



The Relationship Between Self-Talk and Emotion Regulation in Volleyball Athletes in Kabupaten Bandung Barat

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Abstract

To achieve optimal performance in training and competition, internal dialogue and emotional regulation are two important aspects that need to be considered. Research on the relationship between self-talk and emotional regulation shows that self-talk plays a role in improving emotional control, reducing anxiety, and helping athletes maintain focus when facing competitive pressure. Specifically in volleyball, athletes often find it difficult to regulate their emotions and self-talk, which prevents them from performing at their best. This study aims to determine the relationship between self-talk and emotional regulation in volleyball athletes in West Bandung Regency. A quantitative descriptive method with a correlational design was used in this study. Twenty-four volleyball athletes from West Bandung Regency participated in this study as samples. A questionnaire to measure self-talk and emotional regulation was given to the samples once. After that, the data were processed and analyzed using SPSS Version 25. The results showed that there was a significant relationship between self-talk and emotional regulation among volleyball athletes. This study concluded that self-talk plays an important role in regulating the emotions of volleyball athletes in West Bandung Regency to achieve their desired goals, namely performance.

How to Cite

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INTRODUCTION

Exercise is a form of activity that aims to maintain physical health. Sports do not only involve physical activities, but also psychological elements. People who excel in sports are called athletes. Mental sports can determine the success of a match, especially in volleyball. Volleyball is a team sport played by hitting a ball over a net on a court divided into two sides (Reeser et al., 2006). Each team tries to hit the ball into the opponent's court using their hands or other parts of their body, while preventing the ball from falling on their own side of the court. The main objective of the game is to score points by making the ball touch the opponent's court, while preventing the opponent from doing the same.

The outcome of a match is not only determined by physical ability, technique, and tactics, but can also be influenced by the athlete's mental state. Athletes often find it difficult to regulate their emotions, which prevents them from performing at their best. Athletes who participate in competitive sports or matches experience different emotions. Usually, athletes experience emotions where there is a lot of pressure, whether at school, during training, in their environment, or from their parents. However, based on my experience, psychological testing for athletes is severely neglected, especially in volleyball in West Bandung Regency.

An athlete's success in various aspects of life is not only influenced by physical, technical, and tactical qualities, but also by mental qualities (Komarudin, 2018). Therefore, mental preparation is also very important in preparing for upcoming competitions. In addition, this research is important because self-talk is believed to help athletes regulate their emotions, such as frustration or anxiety when they are under pressure from coaches, family, spectators, or friends. Self-talk and emotional regulation in athletes are closely related. Therefore, the ability to regulate or control emotions is very important for athletes so that they do not experience mental fatigue, which ultimately affects their performance on the field. Changes in training situations will also cause athletes to experience psychological pressure and negative emotions, so efforts are needed to improve athletes' emotional regulation skills (Jannah & Kusuma Dewi, 2021).

Research on self-talk in volleyball athletes generally examines it in general terms without looking at differences in the types or approaches to self-talk used in influencing emotional regulation. One factor that can influence emotional

regulation is self-talk (Islami, 2022). In this case, self-talk does not force a person's thoughts and behavior, but rather makes the individual feel calmer. A deeper understanding of how self-talk can help volleyball athletes regulate their emotions amid the pressure of competition is needed. There are various theories and models about self-talk and emotional regulation, but there is no model that specifically integrates the two in the context of sports, especially volleyball. Developing an integrative model that links self-talk and emotional regulation helps coaches and athletes manage their emotions effectively in volleyball matches.

Previous studies have shown that there is a positive relationship between self-talk and emotional regulation, so that the more often individuals use self-talk, the better their emotional regulation will be (Hamid et al., 2023). This reinforces the idea that an athlete's self-talk can increase self-confidence, thereby having a positive effect on the mind. A successful athlete is one who possesses high motivation, focus, and self-confidence. There are two types of self-talk: positive self-talk and negative self-talk, and there are differences between the two. However, this study will use self-talk with positive content. The purpose of this study is to determine whether there is a significant relationship between self-talk and the emotional regulation of volleyball athletes in Kabupaten Bandung Barat.

In a previous study (Hamid et al., 2023) entitled "Self-talk with Emotional Regulation Ability in FIKK UNM Student-Athletes". Previous researchers focused more on student athletes at their university. The novelty of my research is that it focuses on schoolchildren and adolescents, and a specific population, namely volleyball athletes in Kabupaten Bandung Barat who have not been studied before, while also highlighting the importance of psychological training, which is often overlooked by coaches.

