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<https://ejournal.upi.edu/index.php/penjas/article/view/59088>DOI: <https://doi.org/10.17509/jpjo.v9i2.59088>**Correlation between Self-Efficacy and Interpersonal Communication with Performance of Badminton Referees****Ika Novitaria Marani^{1*}, Ari Subarkah¹, Heni Widyaningsih¹, Adi Wijayanto²**¹Universitas Negeri Jakarta²UIN Sayyid Ali Rahmatullah Tulungagung**Article Info***Article History :**Received June 2024**Revised August 2024**Accepted September 2024**Available online September 2024**Keywords :**badminton referee, communication, performance, self-efficacy***Abstract**

A referee has a role to determine the quality and the comfort of a match. Therefore, a referee is expected to have a good self-efficacy and interpersonal communication. This study was aimed to examine the correlation between self-efficacy and interpersonal communication with the performance of badminton referees. This study involved 30 referees and used a questionnaire for measuring self-efficacy and interpersonal communication. The referee appraisal form provided by the Executive Board of the Indonesian Badminton Association (PB PBSI) was used to measure the performance of badminton referees. The results showed that there was a significant relationship between self-efficacy (X1) and interpersonal communication (X2) with the performance of badminton referees (Y) as indicated by the value of $F_{count} = 61.49$ which is greater than $F_{table} = 3.34$ and a coefficient value correlation of $R_{y1-2} = 0,91$. The coefficient of determination was $(R_{y1-2})^2 = 0,83$, meaning that self-efficacy and intrapersonal communication had a contribution of 83% to the referee performance, whereas the 17% was influenced by other factors. This study showed that there was a correlation between self-efficacy and interpersonal communication with the performance of badminton referees. For this reason, to improve the performance of badminton referees, the elements of self-efficacy and communication should be included as materials in referee trainings.

INTRODUCTION

Organizing a sport competition is essentially an integral part of the overall sport coaching and development efforts because the match can be used as an evaluation material for coaching programs. To carry out a match properly, on time, safely, orderly, and smoothly, a careful planning is needed, in this case the existence of a management or arrangement in the match (Gammelsæter, 2021). One of the sport managements that can regulate the course of the match is the referee. Sport referees have a challenging job, because many aspects of a match/game have to be considered especially the speed and complexity of the decisions to be made, the impact of their actions, the number of people involved in the match, and the hostile attitudes from the spectators of the match (Dohmen & Sauermann, 2016).

In general, a referee is a person who leads the match so that a referee has full rights during the match to all players, coaches, and team officials. Starting from the semi-finals and finals, badminton matches involve 8 referees divided into one main referee who is in charge of the leader of all decisions on the field, one service judge who is in charge of seeing whether or not players make a service, and 6 linesmen whose duty is to assist the main referee in determining the drop of the shuttlecock on or off the field. During the lead of the match, a referee has substantial tasks, such as evaluating and assessing the actions occurring during the game, making quick decisions, managing the game, paying attention to various aspects of the game, maintaining orders, and resolving disputes (Leveaux, 2010).

A high number of the tasks of a referee during officiating a match will certainly make the job complex and make it easy for them to make mistakes as a consequence of continuous decision making, the subjectivity of referees when assessing actions, and the mistakes they make, hence they are often criticized for their decisions Aragao e Pina et al. 2019; Slack, I., Maynard, I., Butt, J., & Olusoga, 2013). The criticism may come from players, coaches, sports managers, fans, (MacMahon, C., Mascarenhas, D., Plessner, H., Pizzera, A., Oudejans, R. R. D., & Raab, 2015) or sport media (Dziubinski et al., 2012). Mistakes made by referees can have devastating consequences from economic and social perspectives for clubs and fans as well as for athletes and teams (Dosseville, Laborde, & Bernier, 2014). The possible consequences of mismanagement can lead

to loss of confidence, high anxiety, and increased stress levels on referees (Kuswoyo et al., 2017; Neville & Salmon, 2016). Numerous studies have shown that the stress of leading a game can affect the referee mental health, performance, satisfaction with their profession, and so on (Schweizer, G., & Plessner, 2016; Balch & Scott, D. (2007).

