



Increasing Psychological Well-Being Through Role Awareness Training Among Student-Athletes in National Potential Young Athlete Training Center

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DOI: <https://doi.org/10.46245/ijorer.v5i1.548>

Sections Info

Article history:

Submitted: December 15, 2023

Final Revised: December 24, 2023

Accepted: December 27, 2023

Published: January 07, 2024

Keywords:

Dual Career;

National Sport Grand Design;

Psychological Well-Being;

Student-Athletes;

Task Awareness Training.



ABSTRACT

Objective: In response to the problem of the dual career of student-athletes during quarantine resulting in a psychological well-being crisis. This study aims to assess the effect of role awareness training developed to improve the psychological well-being of student-athletes. The study aims to determine the effect of role awareness training on psychological well-being in student-athletes at the National Potential Young Athlete Training Center. **Method:** A quantitative experimental method with a pretest-posttest control group design was used. The subjects of this research were 24 athletes of the National Young Athlete Training Center. Sampling is done with a saturated sample, where all population members become a sample. Data was obtained through pretest and posttest using a psychological well-being instrument that contains 42 items. JASP (Jeffrey's Amazing Statistics Program) for Windows software was used to analyze the data used in the study. The data analysis technique used was the independent sample t-test. **Results:** The results showed that role awareness training can guide athletes in improving psychological well-being. **Novelty:** In response to the problem of the dual career of student-athletes during quarantine resulting in a psychological well-being crisis. This research concludes that role awareness training influences psychological well-being in student-athletes.

INTRODUCTION

Indonesia's sporting achievements have increased, as evidenced by the achievements of athletes from various sports and age groups. According to the official Kemenpora website, Indonesia managed to rank third in the final standings of the 2023 SEA Games in Cambodia, winning 276 medals with details of 87 gold, 80 silver, and 109 bronze (Kemenpora, 2023). This needs to be improved with the efforts that have been made, namely the National Sports Grand Design program, which is a government program to look for superior young people to be trained to become professional athletes by Long Term Athlete Development terminology in National Potential Young Athlete Training Center (Amali, 2022).

In reality, this effort takes work. Athletes experience various problems while in quarantine. The first problem is the dual role of athlete and student. You must carry out intensive training and high-frequency sports participation as an athlete. Then, an unsupportive environment, such as harsh coaching from coaches and hazing from teammates, can become a problem for student-athletes (Simons & Bird, 2023). This causes physical and psychological injuries to athletes (Haraldsdottir et al., 2021). The second

problem is that the requirement of nine years of compulsory education from the Indonesian government means that learning activities in schools could be more optimal.

Due to the high training frequency, athletes feel bored and exhausted (Karo et al., 2019). The third problem is that athletes are in the puberty phase, so they experience changes in physical, emotional, and social roles (Desbrow, 2021). This shows that athletes do not have good psychological well-being, characterized by athletes being unable to maintain a level of stress, overcome social pressure independently, determine direction and goals, control the external environment, have good relationships with other people, accept themselves, and develop their potential (Aulia & Panjaitan, 2019; Fronso et al., 2021).

This research is essential to carry out so that student-athletes can improve their psychological well-being so they have optimal physical and psychological health. Psychological well-being can be supported through task awareness training for athletes (Kushlev et al., 2020; Breslin et al., 2022). Awareness training is applied by self-awareness, namely a deep understanding of a person's emotions, strengths, weaknesses, needs, and drives. This research emphasizes role awareness training so athletes can understand their roles as athletes and students. Since adolescence is a vulnerable age, awareness is essential for student-athletes for good cognitive processes to help them understand positive and negative things following moral values (Esmiati et al., 2020; Pratiwi & Deni, 2022). Therefore, role awareness training is expected to help athletes' main problems in achieving psychological well-being.

This is in response to the problem of the dual career of student-athletes during quarantine, resulting in a crisis in psychological well-being. This research concludes that role awareness training influences psychological well-being in student-athletes. Previous research includes mindfulness as an effort to improve the psychological well-being of teenagers (Glass et al., 2019; Anderson et al., 2021; Park & Jeon, 2023; Haraldsdottir, 2023; Myall et al., 2023), peer group counseling training as an effort to improve psychological well-being in junior high students (Linayaningsih et al., 2017), strength-based counseling models (strength-based counseling) efforts to increase resilience and psychological well-being (Suranata et al., 2021). However, research has not explicitly discussed role awareness training to improve psychological well-being, so researchers want to study this. Therefore, it is essential to carry out this research to see whether role awareness training influences psychological well-being in student-athletes.

