

The Effectiveness of Group Counseling with Self-Talk and Modeling Techniques to Increase Self-Efficacy of Pencak Silat Athletes

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Article Info

History Articles

Received:

7 May 2024

Accepted:

13 Juny 2024

Published:

30 August 2024

Keywords:

Group Counseling;

Self-Talk; Modeling;

Pencak Silat

Abstract

Besides physical factors, self-efficacy is a mental factor which can significantly improve pencak silat or martial arts athletes. Regarding this issue, the present study aimed at examining the effectiveness of group counseling with the combination of self-talk and modeling techniques to increase the self-efficacy of pencak silat athletes. It used an experimental method with the design of randomized pretest-posttest comparison group and involved 24 athletes selected using random sampling who were further grouped into three to receive the treatment of self-talk, modeling, and the combination of both techniques in form of counseling. The athletes data were analyzed using Wilcoxon, Kruskal Wallis, and Mann Whitney tests. Based on the findings, it is concluded the group counseling with the combination of self-talk and modeling techniques can increase the athletes' self-efficacy. Further implications and limitations are presented in the discussion section.

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p-ISSN 2252-6889

e-ISSN 2502-4450

INTRODUCTION

Pencak silat or martial arts is a cultural heritage sport in Indonesia which is expected to be guidance for Indonesia's young generation to become healthy and outstanding individuals (Rizal, 2017). Silat as a sport is a medium of competition and has two contested categories, namely the fight category and the art competition category. The arts category has single arts, team arts and doubles arts. Pencak silat is a cultural heritage from the ancestors of the Indonesian nation which is currently making very rapid progress both in terms of regulations and organization (Laksana and Sumirat, 2020).

Apart from the physical strength and technique an athlete must have, mental factors are significant for them because these factors hold a vital role in optimizing their performance. The influence of athletes' mental factors can be seen when a match is in progress, the strength and weakness of their drive to achieve an achievement and win a match (Gunarsa, S., 1898). Psychological factors or popularly known as athlete's mentality are likened to a light that drives enthusiasm to obtain maximum performance for athletes (Sumarjo, 2017). An athlete who experiences excessive anxiety or symptoms of anxiety usually has poor performance (Yane, 2013). Rizal (2017) mentions that physical, psychological, environmental and other factors can influence an athlete in winning a competition. One aspect of coaching and developing sports performance that is inevitable is psychological factors. The mental or psychological state experienced by an athlete is included in the process as a component of determining the achievement of academic and non-academic achievements. Many studies show the importance of a psychological role in improving an athlete's ability to perform in a competition (Effendi, 2016).

Bandura et al., (1997) state there is a relationship between self-talk and self-efficacy seen from the source of self-efficacy. He then adds four sources of self-efficacy, namely enactive mastery experience, vicarious experience, verbal persuasion and physiological/effective states.

One source of self-efficacy that is positively correlated with self-talk is verbal persuasion. Bandura believes that more positive verbal persuasion (self-talk) will lead to a higher influence on self-confidence, especially in challenging situations, and when self-confidence increases, appearance will also improve. Verbal persuasion usually takes the form of verbal statements as a form of encouragement from coaches, parents, someone who is considered a role model or from oneself.

Some previous studies have found the effectiveness of self-talk to increase self-efficacy. Mingtio dan Muhid (2022) concludes self-talk can increase students' learning confidence. Setiari (2019) in his literature review found group counseling with positive self-talk is effective to increase students' self-efficacy. Megantara (2018) argues self-talk functions to drive athletes and students' motivation to refocus on things to do to increase self-confidence. Hardy, Jones, dan Gould (1996) mention self-talk gives confidence, readiness and (Indraharsani, 2017); motivation to athletes. However, a study by Jatmika dan Linda (2017) found self-talk has not yet been able to increase a badminton team at Universitas Negeri Jakarta. Another contradictive study from (Tod et al., 2011) revealed self-talk is less effective.

In a study by Hardy, Hall, dan Alexander (2001) high school athletes prefer practicing self-talk during matches to trainings, making them get more significant motivation. It is similar to that of Hardy (2005) that athletes mostly practice self-talk during trainings. These indicate that self-talk remains potential for further investigation by examining its effectiveness to increase athletes self-efficacy.

