

PROCEEDING



1st ACPES' CONFERENCE 2015 **(5th AUCPESS' CONFERENCE)**

**Enhancing the Quality of Services
in Physical Education, Health and Sport
for a Better Future**

September 15th - 18th, 2015

Semarang - Central Java, Indonesia

BOOK 2

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PROCEEDING INTERNATIONAL CONFERENCE OF ASEAN COUNCIL OF PHYSICAL EDUCATION AND SPORT (ACPES) 2015: ENHANCING THE QUALITY OF SERVICES IN PHYSICAL EDUCATION, HEALTH AND SPORT FOR A BETTER FUTURE

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WELCOME MESSAGE

On behalf of Semarang State University (Unnes), I take great pleasure in welcoming you to our first conference of Asean Council of Physical Education and Sport (ACPES) in 2015. We are privileged to organize this conference in the right place to enhance our academic awareness on issues related to Physical Education, Health and Sport.

The theme of this conference "Enhancing the Quality of Services in Physical Education, Health and Sport for a Better Future" is in line with Semarang State University's vision as a conservation university. Conservation values can be proliferated by the quality of services in Physical Education, Health and Sport also in turn, Physical Education, Health and Sport wise can be developed by embarking from conservation and local values. Therefore, this conference will give a great contribution to our effort to proliferate the importance of cultural preservation as an integral and significant part of our national identity.

I extend my sincere gratitude to ACPES 2015 committee for their untiring efforts to organize this prestigious event. I wish all the speakers and participants of ACPES 2015 get the most of this special event.

Sincerely yours,

Prof. Dr. Fathur Rokhman, M.Hum.
Rector of Semarang State University (Unnes)

ACPES
SERANG

PREFACE

In the modern society, sports has been recognized as a strategic tool for peace and education, thus, since 1978 the United Nations Educational Scientific and Cultural Organization (UNESCO) has facilitated the publication and proclaimed the International Charter of Physical Education and Sport. Instead of charter aims driving the development of physical education and sports for services of human advancement, promoting development, and urged the government agencies, non-governmental organizations in which competent, educators, families, and individuals themselves are eager to be guided, and given a referral to disseminate and insert the programs and activities of sport into practical level. Keep abreast of changing times and needs, this charter has been renewed from time to time.

Today, one of the toughest challenges to realize sport as a functional tool for peace and education is automation technologies which develop very progressively affecting the livelihood and lifestyles. Indeed, there is an anomaly and ironic situation here. Advances in technologies are intended to facilitate live and make humans have greater opportunities to conquer the nature, but in turn it gives complicates effect to life itself. Degenerative diseases increase the number of sufferers continuously and we must admit that one of the causes is the advancement of technologies which have made life easier and do not require lots of physical works to accomplish daily activities.

On the other side, sport and health experts and all who care about the quality of life today, encourages all parties to move physically and restore the function of the body in its natural essence. Again, this is something that all the time trying to alleviated by technology.

Therefore, undoubtedly we must dare to take breakthrough steps, thus physical education, and sport, are able to be a good medium for improving the quality of life, through improving the quality of service implementation. These efforts include the quality of agents (teachers, instructors, facilitators, trainers), quality of facilities, the quality of laws and regulations, as well as the quality of government policy. Through the annual scientific meeting among sports academia in South East Asia region, we can come together and support each other, to find the best formula to enhance the quality of services.

In this occasion, where Semarang State University hosted the meeting, a number of themes of scientific papers will be presented and discussed, with the hope we are able to provide inspiration for a better future.

Thank you for your help and participation of all parties, May God bless us all.

