



Mental Coaching Pattern By Coaches in Increasing The Confidence of Koni Squash Athletes in Bandung City

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Abstract

Mental factors play an important role in determining athlete performance; however, the mental development of squash athletes at the KONI Bandung City is still not fully structured, resulting in problems such as low self-confidence and competitive anxiety. This study aims to understand the mental coaching pattern of squash coaches of KONI Bandung City, the strategies used, and its impact on athletes' confidence with a qualitative approach of case study design through interviews, observations, and documentation on two coaches and eleven athletes. The results showed that mental coaching was carried out in an integrated manner with physical and technical aspects through humanist and adaptive approaches, such as match simulation, emotion regulation, personal communication, and self-talk. The observational findings showed optimal achievement in physical readiness and resilience (100%), while cognitive and motivational aspects were in the range of 54%–72%, which showed a variation in athletes' mental stability. In conclusion, structured and sustainable mental coaching is effective in increasing athletes' confidence and mental resilience, but it is still necessary to strengthen the cognitive aspects and mental independence so that athletes' performance is more stable and optimal.

How to Cite

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INTRODUCTION

The mental development program for squash coaches at the Indonesian National Sports Committee (KONI) in Bandung remains unstructured and not fully based on the principles of sports psychology, leading to athletes experiencing competitive anxiety, decreased concentration, and hesitation in decision-making (Zhang, 2023). This leads to unstable performance, decreased motivation, and suboptimal skill execution under pressure, as pre-competition anxiety disrupts focus and emotional stability (Atho'ilah dkk., 2023). Therefore, a more systematic and humanistic approach through emotion regulation, coping strategies, visualization, and building self-confidence is needed to improve mental resilience and performance (Ivaskevych et al., 2020). Furthermore, the relationship between sport interest and motor competence is crucial in developing athlete-centered training (sahabuddin, davisofyan, 2025). KONI squash athletes in Bandung City still experience low confidence in training and matches which is influenced by internal factors such as lack of competition experience, as well as external factors such as a less supportive environment, excessive criticism, and comparisons with other athletes. In addition, fear of failure, demands of performing perfectly, and negative experiences such as defeat or injury also worsen psychological conditions. If not handled properly, this can hinder the performance and development of athletes' achievements.

Various studies show that psychological interventions such as self-talk and imagery play an important role in managing anxiety and improving athletes' performance. Findings from Isar et al. (2022) Shows that the combination of both techniques is effective in lowering anxiety and improving performance, temporarily. According to Cabral et al. (2024) found that motivational self-talk was able to reduce the impact of mental fatigue. Hidayat et al. (2023) It was also revealed that self-talk and imagery improve motor skills and confidence, while Horcajo et al. (2019) and Walter et al. (2019) affirmed that positive self-talk is effective in improving performance, self-efficacy, and reducing competitive anxiety. Overall, these studies reinforce that self-talk and imagery are effective psychological strategies in the mental development of athletes. The success of sports coaching is determined by the quality of the coaching system and the role of the coach in designing programs that focus not only on performance, but also on the mental and character

development of athletes (Muhtar et al., 2021).

The theory of competitive anxiety in sports psychology explains that anxiety consists of two main components, namely cognitive anxiety (negative thoughts, worries, and self-doubt) and somatic anxiety (physiological responses such as muscle tension and increased heart rate) (Zhou et al., 2024). In perspective Multidimensional Anxiety Theory, both forms of anxiety can decrease focus, interfere with attention, and limit information processing when an athlete is under pressure (McDuff et al., 2025). In addition, Catastrophe Theory explains that a combination of high cognitive anxiety and excessive arousal can lead to a drastic decline in performance (Zhou et al., 2024). Meanwhile, according to (Ayyash et al., 2025) when an athlete feels confident and believes in themselves, this can increase their enthusiasm, focus, and resilience in the face of pressure. In the context of sports such as squash that demands high reaction speed and concentration, competitive anxiety is an important factor that can hinder the stability and performance of athletes.

