

## Effectiveness of Motivational Self Talk on Self-Confidence in Athletes at Football Schools

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**Keywords :** Self-Confidence, Motivational Self-Talk, Athlete

**Abstract :** This study aims to determine the effectiveness of motivational self-talk on increasing athlete's self-confidence. The research method is experimental with a one group pretest-posttest type design. The population taken was SSB New Star Salam athletes, totaling 20 children aged 9-10 years. The analysis uses the Wiloxon test statistic. This research produces evidence that the technique of motivational self-talk through a sports approach is proven to be effective in increasing the confidence of soccer athletes. This is based on a Z value of -3,922 with a p value of 0.000 ( $p < 0.05$ ) which indicates a significant difference in the level of athlete's confidence between before and after the motivational self-talk intervention.

### INTRODUCTION

Self-confidence is belief in one's abilities and awareness that these abilities can be used as well as possible. (Pangestu & Sutirna, 2021). Self-confidence is one of the keys so that life becomes optimistic and happy toward success (Emria Fitri, Nilma Zola, 2018). According to Hakim, (Aristiani, 2016), someone with a high level of self-confidence has characteristics such as always being calm in doing something, being able to deal with tension that arises, and responding positively in conflict resolution. Meanwhile, someone with a low level of self-confidence has characteristics such as being easily anxious in dealing with conflict, easily nervous, easily discouraged, and responding negatively in conflict.

According to Rohma, (2018), self-confidence is influenced by several things, namely the existence of motivation from the family (encouragement), acceptance in the environment, and the history of formal and non-formal learning. The family plays an important

role in creating or increasing self-confidence, including by providing encouragement and rewards for one's efforts. Giving praise or positive affirmation for the efforts that have been made can be an application of appreciation. (Sif'atur Rif'ah Nur Hidayati, 2021) explains that several things contribute to the formation of self-confidence, such as physical condition, purpose in life, careful attitude, and life experiences. Meanwhile, according to Santrock, (2004), several factors can shape self-confidence, such as physical appearance, self-concept, interactions with parents, and relationships with peers.

The success of athletes will be enhanced by increasing motivation obtained through strong self-confidence in developing their abilities because the stronger the belief in one's abilities, the stronger the enthusiasm and motivation to achieve higher achievements. (Gezelsofloo et al., 2013). The results of research conducted by Triana et al., (2018) found a significant relationship between self-confidence and anxiety levels before competing.

Another study conducted by Rachmawati et al., (2016) showed that self-confidence can be a determinant of anxiety when facing a match. Another study conducted by Putri & Handayani, (2020), shows that there is a strong correlation between self-confidence and emotional regulation in reducing anxiety when facing a match.

Lestari & Dewi, (2022) stated that there is a positive and significant relationship between self-confidence and motivation with achieving maximum performance in basketball athletes in Jombang Regency. Therefore, high peak performance is in line with high self-confidence and motivation. If the level of self-confidence and motivation is good, the peak performance of the athlete will also be achieved. To achieve an achievement in a game or competition, it is not only necessary to pay attention to the physical and technical aspects but also to take into account mental and psychological factors.

Motivational self-talk can be an alternative to encourage athletes to excel. Motivational self-talk is a statement made to improve performance by increasing self-confidence and energy, increasing effort, and creating a positive mood (Boroujeni & Ghaheri, 2011). According to Megantara, (2018), motivational self-talk is speech that is used as self-motivation to increase self-confidence. The effect of motivational self-talk is by Jarwo's research, (2022), namely the reduction of negative feelings and emotions that arise during matches.

In research by (de Matos et al., 2021) who conducted a motivational self-talk intervention it was found that this intervention can increase the potential motivation of triathlon athletes. The effectiveness of motivational self-talk is also explained in Olisola & Olaitan's research, (2021) that motivational self-talk can be used to boost athlete performance. This method can help athletes to develop their confidence during the competition. In addition to self-confidence, based on empirical data from research (Miles & Neil, 2013), shows that the use of motivational self-talk during a period can also reduce anxiety while increasing performance.