Your faithfully,

Prof. Dr. Tandiyo Rahayu, M.Pd
Chair Person of International Conference of ACPES 2015

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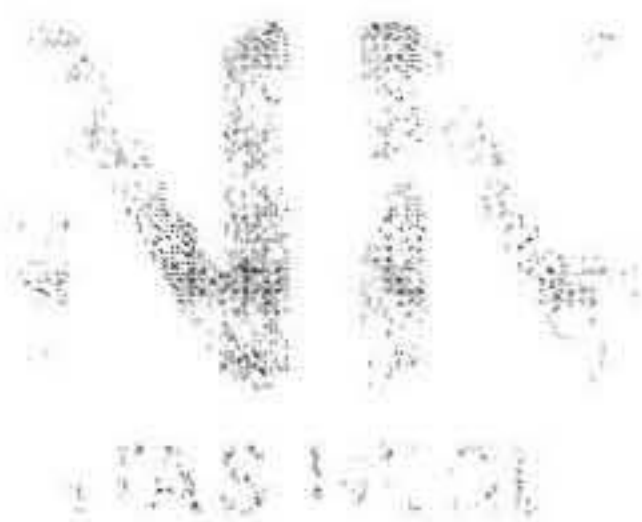
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**FOOTBALL PLAYER AGGRESSION:
PHENOMONOLOGY STUDY ABOUT VIOLENCE BETWEEN FOOTBALL PLAYERS**

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Abstract

Issues about violence in Indonesian football are still being a serious problem. Not many researchers conduct the research about Aggressivity of Indonesian football players. Aggressivity is an act that aims to hurt others physically or emotionally. This research aims to reveal the purpose of aggressivity done by the football players.

The subject of this research is football players of Persiram Raja Ampat. They joined Indonesia Super League. This research is qualitative research with phenomenology study approach. This research is expected to reveal the purpose of aggression act which is done by football players.

The result of the research shows that family has important play in aggressivity of the football players. Football game is katarsis for the pressure they felt from the family. Besides, unideal learning process is also the factor that influenced aggressivity of the football players.

Keywords: aggressiveness, football player, meaning, family

INTRODUCTION

There have been various issues in Indonesian football such as violence and fighting. Fighting has also occurred between football players on and off the field. (Aryono, 2011; Oro, 2010; Setiawan, 2010; Prastya, 2011; Ras, 2010; Effendi, 2009; Wiharyo, 2011; Wijaya, 2001; Damanik, 2012). Many researches have been focused in the act of Aggressivity in sport like in Loughhead and Leith (2001) and Kerr (2006) in ice hockey, Ruiz & Hanin (2011) in Karate. Moreover, other research grouped the factors influencing in all sports like in Kimble, Russo, Bergman, & Galindo (2010); Guilber (2008); eper tipeneliti dari Kimble, Russo, Bergman, & Galindo (2010); Guilbert (2008); Coulomb-cabagno & Rasclé, (2006); Coulomb & Pfister (1998); Coulomb-cabagno, Rasclé, & Souchon, 2005; Keeler, (2007). Grange and Kerr (2010) analyzed the Aggressivity in football is the Aggressivity done by Professional Australian Football player.

Jarvis (1999) defines Aggressivity as an unpleasant shown towards others. Russel (2008) stated that Aggressivity is stimulus aversive from one person to another. This is to hurt people so that the people will agonize himself. Other than that, the act of Aggressivity occurs when the target of Aggressivity try to make an escape or avoid that stimulus. Wann (1997) gives definition of acts needed in the game as the assertive doer. The big difference between assertive act and aggressive act is that assertion was still on the field while aggressive was off the field. Maxwell in Maxwell and Moores (2007) defines Aggressivity as intentional act, (2004 dalam Maxwell & Moores, 2007) defined that aggressivity is subconscious act, illegal act, aimed to the opponent team, and official act.

Wann (1997) divides aggressiveness into three, namely: hostile aggression, instrumental aggression and assertiveness. Hostile aggressiveness is a form of aggression committed with the motive of anger that really wants to injure opposing players. This aggressiveness types also have a tendency to be impulsive and anger as the main cause (Russell, 2008). Aggressiveness is

instrumental aggressive actions undertaken to injure another person with the motive that the perpetrators can achieve the goal the game is not the pain of the other person. Aggressive action of this type is underlying over the motive of anger and want to hurt other people. Aggressive behavior only serves as a tool that another goal could be achieved (Wann, 1997). The third form of aggressiveness that also often caused confusion is assertiveness. In general, assertiveness is not included as an aggressive action, but this action is often regarded as an aggressive act (Wann, 1997). In addition to the division above, Kerr (2005) tried to differentiate aggressive action becomes an act of aggression which allowed (sanctioned) and are not allowed (unsanctioned) (Kerr, 2005; Kerr, 2006; Grange & Kerr, 2010). Acts of aggression are allowed aggressive actions related to the types of direct body contact sports, such as martial arts, boxing or sports game that still tolerate the intensive body contact.