This study fills a gap from previous studies that generally only focused on the effectiveness of psychological techniques such as self-talk and imagery in partial and quantitative ways. Until now, there is still limited research that examines in depth how mental coaching patterns are designed and implemented in an integrated manner by trainers in the context of real training. Therefore, this study contributes by comprehensively exploring the pattern of coaches' mental coaching in increasing the confidence of squash athletes.

Self-talk is a psychological strategy that helps athletes regulate their thoughts, emotions, and behaviors to increase confidence and performance stability. This technique functions to direct focus, overcome doubts, and strengthen self-confidence, so that it has proven effective in improving the mastery of athletes' skills and performance (Boudreault et al., 2016; Setiawan, 2023). Athletes who regularly use self-talk tend to have better emotional regulation and concentration when facing the pressure of the game. Therefore, self-talk is an important part of mental training, as it directly contributes to psychological readiness and performance. Self-confidence is the main capital of athletes in achieving maximum achievements, because it reflects confidence in one's abilities (Sin, 2017).

Models Mental Skills Training (MST) is a systematic approach in the mental development of athletes to develop psychological skills that support optimal performance. MST includes

components such as goal setting, emotion regulation, attention control, self-talk, and imagery which is implemented in a structured, sustainable, and tailored to the needs of athletes (Lauria et al., 2016). In addition to improving performance, MST also aims to build mental resilience so that athletes are able to perform consistently in various competitive situations. The effectiveness of MST is more optimal if it begins with a psychological assessment and is followed by periodic evaluation, so that it becomes an important framework in modern mental coaching that integrates cognitive, affective, and behavioral aspects.

Implementation Mental Skills Training (MST) has been proven to be effective in improving athletes' performance and psychological stability through the development of mental skills in a planned manner. MST is implemented gradually starting from psychological education, mental skills training, to application in training and competitions, so that athletes are able to understand and integrate mental techniques in their routines (Lauria et al., 2016). Use of techniques such as imagery and self-talk It has also been proven to increase athletes' confidence, focus, and anxiety regulation (Setiawan, 2023). Thus, MST becomes a comprehensive approach that not only improves short-term performance, but also builds long-term mental resilience.

The formulation of the problem in this study is focused on three main points, namely to identify how the condition of squash athletes' confidence in the training process and matches, describe various strategies used by coaches to improve these psychological aspects, and analyze the extent of the influence of mental coaching carried out on increasing athlete confidence.

Based on the formulation of the problem, this study aims to describe the pattern of mental coaching carried out by squash coaches, including planning, implementation, and assistance for the mental development of athletes in a sustainable manner. In addition, this study also aims to identify various mental strategies used, such as visualization, positive affirmation, relaxation, and motivational communication, to increase athletes' confidence. Another goal is to assess the impact of mental coaching on increasing athletes' confidence and psychological readiness in facing the pressure of training and competition.

The mental coaching of squash athletes at KONI Bandung City is still unstructured and evidence-based, resulting in the emergence of anxiety, focus instability, and low athlete confidence. Although strategies such as self-talk

and imagery have been shown to be effective, there has been no research that has developed a comprehensive mental coaching model according to the context of squash at the regional level. Therefore, this research presents novelty through the development of an integrated mental coaching model, including emotion regulation, coping strategies, imagery, and systematic self-confidence strengthening. In addition, this research contributes to improving athletes' mental health (SDGs 3) and the development of science-based coaching (SDGs 4), as well as providing practical guidance for coaches in building athletes' mental resilience in a sustainable manner.

METHOD

This study uses a qualitative design with a case study approach to understand in depth the coach's mental training pattern in the natural context in the training environment of squash athletes KONI Bandung City. This approach was chosen because it allows researchers to examine phenomena holistically that include interactions, strategies, and experiences of subjective participants without the application of manipulation of research variables (Khan, 2022). The instruments used in this study include interview guidelines that are compiled to explore in-depth information from coaches and athletes regarding mental training patterns, as well as observation sheets in the form of field notes to directly observe interactions, attitudes, and implementation.

