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The Influence of Role Awareness Training on Emotional Regulation and Psychological Well-being on Young Athletes

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Abstract

Background: Responding to the problem of double-career student-athletes during quarantine that resulted in an emotional regulation and psychological well-being crisis. **Objective:** To determine the effect of role awareness training on psychological well-being and emotional regulation in student-athletes. **Method:** Using quantitative experimental methods with a pre-test-posttest control group design. The subjects of this study were 24 athletes from the National Young Athlete Training Center UNESA. Sampling is done with a saturated sample, where all members of the population become samples. Data was obtained through pretests and posttests using psychological well-being tools containing 42 items. The data analysis technique used is an independent sample t test. **Result:** p value for emotional regulation is 0.027 and for psychological well-being is 0.047 (both p values are < 0.05). It shows training awareness of the role capable of guiding student-athletes in improving psychological well-being and emotional regulation. **Conclusion:** There is an influence of role awareness training on the emotional regulation and psychological well-being of student-athletes.

Keywords: Role awareness training, Emotional regulation, Psychological well-being

Abstrak

Latar Belakang: Menanggapi permasalahan atlet pelajar yang berkarir ganda pada masa karantina yang mengakibatkan krisis regulasi emosi dan kesejahteraan psikologis. **Tujuan:** Untuk mengetahui pengaruh awareness training terhadap kesejahteraan psikologis dan regulasi emosi pada atlet pelajar. **Metode:** Penelitian ini menggunakan metode eksperimen kuantitatif dengan desain pretest dan posttest control group design. Subjek yang digunakan pada penelitian ini adalah para atlet Sentra Latihan Olahragawan Muda Potensial Nasional UNESA yang berjumlah 24 orang. Pengambilan sampel dilakukan dengan menggunakan jenis sampel jenuh, dimana seluruh anggota populasi menjadi sampel. Data diperoleh melalui pretest dan posttest dengan menggunakan alat bantu kesejahteraan psikologis yang berjumlah 42 item. Teknik analisis data yang digunakan adalah uji t sampel independen. **Hasil:** Nilai p untuk regulasi emosi sebesar 0,027 dan untuk kesejahteraan psikologis sebesar 0,047 (kedua nilai p < 0,05). Hal ini menunjukkan pelatihan kesadaran akan peran yang mampu membimbing pelajar-atlet dalam meningkatkan kesejahteraan psikologis dan regulasi emosional. **Kesimpulan:** Terdapat

pengaruh awareness training terhadap regulasi emosi dan kesejahteraan psikologis atlet pelajar.

Keywords: Pelatihan kesadaran peran, Regulasi emosi, Kesejahteraan psikologis

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Indonesia's sporting achievements have increased, as evidenced by the achievements achieved by athletes from various sports and age groups. According to the official Kemenpora website, Indonesia managed to rank third in the final standings of the 2023 SEA Games in Cambodia, winning a total of 276 medals with details of 87 gold, 80 silver and 109 bronze (Kemenpora, 2023). This needs to be improved with the efforts that have been made, namely the National Sports Grand Design program, which is a government program to look for superior young people to be trained to become professional athletes by Long Term Athlete Development terminology in National Potential Young Athlete Training Center (Amali, 2022).

In reality, this effort is not easy. Athletes experience various problems while in quarantine. The first problem is the dual role as athlete and student. As an athlete, you are required to carry out intensive training and high frequency sports participation. Then an unsupportive environment, such as harsh coaching from coaches and hazing from teammates can become a problem for student athletes (Simons & Bird, 2022). This causes physical and psychological injuries to athletes (Haraldsdottir et al., 2021).

The second problem is that the requirement of nine years of compulsory education from the Indonesian government means that learning activities in schools are not optimal due to the high frequency of training so that athletes feel bored and exhausted (Karo et al., 2019). The third problem is that athletes are in the puberty phase so they experience changes in physical, emotional and social roles (Desbrow, 2021). This shows that athletes do not have good psychological well-being, characterized by athletes being unable to maintain level of stress, overcome social pressure independently, determine direction and goals, control the external environment, have good relationships with other people, accept themselves, and develop their potential (Yukhymenko-Lescroart, 2021; Morrish et al., 2017; Aulia & Panjaitan, 2019; Fronso et al., 2021).

