

## Study of identifying factors for the developing measuring instrument on the psychological readiness of athletic athletes

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### Abstract

In sports psychology, to improve athlete achievement, in addition to physiological factors, other factors influence an athlete's success, namely psychological factors. Psychological readiness is the readiness possessed by athletes before a match or during a match. Psychological readiness is one of the determining factors for the success of athletes in achieving achievements during matches. This study aims to analyze the determinants of the psychological readiness of athletic athletes. The research method uses descriptive qualitative methods with data collection techniques through focus group discussions. In the competition, psychological factors are needed more than physiological factors. This study showed that 90% of psychological factors affect performance in matches, and physiological factors influence 10%. This study found factors related to the psychological readiness of athletic athletes, namely coping, emotional regulation, self-regulation, and self-confidence. Athletes in training and competition need these factors. Problems that can disrupt the psychology of athletes in competing will result in achievements. This study's results can benefit trainers in integrating psychological approaches into physical exercise programs.

**Keywords:** psychological readiness, athletes, athletics

### INTRODUCTION

In sports psychology, to improve athlete achievement, in addition to physiological factors, other factors influence an athlete's success, namely psychological factors. In achieving achievement or sports performance, an athlete must need psychological readiness. This psychological readiness can be useful for controlling emotions, stress, anxiety, frustration, and aggressiveness that can affect match practice. According to [Muhtar \(2019\)](#) psychological readiness is one of the determining factors for the success of athletes in achieving achievements during matches. Many athletes managed to achieve the target during pre-competition but failed during the competition.

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In the field, it is proven that no matter how well the athlete's preparation has been done, it will be in vain when his appearance will not be chaotic during the match just because it is not supported by good psychological readiness. Psychological readiness is needed because mental disorders received by athletes in competitions will damage every physical condition and skill that athletes have completely mastered. According to interviews with seven coaches of PON XX athletics in Central Java conducted in November 2021, of the 28 athletes participating in PON XX, only 9 athletes achieved achievements according to the set targets. This shows that the physiological readiness of the athlete is not the main determinant of the athlete's success when competing. Athletes who have good physiological readiness are not necessarily psychologically ready.

Psychological readiness before competing is important, but no special preparation program has been carried out to improve the psychological readiness of athletes. This is supported by the results of interviews with seven people and administrators of athletic sports in six provinces in Indonesia, which state that psychological assistance programs for athletes have never been carried out. This condition is due to the absence of periodic measurements that can determine the psychological needs of athletes and become the basis for psychological assistance programs for athletes. The measurement of the psychological needs of athletes has not been carried out because there is no standardized instrument to be used to measure the psychological readiness of athletes.

The sports psychology consensus has recommended developing a sports-specific contextual measure of mental health. Psychological measurements for athletes cannot use variables in general because not all psychological variables are related to athlete performance. Psychological measurements made must be adapted to the context of competitive sports in each sport. Therefore, it is necessary to develop an instrument to identify the psychological factors of athletes in athletics.

## **METHOD**

This research was conducted using a descriptive qualitative approach through focus group discussion (FGD) activities. Through the FGD, which was held on July 13, 2022, an in-depth exploration of the factors related to the psychological readiness of athletes before competing was carried out. Sixteen resource persons participated in the FGD activities, including 7 trainers consisting of 3 male trainers and 4 female trainers, while athletes consisting of 5 male athletes and 4 female athletes from Central Java Province, West Java, East Java, DKI Jakarta, West Nusa Tenggara, and Banten. The resource persons chosen in this study were to obtain an overview of the direct experience of athletes as actors and coaches were the closest people to handle athletes.

The topics discussed in this FGD include (1) Factors that support or influence an athlete's achievement when competing; (2) Factors that can interfere with the athlete's success in performing well during competition; (3) The role of psychological factors on the performance of athletes when competing; (4) Indicators of athletes who are said to be psychologically ready; (5) Indicators of athletes who are said to be not ready to compete.

The data analysis technique used in the analysis of the results of the FGD states the steps taken are as follows: (1) Seeing or listening to the results of the FGD; (2) Making verbatim transcripts; (3) Re-reading the transcript; (4) Looking for problems on prominent and recurring topics that appear in the transcript, then grouping them according to the topics discussed; (5) Coding of the transcripts according to the grouping of topic problems.

