



## The Effect of Brief Mindfulness Psychoeducation on the Emotional Regulation Ability of Coaching Students

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### Abstract

This study aims to determine the effect of brief mindfulness psychoeducation on the emotional regulation abilities of sports coaching students. The background of this study is based on the importance of emotional regulation in the context of coaching education, where students are required to maintain emotional stability when facing academic pressure and interacting with athletes. This study uses a quasi-experimental design with a one-group pretest-posttest model. The research subjects consisted of 20 sports coaching students at the Indonesia University of Education, selected through purposive sampling. The instrument used was the Emotion Regulation Questionnaire (ERQ) to measure the aspects of cognitive reappraisal and expressive suppression. The intervention in the form of brief mindfulness psychoeducation was carried out over six sessions in three weeks, with material covering conscious breathing, light meditation, and awareness in daily activities. Data analysis used a paired sample t-test. The results showed a significant increase in cognitive reappraisal ( $p < 0.05$ ) and a significant decrease in expressive suppression ( $p < 0.05$ ). Thus, brief mindfulness psychoeducation proved effective in improving the emotional regulation of physical education students, particularly in their ability to reinterpret emotional situations and reduce the tendency to suppress emotional expression. This study provides practical recommendations for educational institutions to integrate mindfulness psychoeducation programs as part of the emotional competency development of student trainers.

### How to Cite

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## INTRODUCTION

Learning motivation is a fundamental factor. Emotion regulation refers to an individual's capacity to observe, evaluate, and flexibly adjust emotional responses according to situational demands (Gross & John, 2003; Rusmaladewi et al., 2020). For sports coaching students, this ability is crucial because they not only face pressure throughout their academic journey but are also expected to maintain emotional composure when interacting with athletes in competitive environments. Ineffective emotion management can impair sound decision-making, hinder communication, self-confidence and diminish the quality of interpersonal relationships (Lerner et al., 2015; Nursaba et al., 2024), particularly in the coaching context. As academic and professional expectations continue to rise, it is increasingly important to identify effective strategies that can support coaching students in strengthening their emotion regulation skills. One psychological approach that has gained significant attention in recent years is mindfulness (Grova et al., 2024; Nurcahyadi & Trihandayani, 2024), which emphasizes mindful awareness of the present moment without judgment. Practicing mindfulness allows individuals to better recognize their emotions and thoughts, thereby increasing their capacity to manage stress and pressure effectively (Kabat-Zinn, 2005).

Previous studies have shown that mindfulness practices contribute to increased cognitive flexibility and minimize impulsive emotional reactions (Hölzel et al., 2011). In addition, mindfulness has been associated with reduced anxiety levels and improved overall psychological well-being (Baer, 2003). However, most existing research has primarily focused on long-term mindfulness interventions, so the effectiveness of brief mindfulness-based psychoeducation has been relatively unexplored. Therefore, further research is needed to understand how shorter mindfulness programs can benefit individuals in the context of education and professional training.

In coaching education, brief mindfulness psychoeducation is considered a viable and practical approach to help students manage their emotions without interfering with their academic responsibilities. Such programs typically involve simple yet effective techniques such as mindful breathing and light meditation, which can be practiced both in everyday life and in competitive situations. By implementing these strategies, coaching students can develop better emotional balance and resilience when facing academic and athletic challenges. As a result, this approach of-

fers a time-efficient method for strengthening the emotional regulation skills that are essential to their future professional roles.

This study seeks to address the identified gap by examining the impact of brief mindfulness psychoeducation on the emotional regulation of coaching students. This six-session intervention is designed to encourage increased cognitive reappraisal while reducing expressive suppression. It is expected that participation in this program will result in measurable progress in students' ability to manage emotions effectively. Beyond its academic relevance, this research aims to offer practical recommendations for educational institutions in implementing mindfulness-based programs to enhance emotional competence and mental well-being among prospective coaches.

## METHODS

This study used a quasi-experimental approach with a single-group pretest-posttest design, in which data were collected from the same participants before and after the intervention without involving a control group (Creswell, 2019). The participants were undergraduate students of the Sports Coaching program at the Indonesia University of Education (UPI), who were selected through purposive sampling based on certain criteria: active as students in the coaching program, aged between 18 and 23 years, and willing to attend all intervention sessions. This study used the Emotional Regulation Questionnaire (ERQ) as the main instrument to assess emotional regulation, which includes two core dimensions cognitive reappraisal and expressive suppression (Kaplan & Gençarslan, 2024).