According to the theory of instinct emergence of aggressive action is a manifestation of the conflict between the instincts of life (Eros) and the death instinct (Thanatos) (Freud, 1920 in Wann, 1997). According to Freud, the aggressiveness can also be a form of catharsis of the perpetrator. There are actually two types of catharsis, the cathartic aggressive and cathartic symbolic. Catharsis is output aggressively aggression through aggressive responses made by the person.

The symbolic catharsis is output aggression by looking at aggressive behaviour of others (Wann, 1997). Collins & Loftus (1975 in Bushman, 2002) suggests that aggressive action is the result of a process of learning and memory associated with a person. Aggressive thoughts, emotions, and behavior tendencies are related to each other in memory. The concepts that have the same meaning (such as, injure, harm) and concepts that often appear simultaneously activated (e.g. shooting, weapons) developed in association strong. These is reinforced by social learning theory from Bandura (1983 in Wann, 1997) which states that human behavior including aggression act is the result of the learning process and view others.

Aggressiveness is also explained as the result of frustrating conditions experienced by a person. This theory is based on the hypothesis that aggressive behavior is actually triggered by external stimuli or from outside the individual. Stimuli were then lead to increased impetus from within oneself. One type Model Reduction Encouragement is Frustration-Aggression Hypothesis is conveyed by Dollard, Miller, Doob, Mowrer, and Sears in 1939 (Berkowitz, 1993). The general theory of aggressivity model tried to explain about the aggressiveness of the various aspects and viewpoints (Anderson & Bushman, 2002). According to this theory, the aggressive action of man is an interaction between various factors. The process of aggressive actions can be traced to the input or the sources that cause the emergence of aggressive action. The second process is called route that is how human cognitive abilities to process information related to aggressive action, as well as the outcome, namely action chosen by the individual results of the interaction of various factors..

Based on some previous studies, the researchers are interested to know more related to the aggressiveness that made by football players. More specifically, the researchers want to find the meaning of the Participants of this study were 3 football players related to the aggressive actions of the Persiram Raja Ampat football player who plays for Indonesia Super League competition as well as what factors are the cause of aggressive action in the football match.

RESEARCH METHOD

Participant

Participants of this research are three football players from Persiram Raja Ampat. They play in Indonesian Super League competition. Effectiveness research on aggressiveness is

supported by the selection of appropriate participants for this study, so before been the players who become participants, researchers must first consult with the coaching staff and the players play the board in place. Based on an initial interview with the coach it is acquired three players who have a high tendency to aggressiveness in the football game.

Procedures

The approach used in this study is qualitative with phenomenology of extracting meaning from this research theme. Phenomenology is a strategy or a way to explore a phenomenon in which researchers identified the essence of the experience of the subject of a phenomenon through the description of the subject (Cresswell, 1998). The procedure involves only a small number of subjects through a deep and prolonged involvement of researchers to develop and discover patterns of relationships between the meanings.

Methods of data collection study using in-depth interviews as the main source, observation, documentation, Focus Group Discussion and court records related to the phenomena observed cases and arrested by investigators. Researchers play an important role as a research tool, while the experience on the subject and the phenomenon of case studies that are the focus of study become an important point in exploring and understanding the phenomenon of the case.

Analysis of the data in this study, the authors used a model developed by Von explication Eckartsberg (1985, 1989) and Schweitzer (1983) in Subandi (2009). In detail, the procedure of data applied has the steps of: (1) Gain an understanding of data as a whole comprising the transcription process and doing overview, (2) Develop Individual Phenomena Description (DFI); (3) Identifying common episodes in each DFI; (4) Synthesis of explanation of the themes in each episode. Verification in this study is using inter-subjective validity (Creswell, 1998).