The findings above indicate that with an increase in self-confidence, athletes can optimize their performance in the next competition. Supporting this statement, Sin's research, (2017) states that there are still many football athletes' self-confidence levels in the low and very low categories. To achieve optimal performance in the next match, it is necessary to make efforts to increase the confidence of football athletes, which is currently low or very low. Therefore, motivational self-talk is a method that can be used to increase an athlete's confidence. Therefore, the research team was interested in using motivational self-talk interventions to increase the confidence of soccer athletes.

## METHOD

The specified research is quantitative experimental research with a one-group pretest-posttest design. Quantitative research methods usually use numbers in their data collection techniques (Ahmad Nizar Rangkuti, 2016). This research can also direct researchers to find problems in a study and can also add to the experience or experience of the researcher. This study used soccer school New Star Salam athletes as subjects, totaling 20 children aged 9-10 years, these children were also in 3-4 elementary school. The total sampling technique is the right technique to use in this study because in the sample study in this study, all population subjects were used as samples.

O1-X1-X2-X3-X4-O2

O1 = Pre-Test

X1-X4 = Intervention/Treatment

O2 = Post-Test

This research was conducted using motivational self-talk intervention and associated with sports experiment methods. This method is the right way to provide experience or knowledge to athletes in the training process by carrying out a game that they are doing. This experimental method requires only simple

soccer equipment in an soccer school, in this experiment kicking, physical strength, focus, and composure will be carried out.

All soccer equipment was also prepared to facilitate this experimental research because the lack of equipment also resulted in the experimental method not running smoothly. The process of running this experimental research, which is in table 1 below: steps of the experimental method 1) shooting, where in this activity the athlete will be asked to kick a penalty with a predetermined distance, 2) physical strength, where in this activity the athlete is asked to run win a prize with a predetermined distance, 3) focus, where in this activity the athlete must catch one of the balls whose color has been named by the facilitator, 4) calm, where in this activity the athlete is asked to juggle the ball as much as possible. The aim is to increase

the athlete's confidence and also the cognitive ability of the athlete, the athlete can also be creative in carrying out the games provided by the facilitator.

The soccer tools that will be used include a soccer goal, 2 balls of the same color, 4 gift boxes, and 3 coins. The steps for start-to-finish activities: FGD and pre-test (15-30 minutes), game/play (30 minutes), post-test and evaluation (30 minutes). The test used in this study is to provide an initial test (pre-test) and a final test (post-test). The researcher hopes that this method can have many benefits for future researchers and also increase athletes' confidence in carrying out several training methods which will later be practiced when athletes carry out a training or official competition.

Table 1: Intervention Procedure

Session	Dimension	Activity	Detail
1 2023 Jun 21	<i>Confidence/Increase athlete's confidence</i>	Shooting/Penalty Kick	Athletes must say the mantra "I believe I can put the ball in the goal/fix goal" before kicking the ball.
2 2023 Jun 22	<i>Strength/Increase the physical abilities of players to make them stronger</i>	Run Sprint	Athletes must say "I must be strong/fast" before running.
3 2023 Jun 23	<i>Instructional/Increases focus on the athlete</i>	Goal Keeping/Keep the Ball	The athlete must say "I have to focus/catch the ball properly" before catching the ball.
4 2023 Jun 24	<i>Anxiety control/Increases the calmness of an athlete</i>	Juggling Ball/Ball Feeling	Before juggling the ball, the athlete must say "I must be calm/don't let this ball fall"

The measuring instrument in this study was carried out with The Trait Sports Confidence Inventory (TSCI). Developed by Vealey (1986), the TSCI itself contains 13 items and is designed to assess how confident an athlete is. TSCI uses a scale of 1-9, where the scale: 1-3 = lowest (low), 4-6 = moderate (medium), and 7-9 = high (high). And there are also aspects of Motivational Self-Talk, namely:

1. Confidence : "I can do it"
2. Strength : "I have a strong body"
3. Instructional: "I have to be focus"
4. Anxiety control: "I have to relax"

## RESULTS

The results of this study indicate that the use of motivational self-talk techniques through a sports approach is proven to be effective in increasing the confidence of soccer athletes. The motivational self-talk technique directs the subject to make positive affirmations related to his motivation as an athlete who competes. Subjects were asked to practice according to the dimensions of motivational self-talk, namely confidence, strength, instructional, and anxiety control. The condition of the subject's self-confidence before and after applying the motivational self-talk technique is presented in

Tables 2 and 3. These tables are quantitative evaluation tables that provide a comparison of the pretest and posttest conditions using TSCI.