Self-efficacy is a psychological mechanism that has been shown to reduce stress and anxiety related to performance (Lirgg, Cathy D.; Feltz, Deborah L.; Merrie, 2016). Bandura in Zhang et al (2020) defines self-efficacy as the strength of an individual belief that they can successfully carry out the behaviors necessary to achieve certain outcomes. Based on self-efficacy theory, the perception of self-efficacy affects stress and anxiety through one beliefs about personal controls over actions and thoughts. Several studies conclude that some positive beliefs of referees will have a positive effect on their performance (Tojjari et al, 2013; Hong, E., & Kim, 2013; Hong et al., 2019). However, research of Spencer (2015) found no relationship between self-efficacy and referee performance. Therefore, further research is needed.

In addition to acquiring a positive self-confidence, a referee must also have good interpersonal communication skills. At all match levels, all referees face complex and ambiguous outside and inside situations that occur quickly. They are expected to interpret, judge, and communicate appropriately in an atmosphere of excitement and increased pressure. Therefore, referees are required to demonstrate their interpersonal communication skills to build a positive relationship with players (Cunningham, I.; Simmons, P.; Mascarenhas, D.R.D.; Redhead, 2014). To lead an effective match, it is important to have communication skills, contextual assessments, and game managements (Cunningham et al., 2014). Most research on lead performance has focused on physical and psychological factors, such as judgment and decision making (Mudian, 2020; Fischhoff, 2013; Goumas, 2014; Neville & Salmon, 2016). However, as stated by Dosseville, Laborde, and Bernier (2014), the dimensions of refereeing interpersonal communication skills remain largely unexplored. Therefore, research on athlete psychological skills has received a lot of attention from sports researchers, while research on match official psychological skills, one of which is the referee, are often neglected. The number of studies

examining the relationship between self-efficacy and referee performance, interpersonal communication and referee performance, or even self-efficacy and interpersonal communication with referee performance is still quite low. Therefore, this study aimed to examine the correlation between self-efficacy and interpersonal communication with the performance of badminton referees.

METHODS

Participants and Sampling Procedures

This For the purpose of this study, the population of this study were all 50 referees registered in the DKI Jakarta PBSI PEMPROV. The respondents were referees who had a minimum regional level certificate. Sampling technique used in this study was the purposive sampling technique. The criteria included the referees who led the matches at the East Jakarta City Championship held in 2022. As the result, the selected participants in this study were only 30 referees.

Instrument and Procedure

This study had 2 independent variables (self-efficacy and intrapersonal communication) and 1 dependent variable (badminton referee performance). Therefore, the this study also used three test instruments, namely the self-efficacy test instrument, the communication test instrument, and the football referee performance instrument. The self-efficacy and communication test instruments used questionnaires. The questionnaire had 4 (four) answer options, including Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The score was obtained from the answers to the questionnaire. The research instrument grids for self-efficacy included (1) Mastery Experiences, (2) Vicarious Experiences, (3) Social Persuasion, (4) Physiological and Emotional States, (5) Magnitude, (6) Strength, and (7) Generality. While the lattice of research instruments for communication involved (1) Openness, (2) Empathy, (3) Supportive Behavior, (4) Positive Behavior, and (5) Similarity. Meanwhile, for the badminton referee performance test instrument, a form issued by PB. PBSI as the organization of the Indonesian Badminton sport was used.

Data Analysis

Statistical analysis used descriptive statistics by

calculating all the variables studied and inferential statistics to test the research hypothesis. To test the research hypothesis, t-test and F-test calculations were used. To test the closeness of the relationship between variables, the calculation of the correlation coefficient of Person's Product Moment with a confidence level of 0.05 was employed. All data were calculated using SPSS 24 software for window versions

RESULT

The data of research results from the variables studied are presented in Table 1.

Statistic	Self-Efficacy	Interpersonal Communication	Referee Performance
Minimum	42	66	15
Maximum	50	90	18
Mean	46.3	78.1	16.4
Median	46	79	16.5
Mode	44	68	17
Std. Dev	2.2	6.5	0.8
Variance	5	43	1

The followings are the results of hypotheses testing.

