Self-Confidence Against Competitive Anxiety of Diving Athletes in the Training Phase

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Abstract

Psychologically, there are several factors that can reduce competitive anxiety in diving athletes, one of which is self-confidence. Unfortunately, there is still little discussion about self-confidence in diving athletes when experiencing competitive anxiety. This study aims to examine the significant relationship between self-confidence and competitive anxiety in diving athletes during the training phase. The method used in this research is descriptive with a quantitative approach using correlational. The instruments used were the State Sport-Confidence Inventory (SSCI) questionnaire and the Sport Competitive Anxiety Test (SCAT) questionnaire. The research sample consisted of 10 diving athletes from Bandung City. Data was collected via Google form in the form of a questionnaire and data analysis techniques using SPSS version 26.0. The results of data analysis show that there is a significant relationship, with a pearson correlation value of 0.635 with a Sig value. (2-tailed) of 0.048. Based on the test results, the Sig. (2-tailed) <0.05 so that H0 is rejected. This study concludes that self-confidence is closely related to competitive anxiety in the training phase.

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INTRODUCTION

Self-confidence in sport is defined as the belief or level of certainty an athlete has about their ability to succeed in competition (Baĉanac et al., 2014; Komarudin, 2015). According to (Bozkurt et al., 2012) Self-confidence and fear are inversely proportional psychological states players with high self-confidence tend to have low fear, and vice versa. Self-confidence is how confident a person is about their ability to succeed in sport called sports confidence (Vealey, 1988). Athletes who have strong self-confidence are able to achieve their best performance in competition (Saputra et al., 2022; Sari et al., 2015). Self-confidence is considered a psychological factor associated with athlete success. In terms of beautiful jumping, this includes confidence in the athlete›s technical, physical and mental abilities (Sponholz, 2012). Previous studies (Purnomo et al., 2020) explained that self-confidence and motivation allow athletes to perform optimally in competition. The source of an athlete›s confidence is strongly influenced by mental, tactical, and physical preparation before and during competition.

Self-confidence has a very important impact in facing competitions. High confidence tends to perform better during competition compared to athletes who do not have confidence (Purnamasari & Novian, 2021; Šadrincevaitė & Griciūtė, 2023). In terms of beautiful jumping, athletes still experience anxiety when going to jump off a diving board that has a height that makes athletes feel anxious, this includes confidence in the athlete›s technical, physical, and mental abilities. In accordance with the statement (Kuloor & Kumar, 2020) states that self-confidence holds a very important role in the success or goals that athletes have. With high self-confidence athletes tend to experience less competitive anxiety because confidence in their abilities provides the emotional stability and focus needed for optimal performance (Chettle et al., 2017). Conversely, athletes who have low self-confidence tend to experience anxiety so that it can affect their performance. In a competition athletes really need high self-confidence. According to (Jekauc et al., 2023) athletes who have high self-confidence will be better prepared to face challenges. But in reality, beautiful jumping athletes do not have high self-confidence due to anxiety before facing the match.The writing take precedence in the form of para-graf, not numerical, i.e. write sequentially in paragraphs (1) and, (2), the next, and (4) consecutively. Except for those things that did have to be specified numerically. For instance as follows.

Competitive anxiety according to (Hasanah & Refanthira, 2020) when an athlete considers the match as a big challenge and always remembers his best ability, he experiences competitive anxiety, which has an impact on his competitive behavior. An athlete feels his self-esteem is threatened and considers the match as something dangerous resulting in defeat, known as competitive anxiety. This anxiety includes emotional reactions such as anxiousness, worry, anxiety, tension, and fear. Psychological conditions are also an important factor in the world of sports. According to (Lailiyah & Jannah, 2022), there are two types of psychological aspects that support athlete performance. The first is the psychological aspects that underlie achievement, such as strong ambition, self-confidence, and mature personality. The second psychological aspect is that which can affect performance, such as anxiety, tension, low self-confidence, emotional turmoil, fear, and doubt.

Previous research (Milenia & Supriatna, 2022) discussed patience not with the confidence of beautiful jumping athletes while in the psychological aspect self-confidence is included in the theories that must be applied so that competitive anxiety can be minimized. Beautiful jumping is a water sport that combines the beauty of movement with the agility and courage of athletes. Beautiful jumping athletes glide from a platform or diving board several meters high, perform a series of acrobatic movements, and plunge gracefully into the water. Success in diving requires not only physical strength, but also technical precision, exceptional body coordination, courage to overcome heights and perform complex movements in the air.

