

## Improving Emotional Regulation Through Role Awareness Training Among Youth Athletes

### *Peningkatan Regulasi Emosi Melalui Role Awareness Training Pada Atlet Remaja*

Wafiq Alfina Oktafiani\*<sup>1</sup>, Miftakhul Jannah<sup>1</sup>

<sup>1</sup>Department of Psychology, State University of Surabaya, Indonesia

#### ARTICLE INFO

##### Article History

Submitted :  
June 18<sup>th</sup>, 2023  
Final Revised:  
June 28<sup>th</sup>, 2023  
Accepted:  
June 29<sup>th</sup>, 2023

##### Keywords:

Athletes,  
awareness,  
emotional regulation,  
IERQ4S,  
mental training

##### Kata kunci:

Atlet,  
IERQ4S,  
Kesadaran diri,  
pelatihan mental,  
regulasi emosi

#### ABSTRACT

Creating outstanding athletes requires preparation from adolescence so that they can make long-term achievements. However, adolescent athletes are faced with two situations, namely puberty and dual roles that make their responsibilities heavier. This leads to disruption of emotional regulation which is important for adolescent athletes to have. One effort to improve emotional regulation in adolescent athletes is through role awareness training. This study aims to determine the effect of role awareness training on emotional regulation in adolescent athletes. This study uses a quantitative experimental method with a pretest-posttest control group design with the research subject, namely adolescent athletes who live in the training center of the National Potential Young Athletes Center (SLOMPN) as many as 24 people with an age range of 13-15 years old. Emotion regulation was measured using the IERQ4S instrument with a reliability value of .824. The results of this study indicate a difference in the significance value in the experimental group which is 0.01 ( $0.01 < 0.05$ ). While in the control group, it is 0.05 ( $0.85 > 0.05$ ). Increased emotion regulation through role awareness training is influenced by intrinsic and extrinsic factors. The results of this study provide advice to future researchers to examine other types of awareness training.

#### ABSTRAK

Pada proses mencetak atlet yang berprestasi diperlukan persiapan sejak remaja agar mereka dapat mencetak prestasi secara jangka panjang. Namun, atlet remaja dihadapkan pada dua situasi, yaitu pubertas dan peran ganda yang membuat tanggung jawab mereka menjadi lebih berat. Hal ini menimbulkan terganggunya regulasi emosi yang penting untuk dimiliki oleh atlet remaja. Salah satu upaya untuk meningkatkan regulasi emosi pada atlet remaja adalah melalui role awareness training. Penelitian ini bertujuan untuk mengetahui adanya pengaruh role awareness training terhadap regulasi emosi pada atlet remaja. Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain pretest-posttest control group design dengan subjek penelitian yaitu atlet remaja yang menetap di training center Sentra Olahragawan Muda Potensial Nasional (SLOMPN) sebanyak 24 orang dengan rentang usia 13-15 tahun. Regulasi emosi diukur dengan menggunakan instrumen IERQ4S dengan nilai reliabilitas .824. Hasil penelitian ini menunjukkan adanya perbedaan nilai signifikansi pada kelompok eksperimen yaitu 0.01 ( $0.01 < 0.05$ ). Sedangkan pada kelompok kontrol yaitu 0.05 ( $0.85 > 0.05$ ). Peningkatan regulasi emosi melalui role awareness training dipengaruhi oleh adanya faktor intrinsik dan ekstrinsik. Hasil penelitian ini memberikan saran kepada peneliti selanjutnya untuk mengkaji terkait jenis awareness training yang lainnya.



This is an open access article  
under the [CC-BY-SA](https://creativecommons.org/licenses/by-nc/4.0/) license

Copyright © 2022 by Author,  
Published by Universitas Negeri  
Surabaya

Correspondence about this article can be addressed to Wafiq Alfina Oktafiani e-mail:  
[wafiq.19027@mhs.unesa.ac.id](mailto:wafiq.19027@mhs.unesa.ac.id)

---

The sport in Indonesia has many athletes who have outstanding achievements. Of course, with the achievements that have been made, a sport must continuously improve the performance and achievements of athletes. Therefore, preparation in producing athletes who excel must be done in the long term. One of the efforts that have been made to develop the world of sports in Indonesia is the creation of the National Sports Grand Design (DBON).