METHODS

This research method is quantitative descriptive. Quantitative descriptive is describing, researching, and explaining something that is being studied as it is, and drawing conclusions from observable phenomena using numbers (Ardianto, 2023). The research design used in this study is correlation. According to (Sugiyono, 2022) Correlation is a term in statistics that describes the relationship or association between two or more variables. Correlation shows the extent to which changes in one variable are related to changes in other variables. Thus, the results of

the treatment can be determined more accurately, because they can be compared with the conditions before the treatment. A population is a generalization area consisting of objects or subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn. Thus, a population is not only people but also objects and other natural things. The population is also not merely the number of objects or subjects studied, but includes all the characteristics or properties possessed by the subjects or objects. The population for this study was 24 volleyball athletes from West Bandung Regency (Ismoko & Sukoco, 2013). I chose this population because I observed that volleyball athletes from West Bandung Regency had problems managing their emotions during upcoming matches. The characteristics of this population were 12 men and 12 women. The similarity of sample characteristics with the parent population causes the sample to be representative of the population. The sample in this study consisted of 24 volleyball athletes from West Bandung Regency. The sampling technique used in this study was total sampling because the samples taken from the population were selected according to their abilities (Tadulako et al., 2021). Total sampling is a sampling technique where the number of samples is equal to the population. The reason for using total sampling was because the population was less than 100 (nanda, 2017)

The instrument used in this study was a survey in the form of a questionnaire. A questionnaire is a data collection technique conducted by providing respondents with a set of written questions or statements to answer (Ardiansyah et al., 2023). In this study, the questionnaire used was a closed questionnaire for positive emotion regulation using the Rational Emotive Behavioral Therapy (BERT) approach introduced by Albert Ellis (1950). Rational Emotive Behavioral Therapy (BERT) is an approach that involves a process of changing irrational thoughts into rational ones. This research instrument is based on the aspects of emotion regulation proposed by (J.gross, 2014), which consists of four aspects, including strategies for regulating emotions (strategies), engaging in goal-directed behavior (goals), controlling emotional responses (impulse), and accepting emotional responses (acceptance) with 36 questions, for regulating negative emotions using the Emotion Regulation Questionnaire (ERQ) approach (Uphill et al., 2012) with 10 questions (Gross & John, 2003). Meanwhile, the self-talk questionnaire uses the Applied Research Automatic Self-talk Questionnaire for Sport (AS-

TQS) developed by (Zourbanos, 2009) with 20 questions. Both questionnaires use a Likert scale, which has gradations with scores of Strongly Agree (SS), Agree (S), Neutral (N), Disagree (D), and Strongly Disagree (SD).

In collecting data for this study, the researcher used research instruments in an indirect manner. These were then distributed to athletes who met the characteristics of the research subjects, who were asked to fill them out honestly so that the information obtained was as accurate as possible. The data collection process for the instrument testing stage on self-talk and emotion regulation was carried out by distributing questionnaires to student volleyball athletes via Google Forms, which were distributed to volleyball coaches in West Bandung Regency. After that, the data was processed and analyzed using SPSS Version 25.

RESULTS AND DISCUSSION

On the article written from research, then in the early part of the results and a discussion on research be preceded by a description of the implementation, namely (1) a description of the time of the research, (2) the duration of the implementation of the research, (3) the informant or responden obtained, and (4) concludes with a description of the things that will be described in the be-how a paragraph afterwards.

Systematics of the writing section or sequence results and discussion can be written based on the research questions posed, the findings of the penelitian, or according to the procedure of research done, especially when the research in the form of pengembangan, for example using a model Research & Development (R & D). Information in the ben-tuk table without a direct number, preceded by a description of the table. As the following example.

Table 1. Descriptive Test

	N	Min	Max	Sum	Mean	Std. Deviation	Variance
Self Talk	25	47	63	1381	55.24	4.816	23.190
Regulasi Emosi	25	42	59	1272	50.88	4.902	24.027

Based on **Table 1**, it can be seen that the self-talk test obtained an average of 1381, with a standard deviation of 23.190, the lowest value of 47, and the highest value of 63. Meanwhile, the results of emotional regulation obtained an average of 1272, with a standard deviation of 24.027, a minimum value of 42, and a maximum value

of 59.

