Self-Confidence Reviewed from the Coach-Athlete Relationship: A Case Study at the Gerak Raga Buana (Gerana) Pencak Silat Academy

Kiki Alghifari Azfa Priatna[1✉], Yati Ruhyati[2✉], Unun Umaran[3✉]

Department of Sport Science, Universitas Pendidikan Indonesia, West Java, Indonesia[123]

Abstract

In the context of competitive sports training, the psychological aspects of athletes are one of the important factors that determine the success of training and performance during competition. One of these psychological aspects is self-confidence, which is believed to be inseparable from the quality of the relationship between the coach and the athlete during the training process. Based on this, this study aims to determine the effect of the coach-athlete relationship on the self-confidence of pencak silat athletes. This study uses a quantitative method with a correlational approach. The research subjects consisted of 53 pencak silat athletes who were used as respondents. The research instruments used included the Coach–Athlete Relationship Questionnaire (CART-Q) to measure the coach–athlete relationship and the Athletic Self-Confidence Questionnaire (ASQ) to measure the athletes' level of self-confidence. The data obtained were then analyzed using normality tests, linearity tests, Pearson's correlation tests, and simple linear regression tests. The results of the analysis showed a positive and significant relationship between the coach-athlete relationship and athlete self-confidence, although the level of the relationship found was relatively weak. In line with these findings, the regression test results showed that the coach-athlete relationship had a positive effect on athlete self-confidence, but the contribution of this effect was relatively small. This indicates that athletes' self-confidence is not only influenced by their relationship with their coaches, but also by other factors outside the research variables. Nevertheless, these findings confirm that the coach-athlete relationship still plays an important role as a supporting factor in building the self-confidence of pencak silat athletes.

How to Cite

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✉ Correspondence address :
E-mail: kikialghifari11@upi.edu
yatiruhyati@upi.edu
ununumaran@upi.edu

INTRODUCTION

Self-confidence is one of the fundamental psychological aspects of athletic performance, especially in martial arts such as pencak silat, which requires simultaneous physical, mental, and emotional readiness (Naliza et al., 2024). According to (Lochbaum et al., 2022), self-confidence is understood as an individual's belief in their ability to perform optimally in competitive situations. Research from (Mayangsari et al., 2024) shows that higher levels of self-confidence are associated with more optimal athlete performance in competition situations because athletes who are confident in their abilities tend to be more effective in managing their emotions and coping with competitive stress. This concept is in line with the Self-Confidence Theory developed by (Vealey et al., 1998) and the Self-Efficacy Theory (Bandura et al., 1977), which emphasize that athletes' self-confidence is formed through interactions between personal experiences and significant social environments, including coaching figures (Coussens et al., 2025). Thus, the coaching environment becomes an important context that has the potential to shape the psychological qualities of athletes, opening up space for study on the role of the coach-athlete relationship in shaping athletes' self-confidence.

In the practice of pencak silat coaching, the relationship between coaches and athletes is not limited to technical aspects of training, but also includes interpersonal communication, emotional support, and the formation of mutual trust during the training and competition process (Howle et al., 2019; Zhang & Rhim, 2024). Research (Fikri Mohd Kassim et al., 2024) shows that the quality of coach-athlete interactions plays an important role in building a psychological climate conducive to the development of athletes' self-confidence. Athletes who feel support, open communication, and personal attention from their coaches tend to show more confidence, both in training situations and when facing competitions (Kusnanto et al., 2025). Conversely, coaching relationships that are rigid, lack communication, and do not involve emotional aspects are often followed by self-doubt and performance anxiety in athletes (Sabilla & Jannah, 2017). This condition indicates that the coach-athlete relationship is not merely an instructional relationship, but is an important psychosocial factor that has the potential to influence the formation of athletes' self-confidence (Özkan, 2023), making it worthy of further study in the context of pencak silat.

