

Burnout and Dropout Analysis Of Badminton Adolescence Athletes: Reviewed in Psychological Aspect

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Article Info

History Articles

Received:

12 March 2022

Accepted:

15 April 2022

Published:

30 June 2022

Keywords:

Burnout, Dropout,
Psychological
Characteristics,
Badminton,
Adolescent.

Abstract

The goals of the research are: 1) to find out why adolescent badminton athletes burnout and dropout; 2) to analyzing the psychological characteristics of adolescent athletes who burnout and dropout; and 3) to analyzing solutions and strategies for burnout and dropout athletes. With a convergent or concurrent approach, the research design is a mix of different methods. Data collection techniques using questionnaires, interviews, documentation, and observation. The SPSS statistical application for Windows version 23.0 and the NVivo 10 software were used to analyze the data. The results of the study showed that burnout in athletes was caused by lack of training variety, too fast specialization, intense training, a lot of pressure, and psychological instability. Meanwhile, dropouts are caused by the focus on education, difficulty in dividing time, switching sports, burnout, early specialization, feel too much pressure, have a negative impression, and environmental influence. Psychological characteristics of burnout athletes are categorized as very high motivation, self-confidence and mental preparation are categorized as high, while anxiety control, concentration, and the importance of the team is categorized as moderate. Dropout athletes are categorized as very low motivation and concentration, very low concentration category, self-confidence and team importance are categorized as moderate, anxiety control and mental preparation are categorized as low. Solutions and strategies for adolescent athletes are support and mentoring of parents and coaches, improving coaches' psychological skills, a comfortable environment for athletes, and support from the government and parent organizations.

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INTRODUCTION

Psychological factors are important in training athletes. In a study, it was found that between 80% and 90% of an athlete's success or failure in achieving goals in certain sports is due to psychological factors (Weinberg & Gould, 2011). Psychological factors play an important role in achieving achievement, especially in adolescent athletes.

Adolescent athletes face physical and psychological demands (Utomo et al., 2022). The psychological stress placed on adolescent athletes during training and competition will have a negative effect on their ability and performance (Jayanthi et al., 2013). Adolescent athletes frequently face many of the psychological issues associated with entering adolescence, including excessive anxiety, tension, and fear (Clarasasti & Jatmika, 2017).

Numerous psychological problems and stresses that many athletes experience can lead to burnout and the decision to discontinue training (dropout). Young athletes and adolescents are especially vulnerable to burnout (Isoard-Gauthier et al., 2016). Burnout is a state where athletes experience physical and psychological fatigue (Giusti et al., 2020). Athletes that experience burnout will face a drop in performance, motivation, and fitness, as well as psychological effects (Gustafsson et al., 2018).

Burnout is the leading cause for athletes of all ages, including children and senior athletes, to cease training or dropout (Stulberg & Magness, 2017). Athletes at a young age or teenagers are prone to dropout (Isoard-Gauthier et al., 2016). Athletes may choose to leave if they endure a variety of psychological problems as a result of the strain they face. The number of demands and pressures placed on adolescent athletes might disturb the athlete's mental state, resulting in the athlete's decision to dropout. Athletes will choose to dropout from competition if they

had negative experiences (Crane & Temple, 2015).

Observations conducted at badminton clubs in the Magetan Regency revealed that adolescent athletes have psychological issues. Athletes of adolescent age encounter boredom, decreased motivation, joking and lack of concentrate while training, giving up easily, starting late and not practicing, and a desire to leave training quickly. According to the results of the coach's interview, many athletes stopped training after entering junior high school (dropout). The problems found are consistent with previous research indicating that adolescent athletes are prone to burnout and discontinuation of training (dropout) (Carlman et al., 2013; Crane & Temple, 2015; Isoard-Gauthier et al., 2016; Roman et al., 2018). However, a in-depth review of the psychology of athletes who experience burnout and dropout is required.