RESEARCH METHOD

This research uses an experimental research method with a pretest-posttest control group design research design. This method is used to find a cause-and-effect relationship between the independent and dependent variables. This design included two groups: the control group and the experimental group (Sugiyono, 2017). Pretest data collection was done for each group. Following that, role awareness training was administered to the experimental group as a type of treatment. On the other hand, the control group received no treatment. The last phase of gathering posttest data from the experimental and control groups began. The research design description is as follows and is in line with Table 1.

Table 1. Research design.

Subject	Pretest	Intervention	Posttest
Experiment Group	R1	E	R3
Control groups	R2	-	R4

Information :

- R1 = Pre-Treatment Measurement in the Experimental Group
- R2 = Pre-Treatment Measurement in the Control Group
- E = The experimental group treatment was in the form of role awareness training.
- R3 = Measurement After Treatment in the Experimental Group
- R4 = Measurement After Treatment in the Control Group

The flowchart developed by Pratiwi et al. (2022) is shown in Figure 1.

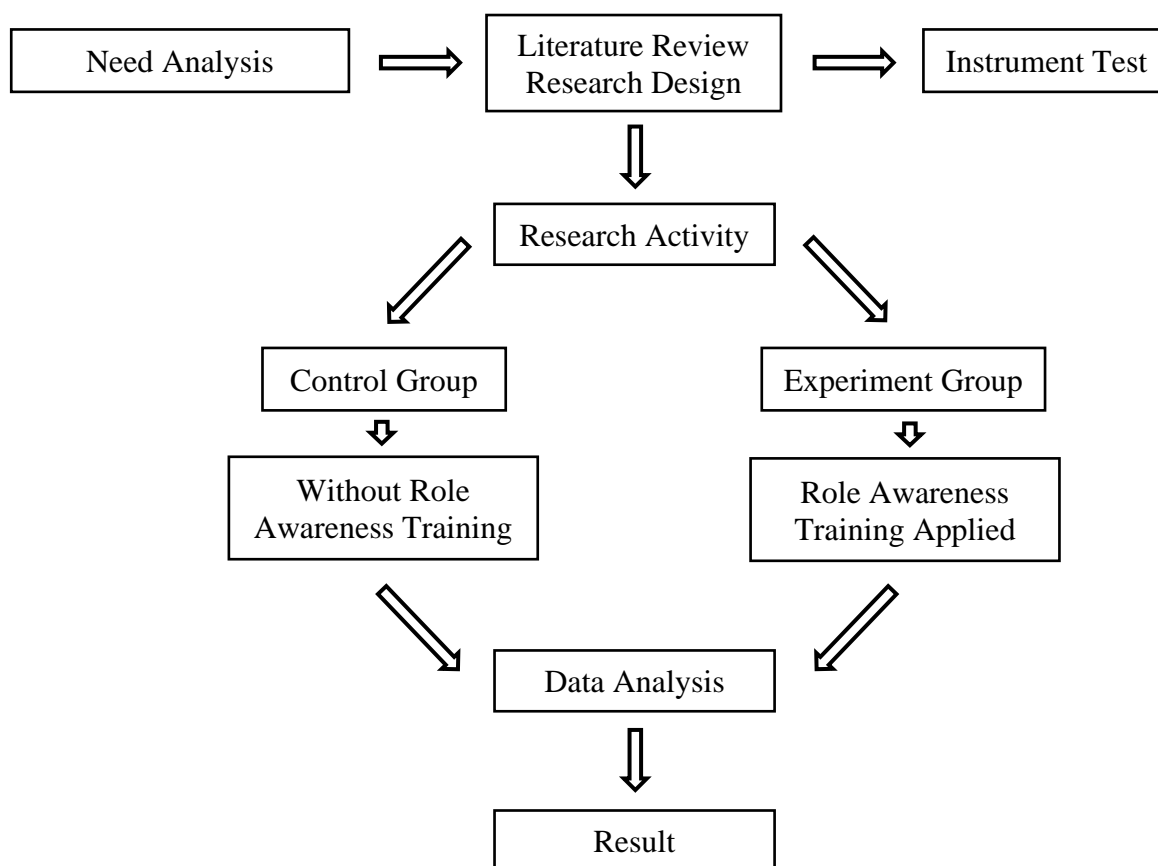


Figure 1. Research flowchart.