These empirical findings are reinforced by various previous studies showing that the coach-athlete relationship is closely related to the psychological aspects of athletes, such as motivation (Vito Indarto et al., 2025), training satisfaction (Aeni et al., 2024), psychological well-being (Ainun (Ainun Nida Rifqi, 2025), and self-confidence (Aprilianti et al., 2025). The Coach–Athlete Relationship Model explains that closeness, commitment, and complementarity in the coach–athlete relationship play an important role in creating a positive training climate (Januke & Jati, 2025). According to (Yohannes Siahaan & Riadi, 2025), a quality relationship can increase athletes' psychological security, which ultimately leads to increased self-confidence in facing competitive pressure. However, some studies still focus on popular sports, so research on the context of pencak silat is still relatively limited.

Based on theoretical descriptions and previous research findings, there is a need to examine more specifically how the coach-athlete relationship relates to the self-confidence of pencak silat athletes. Although the coach-athlete relationship has been widely studied in the context of sports in general, studies that specifically place pencak silat athletes in a training environment are still relatively limited. The differences in coaching styles, intensity of interaction, and psychological dynamics in traditional martial arts make this context unique and relevant for research. Therefore, the research questions in this study focus on whether there is a significant relationship between the coach-athlete relationship and the self-confidence of pencak silat athletes, and to what extent this relationship influences the athletes' self-confidence.

In line with these research questions, the objectives of this study are to determine the relationship between the coach-athlete relationship and the self-confidence of pencak silat athletes, as well as to measure the extent to which the coach-athlete relationship influences athletes' self-confidence. Based on the theoretical framework and previous research results, the hypothesis proposed in this study is that there is a positive and significant relationship between the coach-athlete relationship and the self-confidence of pencak silat athletes, where the better the quality of the coach-athlete relationship, the higher the level of athlete self-confidence.

METHODS

This study uses a quantitative approach with a correlational design to examine the relationship and influence of coach-athlete relationships on the self-confidence of pencak silat athle-

tes. A quantitative approach was chosen because it allows for objective measurement of variables through numerical data, while a correlational design was used to determine the direction and strength of the relationship between variables without treating or manipulating the research subjects. The independent variable in this study is the coach-athlete relationship, while the dependent variable is the athletes' self-confidence.

The instruments used in this study consisted of two main questionnaires. First, the Athlete Self-Confidence Questionnaire (ASQ), adapted by (Nursaba et al., 2024), consisting of 13 items with an alpha value (Cronbach's alpha = 0.841), was used to measure the level of athletes' self-confidence. This instrument measures the dimension of athletes' confidence in their abilities to face the demands of training and competition, and has been widely used in sports psychology research. Second, the Coach–Athlete Relationship Questionnaire (CART-Q) developed by (Jowett & Ntoumanis, 2003), consisting of 11 items with an alpha value (Cronbach's alpha = 0.93), was used to measure the quality of the coach–athlete relationship based on three main dimensions, namely closeness (emotional closeness), commitment, and complementarity (behavioral harmony). Both instruments were used in Indonesian adaptations while maintaining equivalence in meaning and measurement constructs.

The research subjects consisted of 53 pencak silat athletes from the Gerak Raga Buana (GERANA) Pencak Silat Academy, ranging in age from 7 to 23 years. The sampling technique used was purposive sampling with the following inclusion criteria: (1) active athletes who had participated in routine training for at least six months, (2) athletes who were consistently trained by the same coach, and (3) athletes who had participated in official competitions or simulations organized by the school. These criteria were established to ensure that the subjects had sufficient training and competition experience relevant to the research objectives. The questionnaire was distributed via Google Form directly at the Gerak Raga Buana (GERANA) Pencak Silat School and online via WhatsApp and Instagram for two weeks. Before filling out the questionnaire, the researcher explained the purpose of the study and how to fill out the instrument so that respondents could understand each statement well. The questionnaire was filled out independently with the assistance of the researcher, especially for school-age respondents, to ensure the readability of the items and the completeness of the data collected.

The data used in this study was primary data obtained directly from respondents through questionnaires. The research instrument was used to measure the coach-athlete relationship and athlete self-confidence using a Likert scale. The scores obtained from each instrument were then summed and treated as interval data to meet the needs of inferential statistical analysis.