METHODS

This research used convergent or concurrent approach, quantitative and qualitative data are combined in a mixed-methods study design. This study's research sample comprised of badminton adolescent athletes, athletes who dropped out as adolescents, coaches, and athletes' parents.

Data collection techniques was using questionnaires, observations, interviews, and documentation. The questionnaire instrument used was ABQ (*Athlete Burnout Questionnaire*) (Raedeke & Smith, 2001). ABQ is a popular test instrument in measuring burnout which is supported by its validity and reliability (Li et al., 2013; Raedeke & Smith, 2001). Reduce sensation of accession, emotional/physical burnout, and devaluation are the three dimensions of the ABQ instrument. Each dimension comprises five questions. ABQ responses utilize a Likert scale ranging from (1) strongly disagree to (5) strongly agree.

The instrument used to determine the psychological characteristics of athletes is the

PSIS-Y-SF (Psychological Skills Inventory for Sport-Youth Version-Short Form), which focuses on understanding the psychological skills and characteristics of young athletes (Milavic et al., 2019). PSIS-Y-SF has 6 aspects, namely: 1) Motivation with 3 questions, 2) Confidence with 3 questions, 3) Anxiety control with 3 questions, 4) Concentration with 3 questions, 5) The importance of teams with 3 questions, 6) Mental preparation with 3 questions. Answers using a Likert scale from (1) strongly disagree to (5) strongly agree.

Athletes who dropped out of badminton were also given questionnaires to determine the reason. In addition, a questionnaire was distributed to parents of athletes to collect more in-depth data from a variety of perspectives, and interviews were performed with coaches to collect more in-depth data. This research used application-based data analysis techniques. The SPSS statistics application for Windows version 23.0 is used for quantitative data, whereas the Nvivo 10 application is used for qualitative data.

RESULT AND DISCUSSION

Causes of Adolescent Badminton Athletes Experiencing Burnout

The burnout test data normality test yielded a value of 0.200, which is greater than the significance level of 0.05, indicating that the data are normally distributed. The results of the burnout test were then grouped using the K-Mean Clustering algorithm.

Table 1. Kolmogorov-Smirnov Normality Test Burnout Data

One-Sample Kolmogorov-Smirnov Test	
	Burnout
N	59
Test Statistic	0.092
Asymp. Sig. (2-tailed)	.200c.d

Based on the results of the k-mean cluster in Table 2, the higher burnout value is

41.33, moderate burnout is 34.93, and lower burnout is 27.92. Subjects belonging to the higher burnout (30.51%), moderate burnout were 34.93 (49.15%), and 12 (20.34%).

Table 2. K-Mean Cluster Burnout Data Grouping

	Final Cluster Centers		
	Lower Burnout	Moderate Burnout	Higher Burnout
Burnout	27.92	34.93	41.33
N (%)	12 (20.34)	29 (49.15)	18 (30.51)

Based on the description of the data in Table 3, it can be seen that the average decrease in sense of achievement is greater than that of the other aspects, with a value of 14.8983, whereas the average value for the devaluation aspect is 11.2712 and the average value for physical and psychological fatigue is 9.2881. It can be seen that the maximum value derived from the aspect of reducing the sense of accomplishment was very high, at 21.00, compared to 18.00 for the aspect of devaluation and 15.00 for physical and psychological fatigue.

Table 3. Description of Badminton Athlete Burnout Variable

Descriptive Statistics	N	Mean
	Reduce Sense of Accession	59
Physical & Emotional Exhaustion	59	9.2881
Devaluation	59	11.2712

Causes of Adolescent Badminton Athletes Choose Dropout

According to the questionnaire, there are numerous reasons why athletes chose to drop out. Athletes want to focus on academics and attaining their goals, and some want to stop practicing altogether. There are also factors relating to the level of boredom, such as too busy school schedules, focusing on other sports, lots of schoolwork, focusing on exams and advancement to the next level,

focusing on work, dropout because they lack confidence in their abilities and believe their talents lie elsewhere, and boredom. While playing badminton, many athletes are under pressure from friends, parents, coaches, and themselves, which diminishes their motivation. Athletes were uninterested in badminton and choose other sports since they are eager to explore new activities.