## **RESULT**

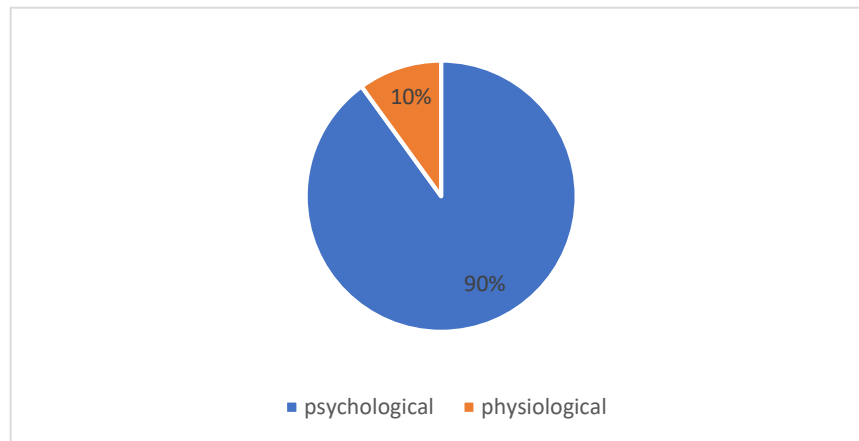
Based on the results of the analysis conducted in the FGD of athletes and athletic trainers, the answers fall into the same theme or category. Based on the coding of respondents' answers, it was found that several factors were considered to affect the athlete's achievement in competing, as shown in **Table 1**.

**Table 1.** Things that affect athletes' achievements

<b>Things that Support Achievement</b>	
<b>Coach</b>	<b>Athlete</b>
Lifestyle	Emotion control
Athlete's character	Athlete's goals and motivations
Worship practice	Environment
Exercise program	Coach and manager
Facilities and infrastructure	Practice buddy
Social support	Social support
<b>Things That Disrupt Performance</b>	
<b>Coach</b>	<b>Athlete</b>
Lifestyle	Injury
Social environment	Other obligations as students and workers
Culture	Social environment
Social support	Social support
Facilities and infrastructure	
Exercise program	
low motivation	
Other obligations as students and workers	
injury	

**Table 1** shows several things that can affect athletic performance according to coaches, including lifestyle, athlete character, training environment, training program, training infrastructure, and social support. Meanwhile, according to athletes who support athlete achievement, namely emotional control, athlete goals and motivation, worship, coaches and administrators, training partners, and social support. According to the coach, things that do not support the athlete's achievement include lifestyle, social environment, culture, social support, training facilities, other obligations as students and workers, injuries, and athlete motivation. At the same time, things that do not support achievement according to athletes are injuries, obligations outside of training, social environment, and social support.

The percentage of the role of psychological factors for athletes before competing, according to athletes and coaches during the FGD, can be seen in **Figure 1**



**Figure 1.** The Influence of Psychological Factors on Athletes' Performance

Based on **Figure 1.** according to athletes and coaches, 90% of psychological factors affect the performance of athletes in matches, and physiological factors influence 10%.

The results of the FGD analysis show that the factors associated with psychological unpreparedness can be seen in **Table 2.**

**Table 2.** Psychological factors associated with athletes' performance ahead of competition according to coaches and athletes

Factors Related to Readiness	Factors Related to Unpreparedness
<b>According to Coach</b>	<b>According to Coach</b>
Coping	Overconfidence
Resilience	Inferior
Emotion regulation	Anxiety
Metacognition	negative emotions
<b>According to Athlete</b>	<b>According to Athlete</b>
Coping	Negative thoughts
Resilience	Self-regulation
Emotion regulation	
Metacognition	

Based on **Table 2.** factors related to readiness, according to coaches and athletes, are coping, resilience, emotion regulation, and metacognition. Meanwhile, according to the coach, the psychological unpreparedness factor related to the athlete's performance before the match was too overconfidence, inferiority, anxiety, and the emergence of negative emotional expressions. Meanwhile, according to athletes, it is seen from the mind and self-regulation.