Apart from showing that athletes do not have good psychological well-being, puberty in young athletes certainly does not escape what is called emotional regulation. The level of emotional maturity itself is one aspect that determines a person's mental maturity, so it is important for athletes to have the ability to manage emotions well (Jobson, 2020). Emotion regulation is a form of effort made by a person to influence his emotional experience and emotional expression (Gross & Thompson, 2007).

This research is important to carry out so that student-athletes can improve their psychological well-being so they have optimal physical and psychological health (Diener et al., 2017; Kushlev et al., 2020, Breslin et al., 2022). Not only does having optimal physical and psychological health through increased psychological well-being, improvements in emotional regulation abilities can also cause athletes' achievement motivation to be high (Kliwon & Sarwanto, 2019; Oktafiani & Jannah, 2023). In addition, emotional regulation in athletes also influences the athlete's ability to deal with pre-match anxiety, where an athlete with good emotional regulation is better able to deal with tension caused by pressure when approaching a match (Anggreni, 2021; Oktafiani & Jannah, 2023).

Psychological well-being and emotional regulation can be supported through task awareness training for athletes. Awareness training is applies by concept of self-awareness, namely a deep understanding of a person's emotions, strengths, weaknesses, needs and drives (Jannah et al., 2023; Sweldens et al., 2014). This research emphasizes the concept of role awareness training so that athletes are able to understand their roles as athletes and as students. Considering that adolescence is a vulnerable age, the concept of awareness is important for student athletes for good cognitive processes so as to help them understand positive and negative things in accordance with moral values (Esmiati et al., 2020; Pratiwi & Deni, 2022). Therefore, role awareness training is expected to help athletes' main problems in achieving psychological well-being. Meanwhile, in emotional regulation, role awareness was chosen because this training places more emphasis on improving interpersonal and personal skills (Taufiq et al., 2019; Oktaviana & Jannah, 2023). This is in line with the focus of emotional regulation, namely the efforts made to achieve an emotional state or situation that originates from within the individual.

Previous research includes mindfulness as an effort to improve the psychological well-being of teenagers (Savitri & Listiyandini, 2017; Awaliyah & Listiyandini, 2017; Glass et al., 2019; Anderson et al., 2021), peer group counseling training as an effort to improve psychological well-being in junior high students (Linayaningsih et al., 2017), strength-based counseling models (strength- based counseling) efforts to increase resilience and psychological well-being (Suranata et al., 2021). On the other hand, emotional regulation could be improved by awareness training, for specific term called emotional awareness (Moè & Katz, 2021; Panayiotou et al., 2021). However, there has been no research that specifically discusses role awareness training to improve psychological well-being, so researchers want to study this. Therefore, it is important to carry out this research so that it can be seen whether there is an influence of role awareness training on psychological well-being in student athletes.

Method

This research uses an experimental research method with a pretest-posttest control group design research design. This method is used to find a cause-and-effect relationship between the independent variable and the dependent variable (Sugiyono, 2013; Jannah, 2018). In this design, there were two groups: the control group and the experimental group. Pretest data collection was done for each group. Following that, role awareness training was

administered as a type of treatment to the experimental group. On the other hand, the control group received no treatment. The last phase of gathering post-test data from both the experimental and control groups then began. The research design description is as follows and is in line with Table 1 of the study design:

Table 1. Research Design

Subject	Pretest	Intervention	Posttest
Experiment Group	R1	E	R3
Control groups	R2	-	R4

Information:

R1 = Pre-treatment measurement in the experimental group
R2 = Pre-treatment measurement in the control group
E = The experimental group treatment was in the form of role awareness training
R3 = Measurement after treatment in the experimental group
R4 = Measurement after treatment in the control group