Interview Guidelines

Five questions were asked as the interview guidelines. All the five questions are the basic question which includes the reasons why act of aggression occurs, feeling when doing that on field, other aspects that trigger act of aggression, the accident happens because of acts of aggression, socioeconomic background of the subject, and how the family grow the subject. The follow up question is based on special case by each participant.

RESULT

After going all type collection data of the subject, it obtained themes from each subject. Those themes from each subject vary even though in general they are the same. The result of subject DAW, it obtained eight themes, on subject DA it found 10 themes and on subject RP found 12 themes related to act of aggression done by the subject.

Those themes are synthesized so that result in three group themes related to act of aggression by the football players, they are:

Family and environment

Family is the crucial cause. Family environment perceived by simply pressing subject. All three subjects have the same trend in terms of meaning to the upbringing of parents. Each subject felt he got enough pressure from families although each subject has problems tend to differ from one another. Subject first gain considerable pressure to be ideal, since he is considered a favorite son. The second subject had economic problems coupled with the absence of a father figure in the family so that the subject feels himself to be responsible in terms of economy for families. An unfortunate situation because the subject is actually used to be a child who is considered spoiled by the family so that the conflict occurred in the subject. The situation is often perceived as a stressful situation in the subject. The third subject has more or less the same conditions, the pressure of a father who wanted him to become a professional soccer player. Technical and

mental state of the subject was no longer wish to be a professional player. The situation that makes the appearance of the opposite actions to channel the pressure obtained earlier.

My father always wanted me to become a professional player. He was a tough person, sometimes likes to get angry. He is always watching the game that I did. For example, when I did not play so good, my father got anger. My mother just kept silent, she also did not dare toward my father. The point is my father's wish is I am going to be a great person so mas.

Controlled Emotion

Aggressive actions of the respondents also directly related to emotional control when in stressful situations. Respondents admitted more easily ignited emotions when the team is in a position behind. Besides a situation in which other emotions is when teammates scored in charge were not immediately able to create goals so that things do not change soon. Emotional control will be a problem in a situation like this, when the opponent is precisely that gets a lot of balls, then the respondent will be easier to play rough and aggressive.

The finding that reinforces uncontrolled emotion which is seemed from the way of the subject resolves football player's provocation of other team and bad referee leadership. The provocation challenges them to fight; therefore it will trigger the football player's emotion being aggressive. Another aggressive action from them is caused by an unclear guidance from the referee that not encloses the offenses. Here, some interview's quotation for illustrating the problem:

If the opponent team makes a score, I obsess to make a score as soon as possible. Moreover, if I see the striker of my team can't offence opponent's goal, I feel like my uncontrolled emotion higher. Then, if the opponent dominates the ball, it leads me to struggle the ball to make the goal. However, all of them can trigger the offenses.

The learning process of playing football isn't ideal

An average age of football learners is starting from 15 years old. The early phase of playing football did not provide the understanding about the basic techniques and the rules. As a result, they just acquire the techniques based on senior's experiences and become a football player in extra class.

Actually the training was not good at all since the coach only came and gave a warming up before we played a football. Even though the coach gave some theory which is not really detail, he expected for us to play the game enthusiastically.

This affected on the information acquired which is relating to the elements of fairplay and the basic techniques to deal with the types of games. In this case, the lack of this technique is the player has less ability to overcome some problems in a real game. They also only learned through an observation from the seniors:

I just observed what my seniors played in the game. Then I imitate what they did. Moreover, the coach did not teach me what to do to win the football game. But sometimes my seniors teach me how to fight the opponent team. If their play was going well, so we need to play roughly in order to make them lost their focus.

RESEARCH FINDING

Regarding to the data of each subject, either in the form of interview data and observation data which are obtained by the conclusion that the purpose of aggressive actions in football game is an attempt to distribute the pressures what they feel at home. The three subjects stated that the condition at home provides a relatively high pressure to them.