The National Sports Grand Design has targets in the medium and long term with two priority programs, namely sports acculturation and achievement coaching. This is also in line with Asmawi et al. (2022), that the creation of a sports achievement cannot be achieved in a short time, so it requires stages that include talent identification to the coaching stage so that it is hoped that an athlete will be able to provide long-term achievements.

Based on the approach that researchers have taken in the field, it was found that DBON youth athletes face two situations. The first situation is the existence of a dual role that makes them have to divide their time to fulfill their obligations and goals as athletes and students. The second situation is the puberty phase where the emotional conditions felt by youth athletes are not balanced so that these two situations can hinder the process of achieving goals.

In adolescence, athletes certainly go through the puberty phase, where in this phase many changes occur, especially emotionally. During adolescence, a person's emotional state becomes more intense (Gross, 2014). Apart from being caused by emotions, the dual role that arises, namely individuals who act as a student and athlete, makes their duties and responsibilities different compared to non-athlete adolescents.

The inequality above has the

potential to make youth athletes easily tired, especially psychologically. It is feared that this will hinder the process and achievement of goals as an athlete, so that emotion regulation becomes an important ability for athletes to have because of the nature of emotions that can be beneficial or even detrimental (Dawenan et al., 2014). Emotion regulation is an important ability for youth athletes to have. Athletes who are unable to regulate their emotions tend to have high levels of stress and have other psychological disorders, while athletes who are able to regulate their emotions have higher emotional well-being (Jannah et al., 2023).

Previous studies have shown that emotional regulation is important for adolescent athletes to have. Research conducted by Kliwon and Sarwanto (2019) shows that emotional regulation is important for adolescent athletes to have because high emotional regulation can make achievement motivation also high. In addition to achievement motivation, emotional regulation affects pre-match anxiety, where adolescent athletes who have good emotional regulation will be able to suppress tension caused by a lot of pressure (Angreini et al., 2021). In other studies, it was found that good emotional regulation will make adolescent athletes able to control when they have to express their emotions so that they can minimize the disruption of focus in achieving goals and can rely on themselves when competing (Paulana et al., 2021).

Gross (2014) defines emotional regulation as an effort in managing emotions when an emotion arises, when emotions arise, and how a person can express these emotions. Emotion regulation is related to how an emotion is managed (regulation of emotions) rather than emotions that manage or control other things (regulation by emotions). Factors that influence emotion regulation include

intrinsic and extrinsic factors according to Gross (2007). Intrinsic factors include a person's temperament, while extrinsic factors include external influences that affect how a person expresses and manages emotions. Both factors do not have a direct impact on individuals, but rather shape each other so that they affect how a person regulates their emotions. Gross (2014) suggests that there are two aspects of emotional regulation which include cognition and behavior.

There are two emotion regulation strategies that a person uses, namely cognitive reappraisal and emotional suppression (Essau et al., 2017). Cognitive reappraisal is considered more effective to use in regulating emotions because the process uses more aspects of cognition and emotions so that a person will be better able to assess everything that happens and is associated with emotional responses (Santoso, 2021).

Mindfulness is a condition in which a person understands feelings, thoughts, and behaviors in an interpersonal context and can function as a control when learning and behaving adaptively in social environments (London, 2021). Awareness is defined as the ability one has to see oneself, which means making oneself the center of attention as a whole (Eurich, 2017). Solso (2014) suggests that awareness is a process experienced by individuals that involves physical and psychological processes related to life goals, emotions, and accompanying cognitive processes.

Awareness can be divided into two, namely internal awareness and external awareness (London et al., 2023). Internal awareness includes beliefs, cognitions, interests, goals, personality, values, and meaningful life patterns. While external awareness includes perceptions about appearance, behavior, and social relationships that include interactions with others. In the process of awareness, a person will go through several stages which include the process of thinking about

oneself so that one will be more aware of their characteristics, then proceed with maintaining awareness that has been built to interact with certain people or situations (Carden et al., 2022).

Training is defined by Siswadi (2017) as an activity carried out to improve the ability of skills both individually and in groups to achieve goals. Training provides equal opportunities for everyone to develop their skills and knowledge so that they understand what to do, and why an activity needs to be done (Wahyuningsih, 2019). Solichah and Jannah (2015) argue that training is important to provide for adolescent athletes because training is needed to achieve achievements. This study uses mindfulness training that focuses on increasing adolescent athletes' awareness of their roles as athletes and as students. Based on this explanation, it can be concluded that awareness training in this study is a training that has the aim of increasing the awareness and understanding of adolescent athletes in depth about their roles as adolescent athletes and as students.