Psychological Characteristics of Teenage Badminton Athletes Who Experience Burnout and Dropout

Using descriptive statistics, data can be analyzed by combining data into several categories.

Table 4. The Formula for Determining the Categorization of Psychological Characteristics

No	Interval	Category
1	Di atas (Mi + 1.8SD) s.d. (Mi + 3SD)	Very High
2	Di atas (Mi + 0.6SD) s.d. (Mi + 1.8SD)	High
3	Di atas (Mi - 0.6SD) s.d. (Mi + 0.6SD)	Moderate
4	Di atas (Mi - 1.8SD) s.d. (Mi - 0.6SD)	Low
5	Di atas (Mi - 3SD) s.d. (Mi + 1.8SD)	Very Low

Table 5. Criteria for Athletes Psychological Characteristics

No	Interval	Category
1	12.6 s.d. 15	Very High
2	10.2 s.d. 12.6	High
3	7.8 s.d. 10.2	Moderate
4	5.4 s.d. 7.8	Low
5	3 s.d. 5.4	Very Low

The significance level of the data for athletes who suffer burnout is 0.200, which is more than the significance threshold of 0.05, therefore it can be assumed that the data are normally distributed. As shown in Table 7, the motivation category for the 59 athletes that experienced burnout was very high, at

14.00. With scores of 11.12 and 12.68, respectively, aspects of mental readiness and self-assurance are deemed to be high. With scores of 9.19, 8.76, and 8.29, the importance of the team, anxiety control, and attention were categorized as moderate. With a total score of 64.04, this is categorized as high. In conclusion, the athlete's psychology was sufficient.

Table 6. Kolmogorov-Smirnov Normality Test Data Characteristics of Burnout Athletes One-Sample Kolmogorov-Smirnov Test

	Burnout
N	59
Test Statistic	0.092
Asymp. Sig. (2-tailed)	.200c.d

Table 7. Psychological Characteristics of Active Badminton Athletes Experiencing Burnout

Aspect	Score	Note
Motivation	14.00	Very High
Confidence	12.68	High
Anxiety control	8.76	Moderate
Mental preparation	11.12	High
The importance of the team	9.19	Moderate
Concentration	8.29	Moderate
Total	64.04	High

The significance level of the dropout athlete data is 0.200, which is greater than the significance level of 0.05, hence it may be stated that the data is normally distributed. Table 9 shows, based on the number of 50 athletes who dropped out, there were psychological characteristics they had. Motivation and concentration aspects have a category score of 5.20, which is very low. Aspects of self-assurance and team importance are categorized as moderate with respective values of 9.52 and 7.94. Aspects of anxiety management and mental preparation have low category values of 7.44 and 6.94, respectively. With a total score of 42.24, this

is categorized as low. In conclusion, the athlete's mental state was low.

Table 8. Kolmogorov-Smirnov Normality Test Data Characteristics of Dropout Athletes One-Sample Kolmogorov-Smirnov Test

	Burnout
N	50
Test Statistic	0.085
Asymp. Sig. (2-tailed)	.200c.d

Table 9. Psychological Characteristics of Dropout Badminton Athletes

Aspect	Score	Note
Motivation	5.20	Very Low
Confidence	9.52	Moderate
Anxiety control	7.44	Low
Mental preparation	6.94	Low
The importance of the team	7.94	Moderate
Concentration	5.20	Very Low
Total	42.24	Low

Solutions and Strategies to Keep Athletes Focused and Practice Badminton

From the results of the questionnaire provided to the parents of the athlete, numerous solutions and strategies for addressing existing difficulties might be derived. Athletes require additional motivation, as well as mental and psychological enhancement, which may be achieved by providing help and a direct approach. Increasing competitions and sparring, offering more different exercises and home training plans, and gaining more support from various parties, both in terms of rewards and training facilities, would be beneficial. Indirect or direct support during matches or training.