Data analysis was performed using Statistical Package for the Social Sciences (SPSS) software. The analysis stages included descriptive analysis to describe the characteristics of the data, prerequisite tests in the form of normality and homogeneity tests, and Pearson's correlation test to determine the relationship between the coach-athlete relationship and athlete self-confidence. Furthermore, simple linear regression analysis was used to test the magnitude of the influence of the coach-athlete relationship on athlete self-confidence with a significance level of 0.05.

RESULTS AND DISCUSSION

This study involved 53 pencak silat athletes as respondents. In terms of gender, female athletes were slightly more dominant, with 28 respondents (52.8%), compared to 25 male athletes (47.2%). Based on age group, most respondents were in the 11–20 age range and above 21 years old, each numbering 25 athletes (47.17%), while respondents under 10 years old numbered 3 athletes (5.66%). This age distribution shows that the majority of respondents are in their adolescence to early adulthood, which is an active period in the process of training and competitive participation in pencak silat.

The results of the descriptive analysis show that the coach-athlete relationship variable has a minimum score of 28 and a maximum score of 77, with an average value of 68.96 and a standard deviation of 9.087. Meanwhile, the athlete self-confidence variable had a minimum score of 25 and a maximum score of 52, with an average of 36.32 and a standard deviation of 5.173, indicating variations in the level of self-confidence among athletes. These findings indicate that there is variation in scores between respondents on both variables, reflecting differences in the level of coach-athlete relationship and self-confidence among pencak silat athletes.

Based on the validity test results with 53 athlete respondents and a table r value of 0.266, it can be seen that all statement items on the coach-athlete relationship variable have a calculated r value greater than the table r. The item-total correlation values for this variable ranged from 0.585 to 0.907, indicating that each statement item was

able to accurately represent aspects of the coach-athlete relationship. In the athlete self-confidence variable, most of the statement items were also declared valid because they had a calculated r value that exceeded the table r, with a range of values between 0.331 and 0.629. However, there were two statement items that had a calculated r value below the table r, so they were declared invalid. Nevertheless, overall, the athlete self-confidence instrument still showed good measurement quality because the majority of items were able to measure the intended construct.

Furthermore, the reliability test results showed that the coach-athlete relationship instrument had a Cronbach's Alpha value of 0.918, indicating very high reliability. The athlete self-confidence instrument also showed a good level of reliability with a Cronbach's Alpha value of 0.701. Thus, both instruments were declared consistent and suitable for use as data collection tools in this study.

The normality test results using the One-Sample Kolmogorov–Smirnov method showed a significance value of 0.200 ($p > 0.05$). These results indicate that the research data is normally distributed. With the assumption of normality fulfilled, the data obtained meets the requirements for analysis using parametric statistical techniques in the next stage.

Based on the linearity test results, the relationship between the coach-athlete relationship and athlete self-confidence was declared to be linear. This was indicated by a deviation from linearity significance value of 0.974 ($p > 0.05$), which indicated no deviation from the linear relationship pattern. Thus, simple linear regression analysis can be applied to test the effect of the coach-athlete relationship on athlete self-confidence.

Based on the results of the Pearson correlation test, a correlation coefficient of $r = 0.307$ was obtained with a significance value of $p = 0.026$ ($p < 0.05$). These results indicate that there is a significant relationship between the coach-athlete relationship and the self-confidence of pencak silat athletes. The positive direction of the relationship indicates that the better the quality of the relationship between the coach and the athlete, the more likely the athlete's self-confidence will increase. When viewed from the magnitude of the correlation coefficient, the strength of the relationship between the two variables is in the weak category. This shows that although the coach-athlete relationship has a meaningful connection with athletes' self-confidence, this vari-

able is not the only factor that influences the level of self-confidence. In other words, athletes' self-confidence is also influenced by other factors outside of their relationship with their coach, such as competition experience, individual character, and training environment support.

Based on the results of simple linear regression analysis, the coach-athlete relationship has a significant effect on the self-confidence of pencak silat athletes. The correlation coefficient (R) value of 0.307 indicates a positive relationship between the two variables, while the coefficient of determination (R Square) value of 0.094 indicates that the coach-athlete relationship contributes 9.4% to the variation in athletes' self-confidence. The ANOVA test results show a significance value of 0.026 ($p < 0.05$), which confirms that the regression model used is valid and can explain the relationship between variables statistically. In addition, the regression coefficient is positive ($B = 0.175$) with a significance of 0.026, indicating that every increase in the quality of the coach-athlete relationship is followed by an increase in athlete self-confidence. However, the relatively small contribution indicates that athlete self-confidence is also influenced by factors other than the coach-athlete relationship.