In its implementation, role awareness training emphasizes an emotional approach to building awareness and is accompanied by discussions to help trainees realize the unique potential within themselves (Siddiqui, 2013). Role awareness training in this study is more focused on experiential learning, where research subjects are asked to learn something through analyzing, discussing, and reacting to increase awareness and personal insight (Kolb & Kolb, 2017).

Emotional regulation can be trained through several mental trainings found in previous studies, such as problem solving therapy (Akbar, 2022), motivational skills training, dialectical behavior therapy, attention modification, affect regulation training (Gross, 2014), rational emotive behavioral group counseling (Farichah et al., 2019), and many more. However, this study will focus on the application of role awareness training. This training was

chosen because it emphasizes more on improving interpersonal and personal skills (Taufiq et al., 2019). This is in line with the focus of emotion regulation where efforts to manage emotions to achieve desired emotional states or situations come from within. Awareness training in Indonesia has been applied to increase awareness of interpersonal skills in students (Ismayani et al., 2016), discipline in students (Esmiati et al., 2020), and multicultural competence in students (Sari et al., 2019).

Based on the phenomena previously described, this study aims to determine the effect of role awareness training on emotional regulation in youth athletes.

### Methods

#### Methods

This research is a quantitative experimental approach with a pretest-posttest control group design. This research will use two groups, namely the control group and the experimental group. Determination of experimental and control group members is by ordinal pairing, which uses pretest scores that have been calculated and sorted from highest to lowest (Jannah, 2016). From the division of these groups, it is known that the division of the number of members of the two groups is 12 young athletes. After the experimental and control groups were determined, the intervention in the form of role awareness training was given only to the experimental group.

The experimental design using a pretest-posttest control group design according to Jannah (2016) is described as follows :

KE	O1	X	O2
KK	O1		O2

Picture 1. Experimental design

Note:

KE : Experimental group

KK : Control group  
 X : Intervention  
 O1 : Pretest  
 O2 : Posttest

#### Partisipants

The research subjects consisted of 24 adolescent athletes consisting of 10 male adolescent athletes and 14 female adolescent athletes. Judging from the sport, the youth athletes who were the subjects in this study came from swimming, archery, and taekwondo. The youth athletes involved in this study have also had achievements at the provincial, national and international levels.

#### Samples/populations

The sampling technique in this study uses saturated sampling technique, where all members of the population will be used as research samples if the population is less than 30 people (Sugiyono, 2007). In this study, the sample used was 24 adolescent athletes who settled in the training center of the National Potential Young Athletes Training Center (SLOMPN) with the characteristics of the age range 13-15 years and settled in the training center of the National Potential Young Athletes Training Center.

#### Procedures

##### Step 1: Giving pretest

The pretest containing the emotion regulation scale was given to all research participants before the provision of role awareness training intervention. Giving a pretest has the aim of knowing the initial condition of emotional regulation owned by adolescent athletes before training. The pretest given to all research subjects contains an emotion regulation scale.

##### Step 2: Group division

Group division is carried out using ordinal pairing techniques, where group

division is determined based on the number of pretest scores of each teenage athlete sorted by rank. This technique was chosen to equalize the emotional regulation of adolescent athletes. The grouping that has been done results in two groups, namely the experimental group and the control group.

**Step 3: Providing intervention**

The role awareness training intervention was given four times to the experimental group on April 8, 9, 15, and 16, 2023. Researchers made observations during the training to determine the condition of the training participants and the effects of providing role awareness training interventions. The duration of training at each meeting is 90 minutes.

**Step 4: Giving posttest**

The posttest containing the emotion regulation scale was given to all research participants after the role awareness training intervention was carried out.

All steps in this research procedure were tested first on other subjects to provide further understanding for researchers regarding the implementation of the research.

*Data collection*

The data collection technique used is a scale. Scale is defined as an instrument in the form of a questionnaire that contains statements (Jannah, 2018). The questionnaire in this study is in the form of a closed questionnaire, where the statements in the questionnaire have alternative answers provided and the respondent's task is to choose one of these answers (Priadana & Sunarsi, 2021). The questionnaire given aims to measure the emotional regulation of the research subject. Emotion regulation is measured using the IERQ4S scale. The IERQ4S scale has a loading factors value greater than 0.50 on each item so that it can be said to be valid and has a reliability analysis value above .824 so that it can be said to be reliable (Jannah et al., 2023). The

alternative response given is a number of four points using a Likert scale, point 1 for a strongly disagree response to point 4 for a strongly agree response. Reliability of IERQ4S is This instrument will be given to research subjects in the form of a google form.