The results of the data normality test using the Shapiro-Wilk test are shown. The self-talk test, the statistical value is .957, df is 25, and sig. is .364. Meanwhile, the results of the emotion regulation test show a statistical value of .969, df of 25, and sig. of .621. Both data sets obtained a Sig. value > 0.05 , so it can be stated that both data sets are normally distributed.

The Homogeneity Test was conducted using the Levene Test to determine whether the variance between groups in Self-Talk_Emoctional Regulation was the same. The analysis results show that the Levene Statistic value is 0.003 with a Sig. value $> .960$ because the Sig. value is > 0.05 , so it can be concluded that the data variance is homogeneous.

The results of the correlation test between self-talk and emotional regulation in student volleyball athletes using Spearman's Rho. Based on Table 4, it can be seen that the correlation coefficient value is 1 with Sig. (2-tailed) of $0.000 < 0.05$, so it can be concluded that there is a significant relationship between self-talk and emotional regulation in volleyball athletes in West Bandung Regency. This relationship appears to be very strong.

The first section later

Self-talk and emotional regulation in student athletes have the same relationship. The more often positive self-talk is used, the better the athlete's emotional regulation will be, and conversely, if emotional regulation is used often, the athlete will deteriorate. Self-talk is a key component of Sports Psychology (Raalte et al., 2016). Through direct self-talk training, it can significantly influence athletes in improving psychological aspects, enabling them to feel and apply it during training and competitions (Fauzan et al., 2022). The advantage of self-talk is that it can calm our minds when we are facing fatigue. Therefore, self-talk can improve performance quality, optimism, and self-motivation (Anfasa, 2020). Student athletes usually experience emotions where there is a lot of pressure at school, during training, in their environment, or from their parents. Changes in training situations can also cause athletes to experience psychological pressure and negative emotions, so efforts are needed to improve athletes' emotional regulation skills (Jannah & Kusuma Dewi, 2021). One way to prevent harmful emotional responses in individuals is to use attention strategies (Latinjak et al., 2014).

Therefore, attention can be focused on

things that can provide benefits when done with self-talk. Thus, a picture of the relationship emerges. In sports, athletes seem to employ various strategies to regulate their own emotions and those of their teammates, usually with the aim of improving their performance and predetermined results (Pujianto et al., 2023). Emotions can have a significant impact on performance by altering physiological states and attention in ways that may enhance or impair an athlete's abilities (Malinauskas & Vazne, 2018). Emotional regulation is crucial for athletes to recognize, understand, and manage their own emotions (Paulana et al., 2021). This ability is important for coping with pressure and stress in sports competition. Athletes who are able to manage their emotions well will tend to be calmer and more focused. Student athletes need to be equipped with various effective emotion regulation strategies (Okta-via & Jannah, 2023). In these strategies, athletes can practice relaxation techniques, deep breathing, visualization, and concentration (Amtonis, 2023). By learning and using these strategies, athletes can learn to cope with pressure and negative emotions that may arise during training or competition.

Self-talk has a significant effect on emotional regulation because it is often done cognitively, resulting in a greater capacity to focus attention during competition (Zamanian et al., 2011). The results of self-talk scores and emotional regulation obtained by student athletes who were the subjects of this study can be influenced or influenced by a number of factors. Emotion regulation has a number of specific determining elements, namely the skills and abilities of individuals to consciously identify, manage, and accept emotions, as well as their readiness when faced with sad situations, so that they can modify their emotions (Evers et al., 2021). Meanwhile, the level of self-talk is influenced by factors such as parenting patterns, gender differences, education level, and physical appearance (Hamdanah & Surawan, 2022).

The application of generalizations to organizational contexts outside of sports cannot be done directly because the results of this study are limited to the population of volleyball athletes in West Bandung Regency. Further research is needed to gain a deeper understanding in the non-sports sphere.

CONCLUSION

Based on the research that has been conducted, it can be concluded that self-talk plays an

important role in regulating the emotions of athletes in West Bandung Regency to achieve their desired goals, namely performance. Self-talk also plays an important role in developing the emotional regulation of athletes in West Bandung Regency so that they can be responsible for fulfilling their obligations and demands. Both self-talk and emotional regulation influence West Bandung Regency athletes to think rationally and determine the appropriate behavior to achieve their goals, especially in achieving success in sports competitions.

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