The results of this study indicate that the coach-athlete relationship has a significant correlation with the self-confidence of pencak silat athletes. These findings reinforce the view (Sophia et al., 2025) that social interaction in the training environment is one of the important factors in shaping the psychological condition of athletes. Self-confidence is not only formed from technical abilities or competition experience alone, but also from how athletes feel accepted, understood, and supported by their coaches during the training and competition process. Therefore, the coach-athlete relationship can be understood as a psychological foundation that supports athletes' mental readiness in facing performance demands, which in turn opens up space to discuss how this relationship is interpreted by athletes.

Conceptually, a positive coach-athlete relationship is characterized by closeness, trust, and two-way communication. Coaches not only serve as providers of technical instruction, but also as figures who influence athletes' belief in their own abilities. When athletes feel comfortable with their coaches, they tend to be more open to receiving guidance, are not hesitant to try new techniques, and are calmer when facing the pressure of competition (Oka Rinda Lestari, 2025). This condition contributes to the formation of a positive self-perception, which is ultimately reflected

in the athlete's self-confidence, making these findings relevant to the dynamics of daily athlete training.

However, the results also show that the contribution of the coach-athlete relationship to athletes' self-confidence is limited. This indicates that the self-confidence of pencak silat athletes is a complex construct and is not determined by a single factor. Other factors such as competition experience, level of technical mastery, physical condition, peer support, and the athlete's personal character may also play a role in shaping self-confidence (Ryan Salviany Grova et al., 2024). In other words, the coach-athlete relationship serves as one psychological trigger, but not the only determinant, so that self-confidence development needs to be understood more broadly and comprehensively.

These findings are in line with those of Bora (2025), who states that the coach-athlete relationship plays an important role in the psychological aspects of athletes, but its influence is often low to moderate. This is understandable because a good relationship does not necessarily automatically increase self-confidence if it is not accompanied by a structured training program, successful experiences, and constructive evaluation. In this context, the coach-athlete relationship can be viewed as a medium that facilitates the psychological development of athletes, not as an independent factor, so its role needs to be placed proportionally within the coaching system.

Based on this discussion, the results of this study provide an understanding that increasing the self-confidence of pencak silat athletes requires more than just relying on the quality of the relationship with the coach, but also requires a more comprehensive coaching approach. However, the coach-athlete relationship remains important as a starting point in creating a psychologically safe training environment that supports the mental development of athletes. By understanding the meaning of these findings, coaches and school administrators can become more aware that the way they interact with athletes has a real impact on their mental readiness, which ultimately relates to their performance in training and competition.

CONCLUSION

Based on the results of the analysis, it can be concluded that the coach-athlete relationship has a positive effect on the self-confidence of pencak silat athletes, which means that a better relationship between coaches and athletes tends to be followed by an increase in athletes' self-confidence. However, the magnitude of this influence is still relatively low, so the coach-athlete relationship is not the main factor determining the level of athletes' self-confidence. This shows that athletes' self-confidence is also influenced by factors other than their relationship with their coach, such as competition experience, psychological conditions, training environment, and the social support received by athletes. Although its contribution is limited, the coach-athlete relationship still plays an important role as a supporting factor in the coaching process, especially in creating a sense of security, comfort, and confidence in athletes' abilities, so it needs to be taken into account in efforts to increase the self-confidence of pencak silat athletes. The limitations of this study lie in the number and characteristics of the sample, which are still limited to a specific context, as well as the use of questionnaire-based instruments that are highly dependent on the honesty and subjective perceptions of the respondents, so that the results of the study do not fully describe the overall condition of the athletes. Therefore, further research is recommended to involve a broader sample, consider other relevant variables, and use a more diverse methodological approach to obtain a more in-depth picture of the factors that influence athletes' self-confidence.

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