*Data analysis*

The data analysis used in this study was using paired sample T-test, Data analysis was carried out using SPSS (Statistical Product and Service Solution) version 20 for windows.

**Result**

The results of test using the paired sample T-test that has been carried out are illustrated in table 1 below:

Table 1. Paired sample T-test result

	Mean	Std Dev	Sig.
Pre-post Experiment	-4000	4.612	.012
Pre-post Control	.167	3.040	.853

Based on the table 1. above, the results show that the Sig. value in the experimental group is 0.01 and in the control group is 0.85. This shows that in the experimental group, the Sig. value is smaller than 0.05 ( $0.01 < 0.05$ ) which means there is significance between the pretest and posttest values. While the Sig. value in the control group is greater than 0.05 ( $0.85 > 0.05$ ) which means there is no significance between the pretest and posttest values. Therefore, it can be concluded that there is an effect of role awareness training on emotional regulation in adolescent athletes.

Furthermore, data analysis can also be clarified by using a comparison of gain scores between groups. The gain score is the post test data minus the pre test. The gain score test was conducted to see the

mean value and difference in pretest and posttest in both experimental and control groups. The average value in each group is illustrated in the gain score test that has been carried out in table 2 below:

Table 2. *Gain score test result*

	<b>Experimental Group</b>	<b>Control Group</b>	<b>Gap</b>
Pretest	28	28	0
Posttest	32	27.8	4.2
Gap	4	0.2	

Based on the gain score test that has been carried out, it can be seen that there is no difference in the pretest score between the experimental group and the control group. However, there is an increase in the average posttest score of the experimental group by 4. It can be concluded that the experimental group has a score difference, while the control group does not have a significant score difference. In addition, the difference in posttest means in the experimental group and control group is 4.2, where the posttest mean of the experimental group is higher than the control group, so it can be concluded that role awareness training has an influence on improving emotional regulation in adolescent athletes.

### **Discussion**

Based on the data analysis that has been done, it can be seen that role awareness training has an influence on improving the emotional regulation of adolescent athletes.

Increased emotional regulation in adolescent athletes in this study occurs due to two factors, namely intrinsic and extrinsic factors. This is in line with Gross (2007) that emotional regulation arises from intrinsic factors that come from within a person and extrinsic factors that come from outside.

The intrinsic factor that appears in

this study is the intensity of emotions felt by adolescent athletes. This is in line with Gross (2007) that intrinsic factors that affect emotional regulation, one of which comes from temperament. From observations made when training was carried out, youth athletes experienced unstable emotional conditions so that these conditions disrupted friendships with fellow athletes. In addition, unstable emotional conditions hinder the process of achieving goals. This is because emotional changes interfere with the perseverance of adolescent athletes in undergoing a series of exercises.

Role awareness training helps to increase awareness of the emotions that arise. Through role awareness training, adolescent athletes are also made aware of the importance of the function of emotions and types of emotions as adolescents who are experiencing puberty where emotional conditions become unstable. Through the material about emotions provided through the application of role awareness training, trainees were able to mention experiences involving emotions that had been experienced.

Extrinsic factors that influence the improvement of emotion regulation in this study are insights into how the emotions that arise are managed properly to achieve certain conditions. This is in accordance with Gross (2007) that extrinsic factors that affect emotion regulation arise from outside that trigger how a person regulates their emotions.

When the role awareness training was given, the trainees managed to mention experiences that involved emotions. The material on emotion regulation provided in awareness training provides insight and awareness to adolescent athletes on how to manage emotions through cognition to achieve a certain emotional state so that adolescent athletes are able to continue to focus on their goals.

Through the material related to emotion regulation, trainees were able to explain their emotional experiences when competing. Trainees are also able to regulate their emotions so that they become serious in their activities. This is in line with research conducted by Kliwon and Sarwanto (2019), where youth athletes who have good emotional regulation will be serious in completing their tasks, and when youth athletes are serious, achievement motivation also increases.

Through role awareness training given to youth athletes in the experimental group, they are able to suppress tension from various demands. This was seen when the trainees were asked to explain their experiences in managing emotions. In addition, in the role awareness training provided there are activities that require them to work in teams and individually. In completing the task, they were able to suppress tension and turn it into a drive to achieve goals. This is in line with the findings of a study by Angreini et al. (2021), that adolescent athletes who have good emotional regulation are able to suppress tension from various demands.