Self-efficacy theory was first put forward by Bandura (1997) as one of the human cognitive factors that dominantly influence human behavior. Bandura (1997) then proposes another factor that can influence self-efficacy, namely intensity and competent contingent incentives or incentives given by other people that reflect a person's success. Therefore, self-efficacy can be influenced by factors outside the individual such as parents, coaches, peers and relatives.

Based on preliminary studies regarding external support for athletes' self-efficacy, it has a great influence on athletes' mental health. Findings by Sari, dan Thamrin (2020) revealed that empirically there is a significant relationship between external support and optimism in athletes. The external support is in the form of modeling proper ways to play in order to get maximum performance. One figure who is considered capable of providing great support to athletes is the coach (Cnen et al., 2021). Support from the coach, apart from providing training in playing techniques on the field, in the form of verbal persuasion can contribute great significance (Cranmer dan Sollitto, 2015). It proves that modeling has an important role for an athlete.

Research by Jackson et al., (2010) found a relationship between coaches and partner/model. The relationship is related to the athlete's interpersonal progress, commitment, satisfaction and effort. Besides, modeling was said effective in a study conducted by Fransen et al., (2017) that when applied to an athlete captain who has better abilities, he can motivate or provide support in carrying out him team performance.

Another study conducted by Rachmansyah dan Yusuf (2018)) mentions that the use of modeling in a training can strengthen self-efficacy. It indicates that modeling holds an important role in increasing self-efficacy. Similarly, a study by Kiswanto (2015) group counseling services are recommended to enable counselees to interact with each other to emerge group dynamics and exchange knowledge. In this format, athletes can learn experiences told by a life model, so they can realize their thoughts, attitudes, and behavior previously presented by the model. Modeling has three forms, namely live modeling, verbal instructional modeling, and symbolic modeling. Since the previous studies mostly used one form of modeling, the present study employed all three forms to optimize the modeling technique and gain better results

Therefore, the objective of this study was to reveal the effectiveness of group counseling with self-talk and modeling techniques to increase

the self-efficacy of pencak silat athletes. Hopefully, its findings can be a basis and consideration for counselors or pencak silat trainers to increase self-efficacy as a mean of supporting athletes' performance optimally.

METHODS

Teknik A purposive random sampling technique was used to select 24 out of 30 UIN Walisongo Semarang pencak silat athletes to be the subjects of this study. They were assessed using the athlete self-efficacy scale adapted from Kocak (2020). It has 16 items from 4 indicators (1) Sport Disciple Efficacy (2) Psychological Efficacy (3) Professional Thought Efficacy (4) Personality Efficacy. In terms of reliability test, all items obtained a Cronbach Alpha coefficient of 0.88.

Some precedures were carried out in this study. First, the pretest was given using the athlete self-efficacy scale (ASES). Second, the three groups were given three kinds of intervention in the form of group counseling. The treatment of group counselling with a self-talk technique included self-observation, starting new verbal persuasions, learning new skills, and following up. Furthermore, the group counseling with a modeling technique group counseling used strategies in the intervention process, namely live modeling, verbal instructional, symbolic models, motivation and follow-up. Meanwhile, the group counseling with the combination of both techniques consisted of building unity, self-observation, starting new verbal persuasion, learning new skills, live modeling, verbal instructional, symbolic modeling, motivation and follow-up. In each meeting the group was given 60 minutes. Third, the post-test was given using the athlete self-efficacy scale to see an increase in self-efficacy behavior. The data analysis technique for this research was carried out using Wilcoxon, Kruskal Wallis and Mann Withney test analysis using SPSS 22.

RESULTS AND DISCUSSION

Before the intervention was given, all 24 athletes had low level of self-efficacy. They were

then grouped into three, namely the group counseling with a self-talk technique (8 athletes), the group counseling with a modeling technique (8 athletes), and the group counseling with the combination of both techniques (8 athletes). following the intervention, the self-efficacy of all athletes in those three groups became high.

The increase in the athletes' self-efficacy was indicated from the mean and standard deviation. In details, the athletes in the group counseling with a self-talk technique gained the increase from the pretest (M = 70.47, SD = 6.51) to (M = 79.53 , SD = 6.15) in the posttest.