In a view of the theory of frustration-aggression hypothesis (Berkowitz, 1993) someone's aggressive acts possibly come because it was preceded by the frustration of the person. The theory also states that when a person is having a frustration, it indicates where it comes from. It

seems that players' frustration comes from a family environment which gives them heavy pressure. Those pressures are such as economic conditions, parents who are too rigid, and the desire of parents with regard to the future of her child and soon. Therefore, the football players distribute the pressures to play the game roughly. The truth is showing off is one of the media to bridge an aggressive acts. Unconsciously, the football players tend to be dominant player where they did not find in their family.

Henegby and Tenenbaum (2001) found some examples of aggressive acts which are obtained from athlete experiences when they felt frustrated in the game. Many of 17 junior tennis players (13-14 years old) expressed their feeling either caused by their own mistakes, the integrity of opponent team and the referee's decision. They expressed them into four ways, those are: an aggressive act toward their selves, toward the things around them, the opponent or the referee and soon. Those are categorized as inappropriate norms. Thus, frustration comes when the athletes think that they do not please their selves and others (Henegby and Tenenbaum, 2001). In this case, parent and family's role also can be seen in the research from Estrada-Martinez, Padilla, Caldwell, and Schulz (2010), it is proof that children grows in wrong family.

Second finding concerns about uncontrolled emotional factor from the football player. Bettencourt, Talley, and Benjamin (2006) give the detail example about the provocation's effect of aggression level. The researcher used meta-analysis based on the previous study which is obtained a conclusion. It concluded that provocation is one of the main factors which caused aggressive acts. Further, the research categorized the types of personality based on the reaction. More explanation about this study, one tends to be more aggressive if he/she faces the opponent which has more provocations (Chermack, Berman, & Taylor, 1997).

Poor emotional control can also be seen from the emergence of anxiety before the game. Robazza&Bortoli (2007) also proves the same thing in the sport of American football. They found that cognitive anxiety a predictor for the appearance of anger, as well as a high level of confidence which is a predictor for control of anger.

Another factor that makes the emergence of aggressive behavior of the footballers is a factor of the process of learning to play football that is less than ideal. Ideal word used here refers to the training process. This process is related to the basic capability possessed by soccer players in Indonesia. The process of learning to play football is not this whole learning process cut the core values of the game of football, namely respect, honor and uphold sportsmanship (FIFA, 2010). Training process that does not depart from a very early age will produce imperfect game. Coulomb-cabagno, Rascle, and Souchon (2006), found that the lower the level of competition tends to produce acts of violence more. Furthermore, the study found that if the level of competition increases, the level of instrumental increased aggressiveness and hostile aggressiveness decreased. Aggressiveness is hostile aggressiveness that aims to injure others without any reason the game, while the instrumental aggression is aggression undertaken in the context of the game (Russell, 2008). Moreover, in this first finding shows that the Indonesian football players studying aggressive actions of the process to see what is done by the seniors in resolving the problems of the game. The players see the acts of violence committed by the senior players at the club where they play. This learning process is successful because the players assume the techniques performed by the senior players as an effective way. The process of aggressiveness by looking at this line with research from Anderson & Bushman (2001), which examined the effects of violent video games on adolescents in the long term.

CONCLUSION AND SUGGESTION

This research concludes that the purpose of aggressive act of football player is that it can unleash the pressure they get from family. The pressure gives strong impact to the victim of

violence. Other than that, individual factor influenced this is that the football players get less formal education and less good and proper football training, either in technical aspect or in mental aspect. They, in average, do not get ideal football training which fit emotional development phase and physic development phase.

The second finding related to factors influencing aggressive act is the bad emotional control and low technical skill unideal football learning process. Provocation from opponents is one of the big factors causing acts which are categorized excluded from the rules. Provocation from referee, supporters and other elements also cause the acts of violence in football game.

Football players should prepare the best of them to face the highest level of football match, either physically or mentally or technically in order to minimalize the acts of violence in the game.

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