Based on the background that has been described, the problem formulations in this study are as follows. «Is there a significant relationship between self-confidence and competitive anxiety of beautiful jumping athletes in the training phase? Furthermore, the purpose of this study is to examine whether there is a relationship between self-confidence and competitive anxiety of beautiful jumping athletes in the training phase.

METHOD

The method used in this research is desc-riptive with a quantitative approach Quantitative descriptive data to describe, explain, predict or Researchers must calculate questionnaire scores

to get results that regulate the phenomena studied in this study with numerical or statistical data (Purba, 2021), with a correlational design to find out how two or more variables in the same population, or only the same variables in two populations, are called correlational research.

According to (Shukla, 2020) In this study, the population is the set or group of all units to which the results will be applied. While the sample according to (John, 2015) the process of selecting a smaller group of participants to find out what a larger population might tell us if we asked the same question to every member of the larger population. The technique in this study is total sampling according to (Salsabillah et al., 2022), namely all people in the population are taken as samples in the total sample method - how many samples.

The instrument used to obtain data using a closed questionnaire. The questionnaire distributed was the Sport Competitive Anxiety Test (SCAT) questionnaire for the variable of match anxiety that had been developed by (Martens et al., 1991). Rainer Martens tested the SCAT questionnaire in several studies, the results showed that the SCAT questionnaire could be used in trials and research.

This questionnaire item was adopted from research (Nissa & Soenyoto, 2021) entitled The Relationship between Resilience and Anxiety Competing in PPLP Central Java Martial Arts Athletes which consists of 15 questions with a Likert scale, which means never, sometimes, and often. Higher results indicate a higher level of trait anxiety. Questions number 1, 4, 7, 10, and 13 were not evaluated as they were non-anxiety related questions, which were intended to reduce response deviation and ensure that athletes did not feel tense when measuring their anxiety. Furthermore, questions number 2, 3, 5, 6, 8, 9, 11, 12, 14, and 15 were anxiety-related questions, with a value of 3 being often, a value of 2 being sometimes, and a value of 1 being never. Furthermore, questions number 6 and 11 are questions related to anxiety, with a score of 3 often, a score of 2 sometimes, and a score of 1 never. If the score is less than 17 then it is included in the classification to determine the level of anxiety of athletes when competing.

The instrument used to obtain self-confidence data uses a closed questionnaire. The questionnaire distributed was the State Sport-Confidence Inventory (SSCI) variable self-confidence questionnaire developed by (Vealey, 1986). This questionnaire item was adopted from previous research (Syamsudin, 2015). The response ex-

pected to be given by the subject is the level of agreement or disagreement in the level of 1, 2, 3 low category (Low); 4, 5, 6 medium category (Medium); and 7, 8, 9 high category (High).

The analysis method used in this study is the Pearson Correlation statistical technique processed using SPSS 26 to determine the relationship between self-confidence and competitive anxiety of beautiful jumping athletes in the training phase.

RESULTS AND DISCUSSION

Tabel 1. Deskripsi Statistik

Variabel	N	Min	Max	Mean	Std. Dev.
Competitive Anxiety	10	21	30	25,30	3,164
Self-Confidence	10	32	74	57,30	11,334

Based on **Tabel 1** it can be seen that the competitive anxiety variable obtained an average value of 25.30, a standard deviation of 3.164, the lowest value was 21, the highest value was 30. While in the final test obtained an average value of 40.50, a standard deviation of 9.709, the lowest value was 22, the highest value was 55, and the total value was 486. Furthermore, the author conducted a normality test, which can be seen in **Tabel 2**.

Table 2. Normality Test

Variabel	Statistic	df	Sig.
Competitive anxiety	0,947	10	0,629
Self-Confidence	0,909	10	0,278

Based on **Table 2.** Obtained a significance value on Competitive Anxiety and Self-Confidence (0.629; 0.278) > 0.05, then Ho is accepted, so it can be concluded that both data are normally distributed. Furthermore, the authors conducted hypothesis testing, which can be seen in **Table 3**.