Table 2: Subject Pretest Data

Subject	Total Score Pretest (13-117)	Average Score Pretest	Category
1	46	4	Mid
2	48	4	Mid
3	49	4	Mid
4	42	3	Low
5	47	4	Mid
6	49	4	Mid
7	49	4	Mid
8	48	4	Mid
9	46	4	Mid
10	42	3	Low
11	44	3	Low
12	43	3	Low
13	42	3	Low
14	43	3	Low
15	45	3	Low
16	48	4	Mid
17	48	4	Mid
18	45	3	Low
19	46	4	Mid
20	43	3	Mid
<b>Average Score</b>	45,65	4	Mid

Table 3: Subject Posttest Data

Subject	Total Score Posttest (13-117)	Average Score Posttest	Category
1	87	7	High
2	85	7	High
3	88	7	High
4	83	6	Mid
5	91	7	High
6	94	7	High
7	87	7	High
8	86	7	High
9	92	7	High
10	89	7	High
11	93	7	High
12	90	7	High
13	87	7	High

14	90	7	High
15	100	8	High
16	92	7	High
17	106	8	High
18	86	7	High
19	92	7	High
20	82	6	Mid
<b>Average Score</b>	90	7	High

The data above shows that there was an increase in the level of self-confidence experienced by 20 subjects. Before doing the motivational self-talk technique, the subject's self-confidence was at a low to moderate level with an average score of 45.65. Meanwhile, after doing the motivational self-talk technique, the subject's self-confidence was at a moderate to high level with an average score of 90. There was an average increase of 49.35 points between before and after the motivational self-talk intervention.

Table 4 shows the results of the Wilcoxon Rank Test non-parametric statistical difference test. The results show that the Z value is -3.922 with a p value of 0.000 ( $p < 0.05$ ). That is, based on the test results, there is a significant difference between before and after the motivational self-talk intervention.

Table 4: Wilcoxon Rank Test Result

	Posttest - Pretest
Z	-3.922
Asymp. Sig. (2-tailed)	0,000

## DISCUSSION

The purpose of this study was to determine the effectiveness of motivational self-talk in increasing the confidence of athletes. The results of statistical tests using the Wilcoxon Signed Ranks Test showed that there were differences in the level of self-confidence before and after being given motivational self-talk to athletes in soccer schools. Therefore, it can be concluded that the level of athlete's confidence has increased after using the intervention technique using the motivational self-talk

method. This can be seen from the results of the pre-test and post-test. The pre-test mean score is 4 and the post-test average score is 7. Therefore, there is an increase in score of 3.

The results of this study are following research conducted by Achmad Effendi and Miftakhul Jannah which stated that the subject experienced an increase in self-confidence after motivational self-talk was carried out. It can be said that motivational self-talk has a significant effect on increasing an athlete's confidence (Effendi & Jannah, 2019). Motivational Talk is a statement given to facilitate the performance of each individual by increasing self-confidence and evoking a more positive mood (Megantara, 2018). Athletes can find ways to increase their self-confidence which can later improve performance when competing or when training is carried out (Indraharsani & Budisetyani, 2017). Based on the description above, the researchers concluded that motivational self-talk was effective in increasing self-confidence.

## CONCLUSION

This research produces evidence that the technique of motivational self-talk through a sports approach is proven to be effective in increasing the confidence of soccer athletes. This can be seen from the significant difference that occurred in the level of confidence in Soccer School New Star Salam athletes before and after the motivational self-talk intervention.

This research has several weaknesses. First, the interventions provided were quite short and lacked commitment. This affects the less significant score increase. Second, do not follow up on the interventions that have been carried out. Researchers cannot know the continuation effect of the intervention that has been done. Third, only using the experimental group without the control group so that this increase in self-confidence cannot be ascertained by researchers if other factors turn out to have contributed to influencing this increase in self-confidence.

Recommendations for further research are expected to have a control group in this study. This is done as a form of comparison between groups. Then, the intervention is carried out in stages and has a sufficiently long period so that researchers can determine the success of the intervention carried out. The existence of follow-up can have an impact on finding out whether the intervention is persistent or has no results.

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