Likewise, the self-efficacy of athletes who received the group counseling with a modeling technique increased from the pretest (M = 71.25, SD = 5.82), to (M = 78.83, SD = 4.62) in the posttest. Similarly, the self-efficacy of athletes who received the group counseling with the combination of self-talk & modeling techniques gained the highest increase, namely from the pretest (M = 65.47, SD = 8.86), to (M = 86.56, SD = 5.42) in the posttest. These data were arranged from group with the lowest achievement to the highest one. Further data are presented in table 1.

Table 1. Descriptive statistics of self-afficacy with various treatments.

Treatment	Pretest		Post-test		Z	P
	M	SD	M	SD		
Self-Talk	70.47	6.51	79.53	6.15	-2.316	<0.05
Modeling	71.25	5.82	78.83	4.62	-2.536	<0.05
Self-Talk & Modelling	65.47	8.86	86.56	5.42	-2.521	<0.05
H	2.231		7.329			
P	>0.05		<0.05			

Based on the improvement test using the Wilcoxon, the various counseling techniques provided a significant increase in the self-efficacy of pencak silat athletes. However, based on the mean, the highest increase in self-efficacy score, namely 32%, was experienced in the group of athletes who received the group counseling with the combination of self-talk and modeling techniques.

Next, the Kruskal Wallis test was carried out to determine the most optimal counseling technique in influencing the self-efficacy of pencak silat athletes. The results of the Kruskal

Wallis test (Table 1) showed a p-value > 0.05 for the pretest group and a p-value < 0.05 for the posttest group, meaning that prior to the counseling treatment, the mean of pencak silat athlete had the same self-efficacy value. Luckily, after being given the counseling treatment with different techniques in each group, there found were significant differences in the athletes' self-efficacy scores.

Then, to find out the most efficient technique for athlete self-efficacy, the Mann-Whitney test was carried out, and its results are presented in Table 2 below.

Table 2. Mann-Whitney Test Results

Date	Z	P
Self-Talk Vs Modelling	-0.368	>0.05
Self-Talk Vs Techniques Combination (Self-Talk & Modelling)	-2.001	<0.05
Modelling Vs Techniques Combination (Self-Talk & Modelling)	-2.584	<0.05

Table 2 explains the comparison between self-efficacy of pencak silat athletes following the provision of the treatment using self-talk, modeling technique, and the combination of self-talk and modeling techniques. It showed a significant difference in the posttest mean between the combination of self-talk and modeling techniques and use of independent technique. In detail, the mean of self-efficacy for the pencak silat athletes after the counseling with the combination of self-talk and modeling techniques was 86.56%, or higher than the self-efficacy of the groups members treated using the group counseling with a self-talk technique (79.53%) and modeling technique (78.83%). Thus, the self-efficacy score was at its best in the implementation of the group counseling with the combination of both techniques.

The research findings above have proved that the group counseling with the combination of self-talk and modeling techniques has been effective to increase the self-efficacy of pencak silat athletes at UIN Walisongo Semarang compared to using group counseling with one counseling technique.

Research by Walter et al., (2019) has confirmed that the self-talk technique can increase self-efficacy in athletes. Next, research by Olisola & Olaitan (2021) revealed that confidence in the use of self-talk during competition can significantly improve athlete performance. Findings also suggest that belief in negative thoughts impairs athletes' performance.

A study done by Marwan (2018) states the modeling technique can be used to improve students' abilities in learning the pencak silat movements based on Android to see the movements exemplified by the model by demonstrating the art of pencak silat movements and then recording them. The results of this study shows the effectiveness of using the modeling technique. This finding proves this technique can

be used to improve the abilities of sports study program students.

Not only for pencak silat athletes, the modeling technique also works for other participants. A study by Hulukati et al., (2022)) concludes the live modeling technique in group counseling effectively increases the academic self-efficacy of Guidance and Counseling students. Furthermore, a research conducted by Pambudi et al., (2019) shows that through modeling techniques, students obtain an overview of their beliefs about career direction, abilities, knowledge about the potential they have. Similarly, a study by Loban et al., (2017) has proved that the modeling technique can increase career self-efficacy.

CONCLUSION

Regarding the findings, it can be concluded that the group counseling with the combination of self-talk and modeling techniques can increase the self-efficacy of pencak silat athletes at UIN Walisongo Semarang. Of this finding, counselors are expected to apply this intervention to increase the self-efficacy of pencak silat athletes at UIN Walisongo Semarang. Further, future researchers are suggested to expand the scope of subjects and analyze differences in gender and age of the participants.

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