Table 2. Hypothesis Testing Results of Self-Efficacy with Referee Performance and Intrapersonal Communication with Referee Performance

Variable	t_{count}	t_{table}	Correlation
Ry ₁ (Self-Efficacy and Referee Performance)	4.43	1.70	0.57
Ry ₂ (Intrapersonal Communication and Referee Performance)	4.59	1.70	0.66

Table 3. Hypothesis Testing Results of Self-Efficacy and

Variable	F _{count}	F _{table}	Correlation
Ry ₁₂ (Self-Efficacy, Interpersonal Communication, and Referee Performance)	61.49	3.34	0.91

The results of the hypothesis testing between self-efficacy and referee performance can be seen at the value of $t_{count} = 4.43 >$ from $t_{table} = 1.701$. This proved that there was a relationship between self-efficacy and referee performance. Meanwhile, the close relationship between the two variables was indicated by the value of

$r_{y1} = 0.57$ and the coefficient of determination of self-efficacy and referee performance ($r_{y1}^2 = 0.32$). This means that self-efficacy had a contribution of 32%, while the 68% was influenced by other factors.

The results of the hypothesis testing between interpersonal communication and referee performance can be seen at the value of $t_{count} = 4.59 >$ from $t_{table} = 1.701$. This proved that there was a relationship between intrapersonal communication and referee performance. While the close relationship between the two variables was indicated by the value of $r_{y2} = 0.66$ and the coefficient of determination of interpersonal communication and referee performance ($r_{y2}^2 = 0.44$). This means that communication (X2) had a contribution of 44%, while the 56% was influenced by other factors.

The results of the hypothesis testing between self-efficacy and intrapersonal communication with referee performance showed the value of $F_{count} = 61.49 >$ from $F_{table} = 3.34$. This proved that there was a relationship between self-efficacy and intrapersonal communication with referee performance. Meanwhile, the closeness of the relationship of the three variables was indicated by the value $R_{y1-2} = 0.91$ and the coefficient of determination of interpersonal communication and referee performance ($R_{y1-2}^2 = 0.83$). This means that self-efficacy and intrapersonal communication had a contribution of 83% to the referee performance, while the 17% was influenced by other factors.

DISCUSSION

The results showed that there was a moderate relationship between self-efficacy and referee performance. It indicates that the referee performance is influenced by self-efficacy. Self-efficacy is related to self-belief that might affect the expected action. Self-efficacy is a self-assessment of good or bad actions, right or wrong, can or cannot do what is required. Feltz et al. (2008) argue that self-efficacy has been studied extensively as a cognitive variable related to sporting achievement efforts. Highly effective referees need to be more accurate in their decisions, more effective in their performance, more committed to their profession, more respected by coaches, administrators, and other officials, and able to avoid the stress of leading (Karacam & Adiguzel, 2019). In fact, the most interesting and worrying aspect of referees is self-efficacy, as

confirmed by several empirical studies. Karacam (2017) found a positive relationship among referee self-efficacy levels, their ages, and refereeing experiences. (Tojjari et al, 2013) also found a significant relationship between self-efficacy and job satisfaction. Referees who have high self-efficacy certainly enjoy a high job satisfaction. It indicates that the job satisfaction of referees has an impact on their performance and productivity.

A strong self-efficacy enables a person to focus on achievement by recovering themselves and changing the strategy without attributing failure completely to themselves (Sahin et al., 2020). It is certainly needed by the referee in leading the match, because the referee must perform and complete more than one task during the competition under pressure, so to not making mistakes in their decisions, for example under adverse conditions and pressure, referees must analyze and assess events during the match, maintain order and resolve disputes, and make match decisions (Abidul et al., 2014; Karaçam & Pular, 2016). Although referees are considered important, they are often overlooked largely in terms of self-efficacy beliefs about their refereeing performance. For this reason, the next research should analyze more specific relationship between self-efficacy and decision-making speed with the quality of badminton referee performance.

The results showed that there was a relationship between communication and referee performance. This is in accordance with the framework of thinking and theory saying that having a good interpersonal communication can improve the performance of badminton referees in making decisions. It is because referees are subject to physical and psychological stress due to the many aspects of the game/match they lead, such as the decision-making process, communication with athletes and staffs, the game management, the nature of the crowd, and the pressure in general (Lirgg, Cathy D.; Feltz, Deborah L.; Merrie, 2016; Pietraszewski et al., 2014). Across all sports, the most important aspect of initiating performance is the accuracy of decision-making (Dosseville, Laborde, & Garnarczyk, 2014). However, perceptions of the accuracy of refereeing official decisions that are significantly influenced by different behaviors and communication styles are also important (Simmons, P., & Cunningham, 2013). Successful referee is able to communicate effectively with the

participants (players) and able to control the game situation (Nikbakhsh et al., 2013). Communicating effectively with players, coaches, and co-officials, maintaining control of the game, and resolving disputes are examples of communication.