In this study, athletes' confidence was measured through three main dimensions, namely physical skills and training, cognitive efficiency, and resilience. Dimensions physical skills and training reflects the athlete's confidence in technical ability and physical readiness, including mastery of technique and readiness to achieve the best performance. Dimensions cognitive efficiency related to the ability of athletes to make decisions, execute strategies, and maintain focus and consistency during matches. Meanwhile, the dimensions resilience Describe the mental toughness of athletes in the face of pressure, adapt to difficult situations, and the ability to get up and recover after experiencing difficulties (Khaera et al., 2024).

Table 1. Coach Identity

Gander	Age	Years in KONI	Experience
Male	33 Years	3 Year	Regional Student Sport, Nasional Championship
Famele	30 Years	5 Year	Regional Student Sport, Provincial Sports Week

Coaches are selected based on their active role in the training process and adequate professional experience, while athletes are selected based on their activeness in training and competition experience that can provide a real picture of the impact of coaching on their confidence.

Table 2. Athlete identity

Gender	Age	Length of Involvement in KONI	Competition Experience
Male	17 Years	4 Year	Provincial Sports Week, Nasional Championship, SEAJIC
Female	17 Years	2 Year	Provincial Sports Week, Nasional Championship
Female	25 Years	6 Year	Provincial Sports Week, Nasional Championship, SEAJIC
Female	17 Years	1 Year	Provincial Sports Week
Female	17 Years	1 Year	Regional student Sports Week
Male	16 Years	1 Year	Regional student Sports Week
Female	14 Years	2 Year	Regional student Sports Week, Provincial Sports Week, Nasional Championship
Male	17 Years	4 Year	Provincial Sports Week, Nasional Championship
Male	16 Years	4 Year	Regional student Sports Week, Provincial Sports Week,
Female	17 Years	3 Year	Regional student Sports Week, Provincial Sports Week, Nasional Championship
Female	13 Years	3 Year	Provincial Sports Week, Nasional Championship, SEAJIC

The **Table 2** displays the identities of 11 squash athletes of KONI Bandung City and their characteristics. Coaches have more than two years of experience, while athletes are 13–25 years old with experience competing from the city to national level. This diversity provides a comprehensive picture to examine the mental development and confidence of athletes.

The data of this study is primary data obtained through in-depth interviews and participatory observations of KONI squash coaches and athletes in Bandung City. Interviews were used to explore mental coaching strategies and athletes' confidence development, while observations were conducted to see firsthand the behavior,

psychological response, and application of mental instructions during training and match simulation.

Data analysis was carried out thematically through the process of transcription, coding, and grouping of themes and was complemented by observational analysis that focused on athletes' interactions and responses in the field (Galanis, 2018). The two data sources are then combined through triangulation to obtain a more complete, contextual, and in-depth understanding of the coach's mental coaching patterns in increasing athlete confidence.



Figure 1. Interview and Observation Summary.

RESULTS AND DISCUSSION

This section presents the results of research obtained through in-depth interviews with coaches and athletes to explore mental coaching patterns in the squash environment of KONI Bandung City. The findings from the interviews were then combined with the results of field observations to see the real implementation of the coaching strategy and its impact on athletes' confidence. The integration of the two data was used to analyze the effectiveness of coaches' coaching patterns in developing technical, cognitive, and mental toughness aspects of athletes in the face of competitive situations.



Figure 2. Word Cloud Interview Results Trainer

Word Cloud is a form of data visualization that is used to display the words that appear most often related to the role and activities of the trainer. Through this visualization, it can be seen that dominant terms such as strategies, training methods, evaluation, motivation, and approaches in guiding athletes can be seen. Word Cloud helps provide an early overview of the coach's main focus, making it easier to understand the important aspects that play a role in the coaching process and improving athlete performance.