The role awareness training procedure was tested on several student-athletes according to their characteristics before being used in research. The role awareness steps are structured based on the dual career roles of student-athletes. The material is designed to cover three aspects. The first material, namely Who Am I, contains an awareness of developmental tasks based on chronological age. The second material concerns duties as an athlete and student (dual career role). The third material is about positive attitude and hope. The research population was National Potential Young Athlete Training Center athletes, with a total of 24 athletes, so each experimental group and control group consisted of 12 athletes. The placement of subjects in groups was carried out using the ordinal pairing technique obtained from the pretest results. Then, the sampling technique used is a saturated sample, namely determining a sample with all population members used as samples. Characteristics of the population in this study athletes members of the National Potential Young Athlete Training Center, status as students. This research was

conducted based on an agreement with the athlete's permission as a research participant through signed informed consent.

The data collection technique used in this research is scale. This scale is in the form of a closed questionnaire; alternative answers are provided in the statement, then the respondent chooses one of these answers. The questionnaire aims to measure the psychological well-being of research subjects. In this study, the scale used is a psychological well-being scale based on Ryff, which consists of 42 items where seven items measure autonomy, seven items measure environmental mastery, 7 items measure personal growth, seven items measure positive relationships with other people, 7 items measure life goals, and seven items measuring self-acceptance. Assessment is carried out by calculating the scores on the answer choices. The psychological well-being score is obtained through a pretest and posttest; the lower the score obtained indicates, the higher the level of psychological well-being (Singh & Bandyopadhyay, 2021; Tornivuori et al., 2023). The independent t-test is the method of data analysis employed. The independent t-test is used to evaluate the differences between the two groups. The experimental and control groups' gain scores are the ones that are used. The difference between the pretest and posttest results is the gain score. A computer application tool called Jeffrey's Amazing Statistics Program (JASP) version 0.14.1.0 was used to make the calculations.

RESULTS AND DISCUSSION

Results

An overview of the research subjects is presented in Table 2.

Table 2. Characteristic of respondent.

Type of Sport/Aspect	Amount	Sex		Age		
		Boy	Girl	13 Year	14 Year	15 Year
Swimming	7	3	4	2	1	4
Archery	3	2	1	-	3	-
Taekwondo	14	5	9	2	8	4
Total		10	14	4	12	8
	24	24		24		

Referring to Table 2, most respondents were girls, namely 14 or 58.3%. Meanwhile, based on age, the majority are 14 years old, 12 athletes, equivalent to 50.0%. Based on the type of sport, most Taekwondo has 14 athletes, equivalent to 58.3%. The descriptive data consists of research data before and after being given role awareness training to the experimental group.

Table 3. Description data of experimental and control group.

No	Subject	Experiment Group			Control Group			
		Pretest	Posttest	Gain score	Subject	Pretest	Posttest	Gain score
1	AA1	107	150	43	BB1	155	156	1
2	AA2	104	145	41	BB2	135	134	-1
3	AA3	115	154	39	BB3	132	129	-3
4	AA4	110	166	56	BB4	173	173	0
5	AA5	117	169	52	BB5	175	174	-1
6	AA6	125	143	18	BB6	149	155	6
7	AA7	107	146	39	BB7	175	172	-3
8	AA8	118	164	46	BB8	160	178	18
9	AA9	111	131	20	BB9	160	159	-1

No	Subject	Experiment Group			Control Group			
		Pretest	Posttest	Gain score	Subject	Pretest	Posttest	Gain score
10	AA10	112	145	33	BB10	125	121	-4
11	AA11	114	150	36	BB11	139	140	1
12	AA12	110	165	55	BB12	158	158	0
Average		112.5	152.3	39.8		153	154.1	1.1

Table 3 presents the data, which indicates that the experimental group's pretest mean value was 112.5, but the control group's was 153. The posttest findings for the experimental group then had a mean value of 152.3, whereas the control group was 150.4. The average gains score for the experimental group was 39.8, while the control group's score was 1.1. This suggests that both the experimental and control groups had psychological well-being scores. However, there is a noticeable difference – 38.7 – in the improvement score. A statistical test was conducted to see whether there was a difference in the gain score between the experimental and control groups for the changes in the two groups. The data analysis results are demonstrated in Table 4.