The conversation with the trainer yielded various insights regarding solutions and strategies for addressing existing problems. The provided ideas and solutions, which include support and help from the parent organization and many related parties, centralized training for high-achieving adolescent athletes, and growing

competitions, including expanding the scope of existing competitions. In addition, the coach believes that there is a need for strengthening and psychological support for exceptional athletes, taking the proper methods and training programs for adolescent athletes, and completing facilities that support the success process of the athlete.

DISCUSSION

Causes of Athletes Experiencing Burnout

Burnout in athletes is a psychological issue that requires significant attention. From the results of the study, it was determined that 59 athletes experienced moderate to high burnout category. Compared to other aspects of burnout, athletes suffer a greater reduced sense of access.

Athletes of adolescent age cannot experience burnout in isolation from circumstances and events that affect them physically and psychologically. A less diverse exercise program can cause athletes to feel bored. Teenage athletes love novelty, thus a range of exercises must be made available. Lack of exercise variety and monotony have contributed to the occurrence of athlete burnout (Junaedi & Bawono, 2022).

Athletes prone to burnout are also caused by excessively intense exercise administered to adolescents. Athlete fatigue may result from a heavy training load (Primita & Wulandari, 2014). Athletes can be negatively affected by intense training given to them from young age through adolescence; this danger is related to too fast specialization. Athletes may experience boredom if they engage in intense physical activity from a young age for many years (Ruangmanotam, 2016). Athletes who lack the necessary physical and psychological resources to receive highly specialized training will experience a variety of difficulties if their specialization is too fast. Young athletes should engage in training and specialization of a moderate intensity nature in order to avoid the danger of injury and

psychological stress, which are harmful to the athletes themselves.

Additionally, adolescent athletes are unable to manage their psyche and appear to have unpredictable emotional states. Stress is prevalent among adolescent athletes who encounter many obstacles in training, competition, and daily life. Stress will also impact athletes and can lead to athlete burnout. Chronic stress and decreased motivation can lead to burnout (Akhyar et al., 2017). Athletes will be subjected to a sufficient amount of pressure if they are unable to solve their own problems and make wise choices.

The amount of pressure athletes feel from themselves, their parents, their friends, and their coaches can make them more susceptible to burnout (Nixdorf et al., 2020). The demands that must be met are one of the causes of psychological pressure among athletes. Athletes are expected to master technique, tactics, and achievement. Because adolescent athletes are not only faced with training and achievement, but also with physical and psychological changes in adolescence, school demands, and the athletes' own social lives, the demands placed on athletes appear to be excessive. A significant amount of psychological pressure might result from a requirement that an athlete is expected to accomplish regardless of their physical condition (Utomo et al., 2022).

Indirectly, the main cause of athlete burnout is the lack of readiness among adolescent athletes during the transition period. The incapacity to manage psychologically and emotionally prevents athletes from accepting and resolving any difficulty they encounter. There is a considerable possibility for stress during adolescence due to academic pressure, changes in duties, various interpersonal relationships with friends, parents, and romantic partners, and future thoughts (Utomo et al., 2022).

In accordance with the opinion of the athlete's parents, adolescent athletes become

less motivated to practice and prefer other sports. Athletes no longer perform exercises independently, indicating that their interest and excitement are beginning to decrease. According to coaches, adolescent athletes frequently complain when performing exercises, become increasingly sluggish, and rarely attend training. During practice, athletes frequently converse with friends or use their mobile phones. In addition, athletes become bored and their motivation appears to be decreasing.

Causes Athletes Choose Dropout

From the questionnaire provided to 50 athletes who dropped out of badminton, a variety of causes and reasons for their decision to drop out were determined. School focus accounts for the biggest proportion of athletes who decide to drop out of school. Young athletes have a difficult time managing school, work, friends, and sports (Molinero et al., 2006). Athletes believe that education will better secure their future. In keeping with the fact that athletes prefer to focus on academics, coaches claim that athletes are more committed to school to guarantee their future. Athletes who choose to prioritize both academics and achievements can indirectly put a burden on their minds and lives (Ryba et al., 2016).