Sample or Population

The research population was National Potential Young Athlete Training Center (Sentra Latihan Olahragawan Muda Potensial / SLOMPN) UNESA athletes with a total of 24 athletes so that each experimental group and control group consisted of 12 athletes. Placement of subjects in groups was carried out using the ordinal pairing technique obtained from the pretest results. Then the sampling technique used is a saturated sample, namely determining a sample with all members of the population used as samples (Jannah, 2018). Characteristics of the population in this study athletes member of National Potential Young Athlete Training Center, status as students. This research was conducted based on an agreement with the athlete's permission as a research participant through signed informed consent.

Procedure

The role awareness training procedure was tested on a number of student athletes according to their characteristics before being used in research. The role awareness steps are structured based on the dual career roles of student-athletes. The material is designed to cover 3 aspects, the first material, namely who am i, contains awareness of developmental tasks based on chronological age. The second material is about duties as an athlete and as a student (dual career role). The third material is about positive attitude and hope.

Data Collection

The data collection technique used in this research is scale. This scale is in the form of a closed questionnaire, in the statement alternative answers are provided, then the respondent chooses one of these answers (Jannah, 2016). The purpose of the questionnaire is to measure the psychological well-being of research subjects. In this study, the scale used is a psychological well-being scale based on Ryff which consists of 42 items where 7 items measure autonomy, 7 items measure environmental mastery, 7 items measure personal growth, 7 items measure positive relationships with other people, 7 items measure life goals, and 7

items measuring self-acceptance. Assessment is carried out by calculating the scores on the answer choices. The psychological well-being score is obtained through pretest and posttest, the lower the score obtained indicates the higher the level of psychological well-being.

Data Analysis

The independent t test is the method of data analysis employed. The independent t test is used to evaluate the differences between the two groups on its own. The experimental and control groups' gain scores are the ones that are used. The difference between the pretest and posttest results is the gain score. A computer application tool called Jeffrey's Amazing Statistics Program (JASP) version 0.14.1.0 was used to make the calculations.

Result

An overview of the research subjects is presented in table 2 below:

Table 2. Characteristic of Subjects

Type of Sport/Aspect	**Swimming**	**Archery**	**Taekwondo**	**Total**
Amount	7	3	14	24
Sexe				
Boy	3	2	5	10
Girl	4	1	9	14
Age				
13 Year	2	-	2	4
14 Year	1	3	8	12
15 Year	4	-	5	9

Referring to Table 2., the majority of subjects were girl, namely 14 or 58.3%. Meanwhile, based on age, the majority are 14 years old, 12 athletes, equivalent to 50%. Based on type of sports, the majority of Taekwondo is 14 athletes, equivalent to 58.3%.

The descriptive data consists of research data before and after being given role awareness training to the experimental group.

Table 3. Description Data of the Experimental and Control Groups of Emotional Regulation

No.	Subject	Experiment Group			Control Group			
		Pretest	Posttest	Gainscore	Subject	Pretest	Postest	Gainscore
1	A1	22	40	18	B1	28	26	-2
2	A2	30	35	5	B2	32	35	3
3	A3	34	35	1	B3	35	29	-6
4	A4	32	35	3	B4	29	32	3
5	A5	24	28	4	B5	27	27	0
6	A6	30	32	2	B6	30	30	0
7	A7	27	30	3	B7	28	28	0
8	A8	25	26	1	B8	26	26	0
9	A9	27	29	1	B9	27	27	0
10	A10	30	35	2	B10	27	27	0
11	A11	28	30	5	B11	27	20	7
12	A12	28	30	2	B12	20	27	-7

Average	28.0	32.1	3.9	28.0	27.8	-0.2

Table 3. above presents the data, which is showed that there was no difference in the value of the pretest between the experimental group and the control group. There was a ratio increase in the posttest scores of the experimental group by 3.9 while the post test scores decreased by 0.2. It can be concluded that experimental groups had differences in scores, whereas in the control group there were no significant differences. The difference between the post test rates in the experimental group and the control group, where the post test rates in experimental groups are higher than in the control groups, so it can be concluded that awareness training has an impact on improved emotional regulation in young athletes.