Table 4. Result of independent samples t-test.

	t	df	p	
PWB	9.9	22	< .001	^a

Note. Student's t-test.

^a Levene's test is significant ($p < .05$), suggesting a violation of the equal variance assumption

Table 4 presents a value of 9.9 with a p-value less than 0.001. This indicates that the experimental group and the control group differ from one another. This indicates a difference in the gain score data for the experimental and control groups because the gain score is calculated as the difference between the posttest and pretest data. The role awareness training intervention provided to the experimental group is assumed to cause this variation in gain scores. Therefore, the findings of these computations also imply that role awareness training has an impact on improving student athletes' psychological well-being.

Discussion

This research answers that role awareness training has an influence on increasing psychological well-being in student-athletes. The increase in psychological well-being occurs for several reasons; role awareness training helps student-athletes better understand themselves as athletes and students about their abilities, beliefs, values, and social relationships (Morales-Rodríguez, 2020). Self-awareness provides knowledge so athletes know their emotions, strengths, weaknesses, and needs (Carden et al., 2022; London et al., 2023). This is related to understanding positive and negative personalities so that it helps them carry out evaluations to improve. One of the characteristics of individuals with high psychological well-being is an upbeat personality because personality is a factor that can improve psychological well-being.

The relationship between individuals and social groups is part of the concept of role awareness training; the efforts made are that student-athletes are given awareness in creating a supportive environment with coaches, friends in the dormitory, parents, friends at school, teachers, and others (Gazali, 2019). Problems with people closest to you are things that can happen. Role awareness training allows athletes to create a supportive

environment that aligns with their personal needs and values (Chow & Luzzeri, 2019). This is important because social and environmental conditions influence athletes' psychological health. Several other things that can improve the psychological well-being of student-athletes are training materials that suit the needs of the subject, which are believed to improve psychological well-being. Mental training is an effective method for improving athlete performance. Mental training helps individuals gain control, remain positive under stress, and release harmful hormones (Turgut & Yasar, 2020).

Another characteristic of individuals with good psychological well-being is life satisfaction, characterized by high positive affect and low negative affect. Positive affect can create happiness within yourself. Happy individuals tend to live longer and have more robust immune systems. It is essential because physical health is an asset for athletes to achieve their goals. Apart from that, experienced trainers help athletes be more open about the problems they face so that the material can be more readily accepted by athletes in order to support their psychological well-being. Based on previous research which discusses the influence of the awareness training learning model on motivation to learn physics (Taufiq et al., 2019), awareness training as an effort to measure psychological well-being in the Satria Nusantara Respiratory Arts Institute Community, East Java Region (Widohardhono et al., 2022), identifying students' interpersonal skills through the awareness training learning model, researchers criticized this research because it had a misperception of understanding the concept of awareness training. This research refers to William Schutz's concept of awareness, which means that individuals are aware of achieving joy. However, some researchers need to understand Schutz's (1967) concept of awareness as a concept of awareness training and even mention several aspects of actual awareness training not included in Schutz's book (1967).

It is hoped that this research can help understand the study of the concept of awareness training because previously, there has been no research discussing the concept of awareness training on the psychological well-being of student-athletes, and can be an update in understanding the concept of awareness training so that mistakes are not repeated in quoting awareness training (McCabe et al., 2023). The limitation of this research is the reference to role awareness training, so it is hoped that future researchers can reveal more deeply about the concept of awareness training, which previously had misperceptions (Anggreni, 2020; Kuyawa, 2023).

CONCLUSION

Fundamental Finding: According to the study's findings, the National Potential Young Athlete Training Center's student athletes' psychological health has been enhanced by role awareness training. **Implication:** The research results can be applied as a mental training program at the National Potential Young Athletes Training Center to improve the psychological well-being of student-athletes who are its members. **Limitation:** It is essential to consider the limitations of this research, which include the features of subject inclusion that ignore variations in types of sport and educational attainment. **Future Research:** Future research needs to control similar sports to avoid bias from external factors in the form of training experience. It is also interesting to examine the differences in educational levels of the subjects, considering that student-athlete educational factors can influence psychological well-being.

ACKNOWLEDGEMENTS

The researcher acknowledged the respondent's willingness to be part of the research. National Potential Young Athletes Training Center for their collaboration in this research. LPPM Universitas Negeri Surabaya and the Faculty of Education, Universitas Negeri Surabaya, for funding and ensuring research quality with contract number 1115/UN38/HK/PP/2023.

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