## DISCUSSION

The results of the discussion through FGD found several factors that can affect the performance of athletes, both psychological and physical factors. These factors include lifestyle, athlete self-management, training programs, facilities, and infrastructure. **Table 1** shows that the results of this study indicate that other components besides the athlete's psychological factors can affect match achievement. Several important things can affect the psychological readiness of athletes. First, these athletes' lifestyles can affect training and competition. Lifestyle is one of the internal factors that refers to how a person lives, including the choice of residence and individual behavior patterns influenced by sociocultural factors and individual characteristics (Vania, Pradigdo & Nugraheni, 2018). Depending on the individual's choice, this factor can have a positive or negative effect. According to the coach, the athlete's lifestyle can be shown in the following behaviors "the athlete's lifestyle can affect his achievement when the athlete can be obedient, not arrogant, knows where he comes from, and how ."the outside world does not influence the athlete The athlete's lifestyle can determine the athlete's readiness to compete, both positive and negative lifestyles.

Second, the training environment is very important and influential in developing athletes' abilities and achievements. This is in line with Maksum's research (Arsyad, 2018) that the training environment becomes the main environment achieving achievement for a person who focuses on becoming an athlete. The training environment is important because, in the training environment, there will be a role for coaches, peers, and adequate facilities for training.

Third, the role of the trainer in training other than as a mentor must be able to develop and implement appropriate training programs in order to achieve the targeted goals. According to (Arsyad, 2018), in the training environment, the coach is a central figure, in addition to compiling an exercise program, he can also show his social role as a friend or parent.

This indicates that the coach and the athlete must have a good relationship.

Fourth, sports management can also influence the achievement of athletes' achievements. The training facilities provided by the administrator are one of the supports that can develop the athlete's ability. Sports branch managers can provide athletes with encouragement or motivation (Arsyad, 2018).

The fifth is social support that comes from family and society. Family support is one of the supporting factors in the process of developing the athlete's ability to achieve achievement. According to Yusuf and Nurihsan (2007), that family is seen as the main determinant in the formation of the athlete's personality. This is in line with the opinion (Arsyad, 2018) that in the family, interactions can influence external factors on a person's achievement with internal factors that shape athlete achievement. Social support from family can help improve an athlete's achievement, such as the presence of other people who can provide assistance, enthusiasm, acceptance, and attention so as to improve individual well-being. According to Siswanto (2019), parental involvement is a very strong influence, so the influence can last long term and increase children's participation and performance in various fields. Support from family causes athletes to feel valued as athletes. This is in line with the athlete's opinion that "in the face of competition, athletes more often communicate with their families to ask for support in matches." Communicating with family is one of the behaviors that appear in athletes.

Sixth, there are other obligations as students and workers. Achievement for athletes is very important. However, it will be different when an athlete is also a student or student. According (Arsyad, 2018) said that the important year in talent (ages 12-18 in most sports) is a period where rapid progress must be made in sports to achieve proficiency, but at the same time, it is a period that has great pressure going on at school. Athletes will be faced with strong pressures where some of their time and energy is used for sports activities while pursuing

academic demands. According to [Arsyad \(2018\)](#), it will not be easy for those who become students and athletes to be able to achieve sports achievements. For a student, athletes excel not only in the sports field but also must be able to adapt to academic demands. Apart from being students, athletes are also workers. Individuals who enter early adulthood (ages 18-40) are in a period of adjustment to new life patterns. According to [Purwati, 2019](#) early adults are expected to play new roles, such as husband/wife, parents, and breadwinners, new desires, and develop new attitudes and values according to new assignments.

Divides the tasks of early adult development, one of which is getting a job. At this time, some athletes have to work in addition to being professional athletes. This is due to economic demands to meet the needs of life because not all events can support daily life. According to [Ningsih \(2016\)](#), athletes who work have an unfavorable effect, and besides being able to reduce the level of focus on the event to be faced, they can also cause physical fatigue. The time used for intensive training and work to sacrifice rest time is a determining factor for the athlete's body condition ([Syamsul, 2011](#)).