Most studies on communication related to refereeing performance have focused on the preventive and decision communication and the management of messages intended to shape player attitudes to decisions made by referees (Abidul et al., 2014; Dohmen & Sauermann, 2016). There is also research exploring decision communication in football association and rugby union concluding that the best practice is to engage the principal attention and trigger episodes of decision interaction, to project confidence in decisions made, and to ultimately promote the perception of fair decisions (Avugos et al., 2021; Lewis et al., 2023). Another communication research examined preventive communication techniques, such as verbal warnings, and stronger cues, and advise about the consequences of fouls to players aimed at preventing players from re-offending in the future (Cunningham et al., 2018). A referee requires a complex range of skills, such as fitness, positioning, signaling techniques and knowledge of the rules, and assessing the context of the game and communication (Mathers & Brodie, 2011). However, communication is often shifted in formal development programs to directly address interaction skills and other psychosocial aspects of leadership, such as professional attitudes, coping and stress management, and human management skills, as there is still a strong focus in leading training on the technical component (physical togetherness and legal knowledge), while little is done to directly address it (Theron, 2013). Therefore, it is necessary to study the effect of the communication message and communication style conveyed by the referee on the attitude of players, coaches, or spectators.

The results showed that there was a relationship between self-efficacy and communication with the performance of badminton referees. It is in line with the framework of thinking and theory stating that having a good self-efficacy and interpersonal communication can improve the performance of badminton referees. Based on the study on self-efficacy in sports, Pierluigi, et.al (2017) argued that referees with high self-efficacy made more correct decisions, carried out more effective performance, and showed more commitment to their

work. In addition, they also experienced less stress than those with lower self-efficacy levels. The study conducted by Karacam and Pular (2017) showed that the self-efficacy level had an important impact on decision making. However, a referee, in addition to having self-efficacy, is also expected to have communication skills. This is supported by research conducted by Myers, dkk (2012), Karacam and Pular (2016), and Karacam Pular (2017) showing that the referee physical fitness, game knowledge, decision making, pressure, communication, and referee self-efficacy influenced each other positively. Besides that, Alsharji, et.al (2019), Abidul, et.al (2014), and Aragão e Pina et al (2021) found a positive correlation between the self-efficacy levels of referees with their age and experience and stated that the self-efficacy levels of referees increased as the age and experience of the referee increasing.

Referee self-efficacy consists of four dimensions that can be assessed on a 13-item scale (Referee Self-Efficacy Scale—REFS), including game knowledge, decision making, pressure, and communication (Diotaiuti et al., 2020; Lirgg, Cathy D.; Feltz, Deborah L.; Merrie, 2016). Therefore, when referees have good communication skills with players, coaches, and others in competitions, their self-efficacy will increase and indirectly increase their performance (Diotaiuti et al., 2017). Cunningham, et.al (2014) and Furley, P., & Schweizer, G. (2016) state that the referee performance can be seen from different verbal and nonverbal aspects, such as appearance, actions, behavior, and decisions with a more abstract quality. Besides that, Cunningham (2018) also found that players generally rated the performance of referees as fairer and more correct when they communicated decisions calmly or with brief explanations.

The study of communication on refereeing performance focuses more on decision making, such as how people associated with matches react to the fairness and injustice of decision made by referees (Aguilar et al., 2021; Aragão e Pina et al., 2018; Baldwin & Vallance, 2015; Dohmen & Sauermann, 2016). They show that the communication style affects player perceptions and responses, especially to negative decisions (Ian Cunningham, Mikel Mellick, 2012; Zelyurt & Ataçoçuşu, 2017). Therefore, to improve the performance of referees, they should not only have a high self-efficacy but also have good communication skills. However, only a

few of studies that have focused on the relationship between self-efficacy and communication. For this reason, it is expected that future research study a method to improve self-efficacy and communication in order to enhance the performance of referees.

CONCLUSION

The results showed that, self-efficacy and communication, each had a moderate relationship with the performance of the referee, while the combination of self-efficacy and communication had a strong relationship with the referee performance. It concludes that a referee should always have a good self-efficacy and communication. Sport administrators in the refereeing field should also pay attention to self-efficacy and communication issues and include them in the training program carried out by sport administrators.

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CONFLICT OF INTEREST

The authors declared no conflict of interest.

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