Athletes' focus on reaching their goals, their inability to divide their time, their lessened motivation, and their doubts were shown by the study's findings. Young athletes appear to have difficulty dividing their time between training and daily activities. Additionally, coaches assert that athletes are increasingly preoccupied with their personal lives. The decline in performance among adolescent athletes is attributable to the fact that they have other priorities, including activities, other social priorities, and competing in other sports (Crane & Temple, 2015). Athletes' decision to switch to other sports is also a factor in their dropping out. Teenagers are extremely inquisitive, seek new challenges, and are more interested in new

things. Most young athletes and adolescents participate in a variety of sport. (Strachan et al., 2009).

In addition, burnout is also an indicator of athletes choosing dropout. Burnout is one of the main reasons athletes drop out, from children to senior athletes though (Stulberg & Magness, 2017). Athletes are disinclined to engage in additional training due to their boredom and are more interested in other activities or activities. The coach also believes that athletes' boredom causes them to stop training.

Rapid specialization also needs to be a concern, because athletes must have both physical and psychological readiness. Intense training over a long period of time often makes athletes choose to drop out (Utomo et al., 2022). Too fast specialization can put physical and psychological pressure on athletes because athletes do not have sufficient readiness.

According to the results of the coach's interview, the typical athlete who joined junior high school or high school decided to dropout of badminton. Young athletes and adolescents are prone to dropout (Isoard-Gauthier et al., 2016). In addition, the many demands placed on athletes result in a substantial amount of stress. For athletes, the pressure from the environment, parents, friends, and coaches becomes an interpersonal issue. Athletes might be put under pressure by demands to concentrate on training, achievement, school, and socializing.

The pressure an athlete experiences is inversely proportional to the support they receive. Psychological pressure is created by a lack of support for athletes, resulting in the existence of athletes in training (Syaukani et al., 2020). Athletes will develop negative perceptions if they are subjected to a variety of pressures that disregard their interests and needs. In addition, athletes may be negatively affected by the pressures and demands they experience. Athletes that had negative experiences and are dissatisfied with their

sport may choose to drop out (Crane & Temple, 2015). Athletes choose to drop out also due to several things such as the influence of friends, lack of psychological attention of adolescent athletes, performance does not increase, injury, and decreased motivation.

Psychological Characteristics of Burnout and Dropout Athletes

According to the study's findings, the psychological traits of burnout athletes were classified as high, while those of dropout athletes were classified as low. Motivation is the first psychological characteristic. Burnout athletes are very motivated, whereas dropout athletes are extremely unmotivated. Motivation is an important quality that athletes must possess. The more the motivation, the greater the accomplishment, and vice versa (Apriansyah et al., 2017). However, at the age of adolescence, athletes tend to experience a decline in motivation, which is reinforced by the coach's opinion that adolescents have decreased motivation. Motivation is important for athletes since it impacts their enthusiasm, fighting power, and desire to continue training; as evidenced by the fact that athletes who quit tend to have relatively low motivation levels.

The second psychological aspect is self-confidence. Athletes who have burned out have a high level of self-confidence, while athletes who have dropped out have moderate levels. Athletes that have self-confidence are more focused and confident in their talents, allowing them to perform at their highest level. In an effort to maximize performance and gain expertise, athletes typically possess a high level of confidence (Plakona et al., 2014).

The third psychological factor is anxiety control. In the same category, burnout and dropout athletes have moderate anxiety management. Anxiety is a psychological condition that can affect athletes. Excessive anxiety will prevent athletes from displaying their abilities to their

utmost extent. Adolescent athletes are more likely to feel anxiety due to negative thoughts since they typically lack appropriate experience or skill (Jatmika & Linda, 2016). In addition, anxiety is also related to doubts about the future that will be lived by athletes. Career anxiety arises where athletes begin to doubt their future when they continue to train (Hafidz et al., 2022). In addition, according to coaches, athletes sometimes have excessive anxiety when competing.