Seventh, the athlete's motivation is the driving force for individuals to excel. This motivation is closely related to the personal drive to achieve achievement. Self-motivated athletes usually have mature, honest, sporty, diligent, confident, disciplined, and durable personalities ([Effendi, 2016](#)). However, the motivation of a pasri athlete is different from other athletes. Athletes with a strong drive to achieve high performance come naturally to an athlete. In matches or training, this motivation must be maintained high so that the results obtained increase from the previous.

As described earlier, psychological factors play an important role for athletes in competing. The FGD results show that according to athletes and coaches, when entering the pre-competition period, psychological factors dominate athlete performance. One of the trainers said, "When we approach the competition, the psychological factor is the most influential. You see, no matter how good you want to train, if the athlete can't calm



down, and cannot focus, then there's no point. He must have performed badly, his technique was a mess.” This is as stated by [Babushkin \(2007\)](#), that the need for strengthening pre-competition psychological readiness for athletes is different at each level. Of beginner athletes, 20% of the advanced athletes need attention to psychological aspects before competing, 30% for advanced athletes, and 50% for advanced or professional athletes. It can be seen in **Figure 1.** that 90% of psychological factors affect the performance of athletes in matches, and physiological factors influence 10%. This can be interpreted that psychological factors are very influential on the performance of athletes compared to physiological factors during the match.

Psychological factors have a very important influence on athlete performance in matches compared to physiological factors. Physiologically ready athletes may not necessarily be psychologically ready. This is because some things can affect athletes to be ready psychologically. In line with the opinion of [Hastria \(2016\)](#) that in preparing to take part in the match, the main role is psychological readiness. This means that athletes need psychological readiness to control emotions, stress, anxiety, and aggressiveness in matches. According to [Platonov \(2018\)](#) and [Zhanneta et al. \(2015\)](#), in their research, the achievement of a high sports index depends on the appropriate level of physical, technical, tactical, and psychological training of athletes. This can bring enthusiasm, determination, dedication, and without any non-technical problems in the match ([Taufik & Alam, 2021](#)).

Psychological readiness is the readiness possessed by athletes before a match or during a match. ([Effendi, 2016](#)) The psychological factors that influence and can be developed in athletes are emotional stability, tenacity (aggression), motivation and enthusiasm, discipline, confidence, openness, and intelligence. Psychological readiness can be seen from several things that exist in athletes. Furthermore, from the results of FGD data analysis regarding the psychological condition of athletes, it was found that several psychological factors related to the

performance of athletes before competing according to coaches and athletes, namely coping, resilience, emotional regulation, and metacognition. This is in accordance with **Table 2**.

a. Coping

According to [Parwarta \(2015\)](#), athletes must be able to quickly adapt to the training program that is being implemented, from work activities to sports activities. When the athlete cannot adapt quickly, the athlete will feel pressure which can cause disturbing conditions. Conditions that do not support athlete stability can cause stress. This is because there are factors that athletes cannot handle, so they become obstacles to achievement. [\(Ningsih, 2016\)](#) defines stress as a condition where the burden felt by a person is not commensurate with the ability to overcome it. Therefore, from within the athlete, it is necessary to have appropriate stress coping strategies to respond to these things so that it does not affect their achievement. Coping stress is needed by every athlete to adapt to stress.

Coping stress is a way to deal with stress. According to [\(Ningsih, 2016\)](#), stress coping refers to an active effort made by individuals to master, reduce, or tolerate demands caused by stress. [\(Wibawa & Widiasavitri, 2013\)](#) Also, a stress coping strategy is a constant cognitive and behavioral change in an effort to overcome internal or external demands that cause individual fatigue. In this case, the athlete should have an adaptive way of coping to deal with the causes of stress and stress. Athletes can be said to have good stress coping because they can know what to do to solve something that interferes with training or competition. This is in line with the coach's opinion: "athletes who are psychologically ready to compete are those who know what to do, know what order in training and matches."