The visualization of the word cloud shows that athletes' confidence is formed from an interconnected mental and technical ecosystem, with key keywords such as "training", "matches", and "technique". Confidence does not arise spontaneously, but is built through a consistent training process, mastery of strategies, and readiness to face competition. In addition, factors such as motivation, calmness, and mental stability play an important role in supporting athletes' performance. Overall, confidence is the result of a synergy between physical readiness, proper training, and good mental management in dealing with the pressure of the match.

Hierarchy Chart is a visualization that systematically describes the multi-level relationships between aspects in the role of a coach. This diagram places elements such as exercise planning, strategy, evaluation, and mental coaching according to their degree of relevance. Through this presentation, it can be seen how each aspect is interconnected and contributes to supporting the improvement of overall athlete performance.



Figure 3. Hierarchy Chart Coach Interview Results

This hierarchy chart visualization presents a systematic conceptual framework regarding the dynamics of athlete confidence, which is positioned as a Core Phenomenon through internal dimensions (KD-INTERNAL) and processes (KD-PROCESS). This structure explains that self-confidence is rooted in strong causal conditions, namely the intensity of physical exer-

cise (XF-FAITH) and the mastery of technical proficiency (RE-TRAINING), which are then managed through Action Strategies in the form of calmness regulation (RE-TENNANG) and the implementation of appropriate strategies (RE-ST). Taking into account the Context of adaptation (TK-ADAPT) and the role of the Intermediate Conditions of the coach's direction (PL-HUMAN), this flow ultimately leads to a Vital Consequences for a winner, namely the ability to rise from failure (EV-RISE) and the consistent strengthening of discipline (EV-DISCIPLINE).

Concept Map is a form of visualization used to describe the relationship between concepts related to the role of the trainer in a structured manner. This concept map shows the interconnectedness between various aspects such as training planning, strategy, evaluation, motivation, and mental coaching through interconnected relationships. With the Concept Map, the coach's flow of thought becomes clearer, making it easier to understand the relationship between aspects and their role in supporting the development and performance of athletes.



Figure 4. Concept Map of Coach Interview Results

This concept map visualization is a graphical representation of the results of the coach's interview transcript that dissects the architecture of champion mental formation in athletes. This concept map explicitly groups various key variables into systematic operational categories, ranging from Causal Conditions driven by motivation (M-MOT) and physical readiness (K-FIS), to Action Strategies involving match simulation (T-SIM) and calmness management (T-TEN). Through a Humanist & Individual approach and the conditioning of Mental Competition as a context, all of these interactions lead to the final result (Consequences) in the form of Resilience & Post-Failure Recovery, which proves that athletes' high performance is the result of the management of integrated psychological and technical strategies.



Figure 5. Word Cloud Athlete Interview Results

Word Cloud is a visualization that displays the words that most often come up from the athlete's experiences and activities. From this view, it can be seen that dominant terms such as training, physical condition, strategy, and mental readiness can be seen. These visualizations help provide a simple but clear initial picture of the key aspects that play a role in the performance and development of athletes.

This word cloud visualization introduces the psychological and technical narratives faced by an athlete in building confidence through various key elements such as "practice", "match", and "situation". The results of this mapping show that confidence is a product of the synergy between physical readiness, technical mastery, and the ability to adapt to pressures and challenges that arise in the field.

Hierarchy Chart is a visualization that shows the graded relationships between aspects in an athlete. Factors such as training, strategy, physical condition, and mental readiness are systematically arranged according to their relationship. Through this diagram, it can be seen how each aspect contributes to each other in supporting athlete performance.