Mental readiness is the fourth psychological aspect. Athletes who burnout have higher mental preparation requirements than athletes who dropped out. Athletes must be aware of and practice mental training before, during, and after competition (Nopiyanto & Dimiyati, 2018). Good mental preparation will make athletes able to handle problems that arise both during training and competitions.

The fifth psychological aspect is the value of the team. In terms of the significance of the team, burnout athletes and dropout athletes fall into the same team. The value of the team becomes an important thing for athletes. In a team that is comfortable and encourages each other, athletes will obtain the experience, skills, and knowledge needed by athletes (Dongoran et al., 2020). Conversely, when the team is considered less important, it will create an environment and atmosphere that is less comfortable during training and matches.

The sixth psychological aspect is concentration. In burnout athletes the concentration is in the moderate category and in dropout athletes in the very low category. Concentration becomes something important where athletes will be able to continue to focus on one goal even though they are disturbed by various things around them. Concentration is the concentration of the mind that only focuses on one thing and puts others aside (Gustian, 2016). Decreased concentration will cause athletes to lose focus on their goals, in addition to anxiety, poor appearance, and inability to perform at their

best. According to coaches, adolescents athletes often don't focus on training.

In addition, there are also results of questionnaires to parents of athletes who experience burnout that the majority of parents think that athletes have good motivation, good personalities, low stress levels, low anxiety, and moderate levels of self-confidence.

Solutions and Strategies for Burnout and Dropout Adolescent Athletes

To solve current challenges, it is necessary to employ solutions and strategies. For adolescent athletes, the role of parents and coaches as well as social support from practicing partners is crucial. Support and social roles from coaches, parents, and friends have a significant impact on an athlete's success (Gledhill et al., 2017). Support from parents and coaches can provide athletes with protections such as optimism, which can assist them in coping with psychological stress (Difiori et al., 2014). In addition, improving the trainer's psychological skills is important. A coach must develop athletes not only physically, technically, and strategically, but also psychological skills. Observations also revealed that the coach did not give athletes with special skill training.

The sports environment can cause athletes to experience stress and can cause athletes to experience burnout (Topa & Jurado-Del Pozo, 2018). There needs to be a good environment for athletes, in order to provide a positive perception for athletes. The athlete's environment plays an important role in the abilities possessed by adolescent athletes in dealing with various problems and pressures (coping) (Seiffge-krenke et al., 2009). A comfortable environment will make athletes more excited to practice.

It is impossible to separate the contributions of numerous parties, especially the government and the parent organization, from the process of obtaining success (Santoso et al., 2017). Government and parent organizations are important to the

development of achievement sports in an area, as achievement sports cannot exist without infrastructure and coaching funding (Prasetyo et al., 2018). Internal and external components are required for the development of achievement. Internal factors include the coaching system and infrastructure, while external factors include psychological, training, coaches, physical conditions, and techniques possessed by athletes (Septian et al., 2017). The problems experienced by athletes and coaches have become the responsibility of the government and policy makers such as Dispora, KONI, and other parties who participate in the development of sports (Sirait & Noer, 2021).

CONCLUSION

According to the research conducted, the causes of burnout in athletes were a lack of variation in training, too rapid specialization, intense training, a lot of pressure, and psychological instability. Dropouts are caused by focus on education, difficulty in dividing time, switching sports, burnout, early specialization, feel too much pressure, have a negative impression, and environmental influence. Psychological characteristics of burnout athletes are categorized as very high motivation, self-confidence and mental preparation are categorized as high, while anxiety control, concentration, and the importance of the team is categorized as moderate. Dropout athletes are categorized as very low motivation and concentration, very low concentration category, self-confidence and team importance are categorized as moderate, anxiety control and mental preparation are categorized as low. With support and mentoring of parents and coaches, improvement of psychological skills for coaches, a pleasant and supportive atmosphere for athletes, and support from the government and parent organizations, solutions and strategies can be implemented.

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