Table 3. Hypothesis Test

Variabel	Pearson Correlation	Score	
Competitive Anxiety	Pearson Correlation	1	0,635*
	Sig. (2-tailed)		0,048
	N	10	10
Self-Confidence	Pearson Correlation	0,635*	1
	Sig. (2-tailed)	0,048	
	N	10	10

Table 3 shows the results of hypothesis testing using pearson correlation. Based on Table 3, it can be seen that the pearson correlation value is 0.635 with a Sig value. (2-tailed) of 0.048. Based on the test results, the value of Sig. (2-tailed) <0.05 so that H0 is rejected. So it can be stated that there is a significant relationship between self-confidence and competitive anxiety of beautiful jumping athletes in the training phase.

The results of this study indicate that there is a significant relationship between self-confidence and competitive anxiety of beautiful springboard athletes in the training phase. In general, the results of this study are due to the fact that they believe in their own abilities, where athletes who are confident tend to perform better. This is in line with previous research which reveals that there is a relationship between self-confidence and competitive anxiety. This means that the higher the athlete's self-confidence, the lower the competitive anxiety felt by the athlete. Conversely, the lower the athlete's self-confidence, the higher the competitive anxiety he feels (Lailiyah & Jannah, 2022). Athletes who have self-confidence will be better able to control and adjust to the pressures that exist during the training phase. Positive attitudes based on beliefs and abilities regarding the fears and pressures of competition help athletes channel these pressures. Channeling the pressure will make them feel calmer and more relaxed when facing the match, which in turn can reduce their anxiety in facing the match (Triana et al., 2020). Athletes who have high self-confidence will reduce the competitive anxiety felt in the athlete, because of good control and adjustment within themselves. For a beautiful springboard athlete, this confidence is needed in various activities or materials that are trained, such as when he wants to make a jump from the reject board. If the beautiful springboard athlete does not have good self-confidence, then he will not be able to make a jump, even if he is able to make a jump the results will not be good, and also invite injury.

Self-confidence is very important for athletes to have if they want to achieve success in sports, self-confidence allows them to persevere in the face of adversity and have the confidence to do their best (Hassan et al., 2017). To achieve better performance, athletes must have the highest possible self-confidence. If he is too or less confident, he will not give any results (Kuloor & Kumar, 2020). Previous research shows that athletes are more likely to experience competitive anxiety. Excessive anxiety inhibits athletes from performing to the best of their abilities and can interfere with their performance. (Pelupessy & Dimyati, 2019) revealed that anxiety can make individuals choose to avoid a thing or a task. This means that athletes who experience high enough competitive anxiety when faced with a match situation will make athletes avoid their duties and perform poorly so that it will have an impact on athlete performance.

There are two types of sources of anxiety and stress: situational and individual (Li et al., 2019). Situational factors such as how important the match is to the athlete, excessive expectations from those around the athlete, such as the expectation of winning, and uncertainty. The more uncertainty in the match, the more anxious the athlete. Genetic factors such as congenital anxiety, which means that some people are more likely to experience anxiety in any situation. This may be due to genetics, or it may also be due to one's personal experiences. Factors such as self-confidence and self-efficacy are also included in the individual factors that influence anxiety (Ardini & Jannah, 2017).

Based on the research that has been conducted, the author feels that this research is very useful for the condition of beautiful jumping athletes in the training phase. As the author has previously stated, that the existing literature still does not discuss self-confidence and competitive anxiety of beautiful jumping athletes, for example, the studies conducted focus on discussing patience not with the self-confidence of beautiful jumping athletes. In the psychological aspect, self-confidence is included in the components that must be considered so that competitive anxiety can be minimized. Self-confidence in beautiful jumping athletes is very related when experiencing competitive anxiety in the training phase or when they want to compete, this must be very concerned by the coach when beautiful jumping athletes are experiencing competitive anxiety.

CONCLUSION

This study concluded that self-confidence is closely related to competitive anxiety in the training phase. Self-confidence and competitive anxiety have a relationship that has an impact on training. Future researchers are expected to have strong cooperation between athletes, coaches, and teams to reduce and eliminate psychological elements that can interfere with athlete performance during training and matches. The purpose of this cooperation is to increase the enthusiasm of athletes to do their best.

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