitriani, A. (2015). Gaya kepemimpinan perempuan. *Jurnal Tapis: Jurnal Teropong Aspirasi Politik Islam*, 11(2), 1-22. <https://ejournal.radenintan.ac.id/index.php/TAPIS/article/view/845>
- Ganda, N., Muslihin, H. Y., Maryati, S., Nur, L., (2020). Kepemimpinan Pelatih Wanita Dalam Cabang Olahraga Beladiri: Tantangan dan Hambatan dalam Kontek Kearifan Lokal. *JUARA: Jurnal Olahraga* 5(2),192-200. <https://doi.org/10.33222/juara.v5i2.895>
- Greenhill, J., Auld, C., Cuskelly, G., & Hooper, S. (2009). The impact of organisational factors on career pathways for female coaches. *Sport Management Review*, 12(4), 229–240.

<https://doi.org/10.1016/j.smr.2009.03.002>

- Habali, V. A. F., Kharisman, V. A., Friskawati, G. F., & Supriadi, D. (2023). Persepsi masyarakat terhadap kesetaraan gender pada wanita dalam olahraga. *Physical Activity Journal*, 4(2), 155–171. <https://doi.org/10.20884/1.paju.2023.4.2.6708>
- Hadi, R (2011). Peran pelatih dalam membentuk karakter atlet. *Media Ilmu Keolahragaan Indonesia*, 1(1). <https://doi.org/10.15294/miki.v1i1.1141>
- International Olympic Committee (IOC). (2022). Gender equality & inclusion report 2021. IOC. https://library.olympics.com/Default/doc/SYRACUSE/1568412/gender-equality-inclusion-report-2021-international-olympic-committee?_lg=en-GB
- Kilty, K. (2006). Women in coaching. *Sport Psychologist*, 20(2), 222–234. <https://doi.org/10.1123/tsp.20.2.222>
- Kerr, G., & Ali, B. (2012) Perceived barriers to achieving gender equity in Canadian interuniversity sport: Perspectives of athletic directors. *Canadian Journal of Women in Coaching*, 12(2), 1-7. <https://coach.ca/perceived-barriers-achieving-gender-equity-canadian-interuniversity-sport-perspectives-athletic>
- Kubayi, A., Toriola, A., & Didymus, F. F. (2018). Development and initial validation of an instrument to assess stressors among South African sports coaches. *Journal of Sports Sciences*, 36(12), 1378-1384. <https://doi.org/10.1080/02640414.2017.1385264>
- LaVoi, N. M., & Dutove, J. K. (2012). Barriers and supports for female coaches: an ecological model. *Sports Coaching Review*, 1(1), 17–37. <https://doi.org/10.1080/21640629.2012.695891>
- Massner, M. A. (2009). *It's all for the kids: Gender, families, and youth sports*. University of California Press.
- Mulyono, A. T. P. (2020). Mempelajari Peran Sosial Wanita Dalam Olahraga. *Jurnal Ilmiah ADIRAGA*, 6(2), 25–35. https://jurnal.unipasby.ac.id/index.php/adi_raga/article/view/2790
- Nickevin, Ricky 2021. "Pengaruh Latian Dribbling Dengan Model Bermain Terhadap Hasil Dribbling Permainan Bola Basket," *Jurnal Edukasimu* 1(3):1-10.
- Nugraha, U. (2010). Hubungan Persepsi, Sikap Dan Motivasi Belajar Terhadap Hasil Belajar Pada Mahasiswa Pendidikan Olahraga Dan Kesehatan Universitas Jambi. *Jurnal Cerdas Sifa*, 1(1), 1–10. <https://online-journal.unja.ac.id/csp/article/view/2640>
- Pfister, G. (2013). Female coaches intruding upon a male domain. *Gender and Sport—Changes and Challenges*, 71–103.
- Rohmana, J. ., & Ernawati (2014). Perempuan dan Kerarifan Lokal: Performativitas Perempuan dalam Ritual Adat Sunda. *Musawa*, 13(2).
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Supriyanto, A. (2008). Pembentukan Karakter Olahragawan Ditinjau Dari Perbedaan Gender,

Peran Serta Orangtua, Guru, Pelatih Olahraga, Dan Keikutsertaan Dalam Aktivitas Olahraga Serta Jenis Olahraganya. *Jurnal Keolahragaan*, 1(1), 1-25.
<https://staffnew.uny.ac.id/upload/132300163/penelitian/.pdf>

Syahdoni, J. (2022). Persepsi Masyarakat Desa Kalinjau Ilir Kecamatan Muara Ancalong terhadap Olahraga Tradisional. *Borneo Student Research*, 3(2), 2238-2245.
<https://journals.umkt.ac.id/index.php/bsr/article/view/2811>

Wirawan, M. S. (2017). Motivasi masyarakat terhadap olahraga futsal. *Jurnal kesehatan*, 7(3), 17-25.
<https://ejournal.unesa.ac.id/index.php/jurnal-kesehatan-olahraga/article/view/17805>