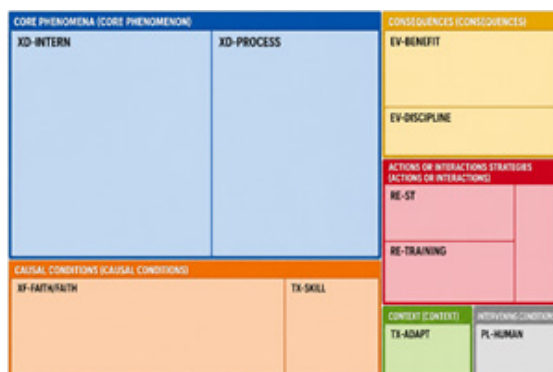


Figure 6. Hierarchy chart of athlete interview results

This hierarchy chart visualization introduces the logical structure behind athlete confidence building, which is mapped as a Core Phenomenon through internal and procedural dimensions. The results show that self-confidence is a systematic output rooted in Causal Conditions in the form of routine practice (XF-FAITH) and expertise (TX-SKILL), which are then managed through Action Strategies such as strategy setting (RE-ST) and calmness management (RE-TRAINING).

Concept Map is a visualization that describes the relationships between concepts related to athletes in a structured manner. This map shows the relationship between exercise, strategy, physical condition, and mental readiness. Through the Concept Map, the relationship between factors becomes clearer, making it easier to understand the role of each aspect in supporting athlete performance.



Figure 7. Concept Map of Athlete Interview Results

This visualization of the concept map from an athlete's perspective introduces a psychological framework that connects the athlete's direct experience with the results of their interviews. The results of this mapping show that confidence as a Core Phenomenon is fundamentally supported by Causal Conditions such as physical exercise (XF-FAITH) and skills (TX-SKILL), which are then processed through Action Strategies in the form of calmness (RE-TRAINING) and strategy setting (RE-ST).

The results of the observation showed that the two coaches had good performance in technical aspects such as mastery of techniques, decision-making, playing strategy, concentration, and error recovery with 100% achievement, which can be seen from the coach's activities in technique demonstrations, giving directions, match simulations, and training evaluation. However, in terms of physical readiness, motivation, dealing with

pressure, and self-adjustment, it is still at 50%, where one coach is quite active in providing goals and variations of training, while other coaches are still lacking in checking the athlete's condition, providing motivation, and training mental aspects. These findings point to the need for a more holistic training approach that not only focuses on the technical aspects, but also strengthens the physical and mental readiness of athletes.

The observation results show that the level of confidence of athletes in general is in the good category. In terms of physical readiness and recovery from mistakes, all athletes (100%) showed positive conditions, such as staying fit, being able to participate in training, not being dissolved in mistakes, and being able to get up and do self-evaluation. The aspects of mastery of technique and self-adjustment are at 72%, where most athletes are able to perform techniques with confidence and adapt to the game situation, although there are still a small number who seem to have doubts. Meanwhile, achievement motivation, decision-making, and playing strategy stood at 54%, which shows a difference between athletes who are active and passionate and those who are still inconsistent and need direction. In the face of pressure, most athletes (81%) were able to remain calm and focused, while a small percentage still showed panic. In terms of concentration, 63% of athletes were able to maintain focus well, although there were still some that were less stable. Overall, athletes' confidence has developed quite well, but it is still necessary to strengthen the cognitive and mental aspects through more structured exercises such as match simulations and strengthening focus so that performance is more stable and optimal.

The condition of squash athletes' confidence in the training process and matches

Based on data analysis through concept maps, hierarchy charts, and word clouds, the coach's mental coaching pattern shows a comprehensive and systematic approach by integrating technical, physical, and mental aspects of the competition. This coaching starts from intensive physical training and technical simulation (T-SIM), in line with Bloom et al. (2021) which emphasizes the importance of the training environment in the development of athletes. The results of the interviews show that physical readiness and the quality of training are the basis for athletes' confidence, such as *"confident in the process, if the training is maximized, you will be sure that you can"* and *"see readiness from physical condition, diet, and training"*. This is reinforced by the coach

who stated *"Before training there is an initial test first, there is a physical and other there"* and *"The better the technique, the better the game, surely the athlete will also be more confident"*. In addition, mental approaches such as pressure management and match simulation are also applied, for example *"calm down first, don't be pressure, it's okay to play your best"* and *"I train them with match-like situations so that strategy becomes a habit"*. Mastery of techniques and mental control such as self-talk also help maintain focus, such as *"if you believe in technique, you become more confident"* and *"you have to stay calm so you can think clearly"*. Overall, the integration of physical, technical, and mental aspects has been proven to shape athletes' confidence in facing pressure and supporting optimal performance.