b. Resilience

Resilience is one of the important factors for athletes to achieve achievements. Athletes who can overcome various disturbances, demands, anxieties, and difficulties in facing the competition will certainly perform better than those who cannot overcome them. This can also be called resilience. According to (Khoirunnisa & Jannah, 2014), resilience is a person's ability to adapt positively to all his difficulties. This resilience can be related to the athlete's performance in the competition. According to (Khoirunnisa & Jannah, 2014), two types of resilience can be identified, namely when they are able to cope with stress and difficulties (the ability to cope with stressors from routine training activities and competitions) and psychological characteristics to cope (the ability to cope with more extreme stressors such as injuries). This is in line with the athlete's opinion that "traumatic injury is one that can interfere with achieving maximum performance, prolonged injury causes fear of recurrence in competition." That is, injury is a source of stress. In this case, the athlete must be able to overcome negative thoughts about the injury experienced because it can cause trauma both in training and competition. Trauma can cause stress. This is supported by the coach's statement that "athletes who are ready to compete show their fighting power under training pressure so that they can adhere to the given training program. In addition, athletes are highly curious about the training program by always asking for the program". In this condition, it means that psychologically ready athletes are athletes who can show fighting power and high curiosity in training and competition.

c. Emotion Regulation

Emotion regulation is a behavioral process that affects the emotions possessed by individuals. According to (Khoirunnisa & Jannah, 2014), emotion regulation can include efforts to evoke, reduce, or intensify emotional experiences, cognition, expression, and

physiology. Psychological readiness can be seen from several things that exist in athletes. This readiness is useful for controlling emotions. The emotional control possessed by athletes greatly influences facing the competition. (Taufik and Alam, 2021) Suggests that uncontrolled emotions can disrupt athletes' psychological and physiological balance, such as shaking, cold sweats, muscle spasms, and disrupted concentration, which can impact performance in matches. In line with the athlete's opinion, "emotional control is very necessary to regulate emotions in a match because in a match situation there are many things that affect emotions such as insults and ridicule from opponents."

The athlete's ability to receive emotional stimuli such as praise, ridicule and threats from both coaches and friends will determine the strength of the athlete's mental strength. Emotional instability will result in a shaky mental state and unstable, chaotic concentration, and the impact is that there is no achievement or loss in the match (Effendi, 2106). Athletes who can control their emotions will be calm, focused, and unaffected in facing a match (Taufik & Alam, 2021). However, in contrast to psychologically ready athletes. They can control their emotions well. Agree with the coach that "athletes who are ready to compete are those who can control their emotions and focus on training and matches. This is evidenced that athletes can focus more on training". That is, emotionally ready athletes are those who can focus on training and competition.

d. Metacognition

Metacognition is the ability to think from within the individual. According to (Kuntjojo & Matulessy, 2012), metacognition is defined as thinking about thinking. That is, metacognition is the ability to think, where the object of thinking is the thinking process that occurs in oneself. In metacognitive regulation, individuals must be able to solve various existing problems (Kuntjojo & Matulessy,

2012). Athletes must be able to think in the face of competition. In line with the athlete's opinion that "athletes need to manage their minds so that in facing the match they can be calm, focused, and not influenced by other people's words so they can still think about what to do in the match." Athletes with good metacognition can complete an exercise program, and the strategies used for training and competitions can evaluate the abilities athletes use. Supported by the athlete's statement, "the behavior that athletes often appear when ready to compete is that athletes often imagine what they have done during training and imagine what to do next." Athletes who are ready to compete can think about what to do next and remember the exercises that have been done or often called imagery.

On the other hand, coaches and athletes also said that there were a number of factors associated with psychological unpreparedness in competing. The results of the FGD analysis show that the factors associated with the athlete's psychological unpreparedness before the match can be seen in **Table 2**.

Confidence for athletes is important to pay attention in facing the competition so that their achievement can be more motivated in athletes. Self-confidence is a person's mental or psychological condition who strongly believes in doing or taking the best action (Sin, 2017). Athletes who have high self-confidence can direct them to achieve good achievements. Conversely, low self-confidence in athletes will have an impact on performance, and athletes will easily give up (Astriani, 2010). According to (Sin, 2017) explaining that the athlete's confidence has a significant relationship with his performance, the higher the athlete's confidence, the better his performance on the field. According to (Sin, 2017), self-confidence will have a positive impact, namely being able to regulate emotions, concentrate, direct fairly mature targets, have maximum effort, have a mature strategy, and do the right momentum.