In completing a series of training activities, youth athletes are also focused and willing to follow the directions given. This is in line with research conducted by Paulana et al. (2021), namely when adolescent athletes have good emotional regulation, they are able to refrain from expressing their emotions which can interfere with their focus and perseverance in completing a task.

From the research that has been conducted, it can be seen that role awareness training in this study plays a role in building awareness related to emotions and increasing abilities related to how to manage and express emotions to achieve the desired conditions through emotion regulation.

## **Conclusions**

Based on the results of the research and data analysis that has been carried out, it can be concluded that role awareness training has an influence on emotional regulation in adolescent athletes. This is evidenced by the difference in the significance value in the experimental group which is smaller than the probability value ( $0.01 < 0.05$ ) which means that there is significance between the pretest and posttest values. From the results of the calculation of the gain score that has been done, there is a difference between the posttest of the experimental group and the control group of 4.2, where the experimental group score is higher than the control group score. The increase in emotional regulation in this study occurred because it was influenced by intrinsic and extrinsic factors. Therefore, it can be concluded that there is an effect of role awareness training on emotional regulation in adolescent athletes.

## **Recommendation**

The results of this study indicate that role awareness training intervention can be applied to adolescent athletes who are part of DBON to improve emotional regulation that focuses on recognizing and increasing their potential.

The results of this study can be information that psychological factors, especially emotional regulation, are important in dealing with situations of practicing and competing. In addition, the results of this study can also be a consideration in making the right and appropriate decisions to choose a good method for athletes, and also create a positive situation between coaches and athletes so that goals can be achieved.

The role awareness training intervention attracted enthusiasm from the participants. Therefore, it is hoped that the

management of the National Potential Young Athletes Training Center dormitory as an environment where adolescent athletes develop themselves can consider the awareness training program to be carried out again.

For other researchers who study awareness training, it is hoped that they will dig deeper into the type of awareness training that suits their research objectives.

### References

- Akbar, R.F. (2022). Efektivitas *problem solving therapy* untuk meningkatkan kemampuan regulasi emosi. *Journal of Psychological Research*, 7(1). 1-10.  
<https://doi.org/10.29313/schema.v0i0.5002>
- Angreini, D., Khumaerah, N., & Aswar. (2021). Efek regulasi emosi terhadap kecemasan prapertandingan atlet UKM Taekwondo di Kota Makassar. *Psyche 165 Journal*, 14(4). 336-341.  
<https://doi.org/10.35134/jpsy165.v14i4.134>
- Carden, J., Jones, R.J., & Passmore, J. (2022). Defining self-awareness in the context of adult development: a systematic literature review. *Journal of Management Education*, 46(1).  
<https://doi.org/10.1177/1052562921990065>
- Dawenan, C.R., Akbar, S.N., & Yuniarramah, E. (2014). Hubungan antara regulasi emosi dengan *hardiness* atlet mahasiswa di Banjarbaru. *Jurnal Ecopsy*, 1(4).  
<http://dx.doi.org/10.20527/ecopsy.v1i4.505>
- Esmiati, A.N., Prihartanti, N., & Partini. (2020). Efektivitas pelatihan kesadaran diri untuk meningkatkan kedisiplinan siswa. *Jurnal Ilmiah Psikologi Terapan*, 8(1). 85-95.  
<https://doi.org/10.22219/jipt.v8i1.11052>
- Essau, C.A., Leblanc, S., & Ollendick, T.H. (2017). *Emotion Regulation and Psychopathology in Children and Adolescents*. Oxford University Press.
- Eurich, T. (2018). What is self-awareness really is (and how to cultivate it). *Harvard Business Review*.
- Farichah, et al. (2019). Konseling kelompok rasional emotif perilaku dalam membantu mengatasi regulasi emosi siswa SMP, efektifkah?. *Jurnal Pendidikan*, 4(1). 25-32.  
<https://doi.org/10.26740/jp.v4n1.p25-32>
- Gross, J.J (Ed.). (2007). *Handbook of emotion regulation*. The Guilford Press.
- Gross, J.J. (2014). *Handbook of emotion regulation (2 ed)*. The Guilford Press.
- Ismayani, M., Rostikawati, Y., & Suhara, A.M. (2016). Pengidentifikasian kemampuan interpersonal mahasiswa melalui model pembelajaran pelatihan kesadaran (awareness training). *Jurnal Ilmiah UPT P2M STKIP Siliwangi*, 3(2). 108-117.  
<https://doi.org/10.22460/p2m.v3i2p108-117.634>
- Jannah, M. (2016). *Psikologi eksperimen: Sebuah pengantar*. Unesa University Press.
- Jannah, M. (2018). *Metodologi Penelitian kuantitatif untuk psikologi*. Unesa University Press.
- Jannah, M., Sholichah, I.F., & Widohardhono, R. (2023).