The coach's strategy in building athletes' confidence is carried out humanistically and individually by acting as a facilitator who maintains the athlete's calm (RE-TRAINING) through continuous evaluation and specific direction (PL-ARAH), in line with Öntürk et al. (2026) about the importance of personal communication and emotional sensitivity. The observation results showed that the athletes' confidence was relatively good, especially in physical readiness and recovery from mistakes (100%) and the ability to deal with pressure (81%) which was characterized by focus and emotional control. However, in the aspects of technique, adaptation, motivation, as well as cognitive and mental aspects (45%–72%) there are still instability such as doubts and dependence on the coach's direction. This shows that although the emotional aspect has developed enough, strengthening the cognitive and mental aspects is still needed so that athletes' confidence is more stable in competitive situations.

The performance of coaches on technical and strategic aspects (100%) through demonstrations, corrections, quick directions, match simulations, and structured evaluations was proven to support increased athlete resilience (EV-BENEFIT), which can be seen from the ability of athletes to rise through self-evaluation after failure. However, in the aspects of physical readiness, motivation, and mental coaching which are still at 50%, limitations are still found such as lack of monitoring of athletes' condition, lack of motivation, and lack of strengthening of mental aspects. This condition has an impact on the development of the cognitive and mental aspects of athletes. Therefore, a more balanced integration between physical exercise, pressure simulation, and psychological support is needed so that athletes' confidence can develop more stable and comprehensive.

Strategies used by coaches to increase athletes' confidence

The coach's strategy in increasing athletes' confidence is an integrated process between physical, technical, and mental aspects. The results of the interviews show that athletes' confidence is built through physical readiness and mastery of techniques that develop along with adaptability (TK-ADAPT) in facing the demands of the match. In line with Jun et al. (2023) Good self-management contributes to increased concentration and decreased competition anxiety. This is supported by the results of observation, where physical readiness reaches 100% with indicators of athletes staying fit, able to train, and able to rise from mistakes, and mastery of technique at 72% with adaptability in the field. This finding is reinforced by the statements of athletes and coaches who affirm that physical readiness and technical quality are the main foundations of confidence, so that the better the physical and technical condition, the higher the athlete's confidence in competing.

Athletes' experience in dealing with failure plays an important role in building resilience (EV-BENEFIT), with the support of training discipline (XF-FAITH) and the role of coaches (PL-SUPPORT) as the main support in dealing with match risks (KS-RISK). In line with McGinn et al. (2018), careful preparation is one of the main sources of athletes' confidence in competitions. This can be seen from the results of observations that show that the ability to recover from mistakes reaches 100%, where athletes are able to get up, not dissolve in failure, and conduct self-evaluation. Meanwhile, achievement motivation is in the range of 54%–81%, which is characterized by the spirit of training and the ability to follow the coach's directions. These findings were reinforced by athlete interviews that showed the process of emotionally and reflective bounce back after failure, as well as the importance of focusing on self-improvement. The role of coaches is also seen through the provision of motivation and an adaptive individual approach, so that the support provided is able to strengthen the resilience of athletes in a more personal way.

In addition, the coach's strategy in building confidence is also carried out through mental strengthening, match simulation, and decision-making habits. This can be seen from the coach's statement that emphasizes confidence in the results of training, as well as the use of match simulations so that strategy becomes a habit when competing. The coach also emphasized the importance of calmness in the face of pressure, by

giving directions to stay calm and unburdened, as well as taking a gradual adaptive approach so that athletes feel comfortable. Video- and experiential-based evaluations are also used to strengthen understanding and improve performance. Overall, this approach is systematic and contextual, helping athletes internalize strategies as part of mental readiness to compete.