Lack of self-confidence will have an impact on the achievements achieved. However, athletes who have excessive self-confidence can have a negative impact on athletes. Overconfidence or excessive self-confidence can occur because athletes judge their abilities beyond their actual abilities. This can negatively affect athletes because athletes will take their opponents lightly and feel they have the upper hand (Sin, 2017). According to the coach, "senior athletes are more overconfident compared to junior athletes because they have more competitive experience". In confidence, athletes sometimes underestimate their opponents on the field. This athlete's overconfidence will negatively impact him because the athlete loses, it will feel excessive despair.

Inferior or low self-confidence can hinder achievement. This low self-confidence will have an impact on the negative emotions raised by an athlete. (Yulilla, 2017) suggests that individuals born with weak conditions allow a person to experience shame, inferiority, and insecurity when dealing with other people. Inferiority in athletes certainly arises because of several factors that influence it. According to the coach, "athletes will feel inferior when faced with more senior opponents and less training time so that they will not compete optimally." Athletes have low self-confidence when faced with situations that can degrade mentally in matches. This low self-confidence will have an impact on performance in matches. This will affect physiological readiness that has matured, but when athletes feel less confident, it will reduce physical conditions on the field.

One of the factors that contribute to achievement is anxiety. (Pradipta, 2017) argue that anxiety is a negative emotion characterized by anxiety, worry, and fear associated with excitement. Anxiety is one of the factors that can affect performance in the game. Anxiety is one of the factors that can affect performance in the game. A very high level of anxiety can affect a person's appearance, and a person's lack of mental readiness can affect performance abilities. Anxiety on the match field can be seen from the behavior raised by athletes. This is the same as what the coach said "athletes who have anxiety during a match will make moves

that they usually do not. In addition, athletes often ask things that do not need to be asked repeatedly". This condition is included in anxiety according to (Rohmansyah, 2017) that anxiety is a kind of anxiety worry about something that is not clear and has detrimental characteristics. A movement that does not need to be done by athletes is one of the things that is detrimental because it can drain the energy possessed by athletes before competing.

The emotional level of athletes in a match is very likely to fluctuate depending on the mental pressure faced at that time. Emotion is a mental state characterized by strong feelings followed by motor expressions related to an external object or situation (Effendi, 2016). Emotions that athletes cannot control will result in athlete performance. In Effendi (2016), unstable emotions in athletes will result in psychological instability and a shaky mental state that has an impact on athlete performance and achievement. Emotional control at the time of this match is very important for athletes. The coach revealed that "at the start of the match, athletes who are not ready will look scared and look depressed. This causes performance in competition to decrease and is not optimal." The emotional turmoil that cannot be controlled will be marked by a state (stress), fear, anger, joy, disgust, disappointment, and anxiety (Effendi, 2016). Emotions are important in the game. The ability to manage emotions well will positively impact athletes' performance in matches.

In contrast to the opinion of athletes who argue that unpreparedness can be seen from the self-regulation of negative thoughts. According to (Purwati, 2019), self-regulation or self-management is a process of influencing or instructing individuals to change their mental abilities into skills in the form of activities. This self-regulation means the ability to control behavior within oneself. The demands given to athletes who are still students or already working make them have to be able to regulate and direct their behavior in order to meet these demands. Students and workers must be able to organize and carry out two obligations to optimize their academic and work abilities. However, some

student-athletes are still unable to manage time in terms of training and academics. This is in accordance with the athlete's opinion that "we have not been able to manage a good time in everyday life. There are assignments given from school and training demands that make it overwhelming every day." This condition requires good self-regulation in order to be able to manage time appropriately, which can support the achievement to be achieved.