- Confirmatory factor analysis: Skala regulasi emosi pada setting olahraga di Indonesia (IERQ4S). *Jurnal Psikologi Teori dan Terapan*, 14(1). 153-160.  
<https://doi.org/10.26740/jpvt.v14n1.p153-160>
- Jannah, M., Widohardhono, R., Makiko, N.R., Sholichah, I.F., & Hidayah, R. (2023). The role of optimism in the emotional regulation of athletes with disabilities. *International Journal of Human Movement and Sports Sciences*, 11(3). 527-532.  
<https://doi.org/10.13189/saj.2023.110303>
- Kliwon & Sarwanto, A. (2019). Pengaruh aktivasi regulasi emosi terhadap olahraga atlet disabilitas NPC Kota Surakarta. *Jurnal Terpadu Ilmu Kesehatan*, 2(2). 130-219.  
<https://doi.org/10.37341/interest.v8i2.173>
- Kolb, A.Y., & Kolb, D.A. (2017). Experiential learning theory as a guide for experiential educators in higher education. *A Journal for Engaged Education*, 1(1). 7-44.  
<https://nsuworks.nova.edu/elthe/vol1/iss1/7>
- London, M. (Ed.). (2021). *The oxford handbook of lifelong learning (2nd ed.)*. Oxford University Press.
- London, M., Sessa, V.I., & Shelley, L.A. (2023). Developing self-awareness: Learning processes for self- and interpersonal growth. *Annual Review of Organizational and Organizational Behavior*. 10: 261-88.  
<https://doi.org/10.1146/annurev-orgpsych-120920-044531>
- Paulana, A.N., Rejeki, A., & Sholichah, I.F. (2021). Regulasi emosi terhadap resiliensi atlet pencak silat. *Psikodinamika: Jurnal Literasi Psikologi*, 1(2). 076-083. [10.36636/psikodinamika.v1i2.732](https://doi.org/10.36636/psikodinamika.v1i2.732)
- Priadana, S., & Sunarsi, D. (2021). *Metode penelitian kuantitatif*. Pascal Books.
- Santoso, A. (2021). *Mengontrol emosi menjadi seni*. CV Global Aksara Pres.
- Sari, P., Utami, F.P., & Khusana, I.K.A. (2019). Experiential learning model and awareness training model to increase student multicultural competence. *Jurnal Bimbingan dan Konseling*, 6(2). 167-174.  
<https://doi.org/10.24042/kons.v6i2.5211>
- Sholichah, I.F. & Jannah, M. (2015). Pengaruh pelatihan *quiet eye training* terhadap peningkatan konsentrasi pada atlet bulutangkis. *Character: Jurnal Penelitian Psikologi*, 3(2). 1-5.  
<https://ejournal.unesa.ac.id/index.php/character/article/view/10959>
- Siswadi, Y. (2021). Pengaruh pelatihan dan disiplin terhadap produktivitas kerja karyawan pada PT. Jasa Marga Cabang (Belmera) Medan. *Jurnal Ilmiah Manajemen dan Bisnis*, 17(1). 124-137.  
<https://doi.org/10.30596/jimb.v17i1.982>
- Solso, R.L., Maclin, O.H., & Maclin, M.K. (2014). *Cognitive psychology (8th ed.)*. Pearson Education Limited
- Sugiyono. (2007). *Statistika untuk penelitian*. Alfabeta.
- Siddiqui, M. H. (2013). Awareness training model of teaching:

- Increasing human awareness.  
*International Journal of Scientific Research*, 2(5). 97-99.  
<https://doi.org/10.36106/ijsr>
- Taufiq, A.U., Kartina, & Djafar, H. (2019). Pengaruh model pembelajaran awareness training terhadap motivasi belajar fisika. *Jurnal Pendidikan Fisika*, 7(1). 10-16.  
<https://doi.org/10.24252/jpf.v7i1.5184>