The effect of mental coaching on athletes' confidence

The findings of the study show that there is a strong alignment between the coach's mental coaching pattern and the way athletes build and maintain confidence. This integration can be seen from the relationship between the coach's intervention strategy and the mental conditioning of competition, where tactical simulation and humanist mentoring play a role in shaping athletes' positive perceptions of their abilities. In line with Davis et al. (2022) Effective communication can strengthen the coach-athlete relationship and meet the psychological needs of athletes. This is also supported by the coach's statement that emphasizes the importance of belief in the results of training and understanding strategy as the basis for habituation in the match. The observation results showed high achievement in the aspects of technique, strategy, and concentration (100%), as well as the mastery of athletes' techniques in the range of 72% with confidence that began to form in match situations. These findings were reinforced by athletes' statements that showed confidence in technical abilities as well as a focus on the coach's direction, which overall confirmed that the coaching process has been effective in supporting the formation of athletes' confidence.

The results of the analysis show that athletes have internalized the value of discipline and mastery of technique as psychological capital in dealing with the pressure of the match. Through an individualized approach and evaluation space provided by the coach, athletes show optimal resilience (EV-BENEFIT). This is in line with Jowett et al. (2023) which emphasizes the importance of open communication in creating psychological safety and strengthening the coach-athlete relationship. This approach is reflected in the coach's strategy that adjusts the character of each athlete and provides a gradual adaptation process so that athletes feel comfortable. The observation results showed that the ability to recover from mistakes reached 100%, with indicators of athletes being able to rise and conduct self-evaluation. These findings were reinforced by athlete interviews describing the process of emotional reflection

after mistakes and the ability to refocus and improve themselves, which showed that the coaching was effective in building athletes' fighting power and reflective awareness.

Synergy in the coaching process shows that the effectiveness of athletes' mental development is greatly influenced by the coach's ability to build an ecosystem that encourages independence. When the coach's direction can be internalized into a personal strategy, athletes become better prepared to face the pressure of the match. This is in line with Barcena-Manongsong & Cañete. (2025) which emphasizes the importance of personal feedback and strengthening motivation in the coaching process. This finding can be seen from the coach's approach that provides calm, reduces pressure, and presents a simulation of match situations so that athletes are used to facing competitive conditions. However, observations show that the ability to deal with pressure is still in the range of 45%–63%, even though most athletes have been able to stay calm and control their emotions. This is reinforced by athlete interviews that show the use of self-talk and calmness as the main strategy, which indicates that stress management skills are still in the developing stage and need further strengthening.

CONCLUSION

This study concludes that the pattern of mental coaching of KONI squash coaches in Bandung City is carried out in an integrated manner between physical, technical, and psychological aspects. The strategies used include match simulation, emotion regulation training such as self-talk and calmness control, as well as humanistic and individualized communication approaches. The results of the study show that this coaching has formed a strong foundation of confidence, especially on physical readiness and resilience which reaches 100% based on observation. However, in the cognitive and self-motivation aspects, there is still variation in the range of 54%–72%, which indicates that some athletes still depend on the direction of the coach in certain situations. Overall, the synergy between disciplined physical readiness and adaptive mental coaching has been proven to contribute to improving athletes' mental toughness in the face of match pressure.

Overall, these findings show that the pattern of mental coaching at KONI Bandung City is not only oriented towards improving performance, but also on developing athletes' character holistically. The continuous process of internalizing mental values helps athletes not only

increase confidence in competing, but also build more stable psychological maturity. This is reinforced by the coach's statement about the importance of motivation and acceptance of failure as part of the athlete's development process. Supported by the results of observation of physical readiness that reached 100% and athletes' statements about confidence in the training process, it can be concluded that adaptive, personal, and sustainable coaching is an important foundation in forming athletes who excel technically while having strong mental resilience and confidence in facing competition.

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