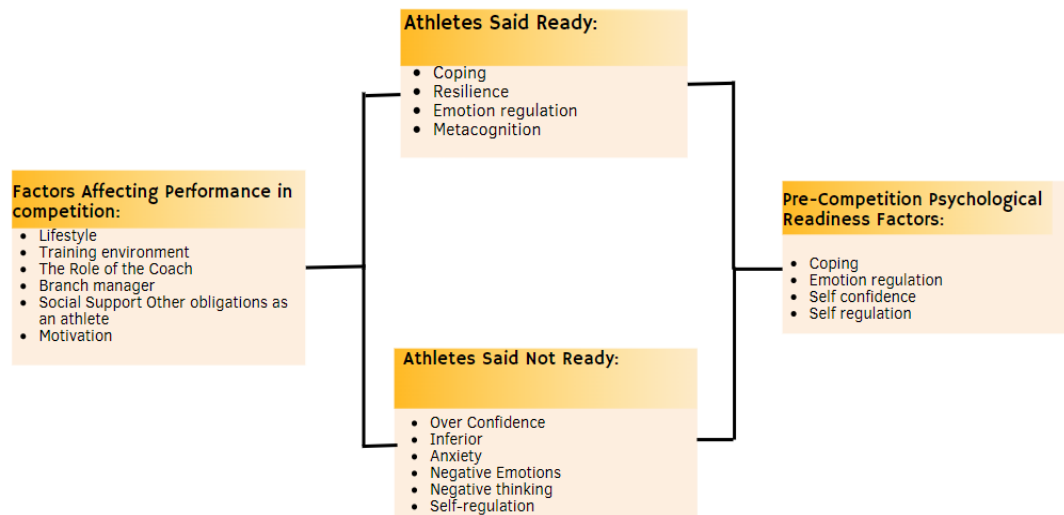
The athlete's unpreparedness in facing the competition can be seen from negative thoughts. Negative thoughts are thoughts that arise that can result in the breakdown of concentration in competing. Disturbing stimuli cause athletes' negative thoughts from outside and within the athlete (Khoirunnisa & Jannah, 2014). Negative thinking that comes from internal is negative thoughts that are caused within oneself. Internal stimuli, for example, are athletes who feel unfit in a match due to an injury. This is the same thing expressed by athletes that "were not ready to compete because they had experienced injuries. When participating in a match, you are afraid of losing when there is a recurrence of the injury." Situations like this will affect the performance of athletes in competing because of the breakdown of concentration on the match.

The inability of athletes to concentrate causes them to feel frustrated and distressed, so they cannot perform the match optimally. Besides being caused by injury, athletes who have negative thoughts are also due to a lack of exercise intensity. Regular practice is the main supporting factor in achieving achievement. In line with Upton (2011) in his research that exercise is a physical activity that is carried out in a systematic, regular, continuous, and organized manner with the dose of exercise being progressively increased and overloaded, which aims to improve the functional and psychological abilities of the body making it easier to learn the movement of sports techniques and ultimately can achieve success in sports. The duration of the exercise carried out by these athletes will be able to affect their psychological readiness during the match. This is because athletes will feel physically ready, so they don't



think about the physiological conditions in the match. The athlete stated that "training records are needed to find out how long we can complete the coaches' programs to reduce the fear of losing. In addition, it can be used for post-match evaluation." According to (Taufik & Alam, 2021), psychological factors and length of training are needed by athletes to support the implementation of techniques and tactics in matches. Negative thinking in athletes will arise because of the physical condition of athletes related to injuries experienced and unresolved training programs.

This study found that pre-competition psychological factors that can affect athlete performance include: (1) coping includes managing the pressure received, knowing what to do when under pressure both in training and competition, and being able to solve things that are difficult. Disturbing, (2) emotional regulation, which includes athletes being able to regulate emotions in training and competition and focus on training and competition, (3) self-confidence, which includes self-confidence that is raised such as believing in their abilities, and (4) self-regulation or management self which includes metacognition such as managing the athlete's mind so that the athlete knows what to do in the match, the athlete imagines training sessions or imagery, and the motivation raised by the athlete.



**Figure 2.** Psychological Readiness of Athletes Before Competing According to Coaches and Athletes

## CONCLUSION

The study's results revealed several factors of the psychological readiness of athletes, namely coping, emotional regulation, self-confidence, and self-regulation. Athletes in training and competition need these factors. Problems that can interfere with the psychology of athletes in competing will have an impact on the achievements achieved. Not all athletes are able to be ready psychologically for a match. To determine psychological readiness, it is necessary to measure the psychological readiness of athletes.

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