After the treatment or intervention was completed, After completing the brief mindfulness training treatment, participants were again asked to complete the ERQ in the post-test stage to measure changes in their emotional regulation abilities. The collected data was then analyzed using a paired t-test to determine whether there was a significant difference between the pretest and posttest scores (Field, 2024). This analytical approach was chosen to evaluate the effectiveness of the mindfulness psychoeducation program in improving emotional regulation among sports training students. (Shahidi et al., 2017).

## RESULTS AND DISCUSSION

Descriptive results show **Table 1** that for the CR (Cognitive Regulation) variable, the pre-

test score had an average of 3.85 with a standard deviation of 0.214 and relatively uniform scores at a minimum and maximum of 4. After treatment, the posttest score increased to an average of 5.22, with a standard deviation of 0.288 and a score range of 5–6. For the ES (Emotional Stability) variable, the pretest score showed an average of 4.79 with a standard deviation of 0.155 and a constant value of 5. However, in the posttest, the average decreased to 3.40 with a standard deviation of 0.173 and a score range of 3–4.

**Table 1.** Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
CR_Pretest	20	4	4	3.85	.214
CR_Posttest	20	5	6	5.22	.288
ES_Pretest	20	5	5	4.79	.155
ES_Posttest	20	3	4	3.40	.173

The Shapiro-Wilk normality test results show that the CR\_Pretest data has a significance value of 0.489, CR\_Posttest of 0.262, ES\_Pretest of 0.681, and ES\_Posttest of 0.354. All significance values are greater than 0.05, so it can be concluded that the data on the four variables is normally distributed.

The results of the paired sample t-test show a significant difference between the pretest and posttest scores for both variables measured. In terms of Cognitive Regulation, the mean difference was -1.375, with a t-value of -60.313 and a significance level of 0.000 ( $p < 0.05$ ), indicating that the score increased after treatment. Conversely, for Emotional Stability (ES), the mean difference was 1.395, accompanied by a t-value of 90.898 and a significance level of 0.000 ( $p < 0.05$ ), indicating a decrease in ES scores after treatment. These findings indicate that the intervention successfully improved participants' cognitive regulation abilities, but at the same time resulted in a decrease in their emotional stability levels.

The findings of this study show a significant improvement in students' emotional regulation abilities after undergoing brief mindfulness psychoeducation. This improvement was particularly evident in the increase in cognitive reappraisal scores, which indicated an increase in participants' ability to reinterpret emotional experiences with more positive and rational thinking patterns. The results of the study show that mindfulness interventions effectively foster greater awareness of thoughts and emotions among students, enabling them to respond to stressful or challenging situations

in a more adaptive and balanced manner.

In addition, there was a decrease in expressive suppression, which refers to the tendency to inhibit or hide emotional expression. This decrease implies that students became more open and able to express their emotions appropriately without excessive restraint. This change is significant because excessive suppression can have a negative impact on mental health and interpersonal relationships (Gross, 2015). Through mindfulness practice, participants learn to accept and process their emotions rather than deny or avoid them, leading to healthier emotional functioning.

These findings are consistent with previous studies, such as that by Hölzel et al., (2011), which showed that mindfulness improves emotional regulation by increasing self-awareness of mental and physical conditions. In the context of sports coaching education, this ability is vital because coaching students often face difficult situations that require calmness, focus, and emotional control (Pratama & Utami, 2024). This brief mindfulness psychoeducation program also introduces practical techniques such as mindful breathing and light meditation that students can immediately apply in their daily lives and during times of competitive pressure.

Although the results show positive effects, this study is not without limitations. The short duration of the intervention, only three weeks, may not be sufficient to produce profound and lasting changes in emotional regulation. Further studies are recommended to extend the duration or include follow-up sessions to assess the long-term effects of mindfulness-based psychoeducation. Furthermore, because this study used a single-group pretest-posttest design without a control group, it cannot be conclusively determined that all observed improvements were solely due to the intervention. Nevertheless, the results provide important preliminary evidence that brief mindfulness-based psychoeducation can serve as an effective and practical approach to improving emotional regulation and psychological readiness among tutoring students.

## CONCLUSION

Furthermore, because this study used a single-group pretest-posttest design without a control group, it cannot be conclusively determined that all observed improvements were solely due to the training. Nevertheless, the results provide important preliminary evidence that brief mindfulness-based psychoeducation can serve as an effective and practical approach to improving

emotional regulation and psychological readiness among students in tutoring.

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