Table 4. Description Data of Experimental and Control Groups of Psychological Well-Being

No.	Subject	Experiment Group			Control Group			
		Pretest	Posttest	Gainscore	Subject	Pretest	Postest	Gainscore
1	A1	125	126	1	B1	108	109	1
2	A2	104	130	26	B2	108	113	5
3	A3	115	120	5	B3	115	118	3
4	A4	110	115	5	B4	112	112	0
5	A5	117	119	2	B5	119	125	6
6	A6	107	148	41	B6	109	111	2
7	A7	107	109	2	B7	112	115	3
8	A8	118	120	2	B8	116	118	2
9	A9	111	125	14	B9	109	110	1
10	A10	112	114	2	B10	116	117	1
11	A11	114	120	6	B11	109	109	0
12	A12	110	120	10	B12	117	119	2
Average		112.5	122.2	9.7		11.5	114.7	1.1

Table 4. above presents the data, which is showed that there was no difference in the value of the pretest between the experimental group and the control group. In the posttest, the experimental group had a rate increase of 9.7, which means the increase in the rate of experimental groups increased quite significantly. Whereas in the control group, the value of the posttest increased by 1.1. The change in the rates of control groups that were not given awareness training did not experience a significant difference in scores. The difference between the experimental group and the control group in the posttest. The results show that awareness training is effective in improving the psychological well-being of UNESA's SLOMPN athletes. The experimental group that was trained had a higher psychological well-being score (9.7) than the control group (1.1) that was not given role awareness training.

A statistical test was conducted to see whether there was a difference in the gain score between the experimental and control groups for the changes that took place in the two groups. The following is demonstrated by the data analysis results:

Table 5. Result of Independent Samples T-Test

	t	**df**	**p**
ER	2.362	22	.027[a]
PWB	2.107	22	.047

Note. Student's t-test.

[a] Levene's test is significant ($p < .05$), suggesting a violation of the equal variance assumption.

Table 5. presents for emotional regulation value of 2.362 with p-value 0.27 (less than .05) and psychological well-being value of 2.107 with p-value 0.47 (less than .05). This indicates that the experimental group and the control group differ from one another. This indicates that there is a difference in the gain score data for the experimental group and the control group because the gain score is calculated as the difference between the posttest and pretest data. The role awareness training intervention provided to the experimental group is assumed to be the cause of this variation in gain scores. Therefore, the findings of these computations also imply that role awareness training has an impact on improving student athletes' emotional regulation and psychological well-being.

Discussion

This research answers that there is an influence of role awareness training on increasing emotional regulation and psychological well-being in student-athletes. The increase in psychological well-being occurs due to several reasons, the concept of role awareness training helps student athletes better understand themselves as athletes and students in relation to their abilities, beliefs, values and social relationships (Gillard, 2016; Morales-Rodríguez, 2020). The concept of self-awareness provides knowledge so that athletes have awareness of their emotions, strengths, weaknesses and needs (Goleman, 1998; Carden et al., 2022; London et al., 2023). This is related to understanding positive and negative personalities so that it helps them carry out evaluations to become better. Emotional regulation itself will increase due to better understanding about the concept from the experimental, which awareness training, applied. This is in line with Oktafiani & Jannah (2023) that prove awareness training makes athletes be more aware of the significant contributions of the emotions for their stability in social evironment.

The relationship between individuals and social groups is part of the concept of role awareness training, the efforts made are that student athletes are given awareness in creating a supportive environment with coaches, friends in the dormitory, parents, friends at school, teachers, and others (Gazali, 2019). Problems with people closest to you are things that can happen, therefore student-athletes need to understand their emotions and how to regulate it for achieving a better outcome in their socio-emotional interactions, which also can be improved by awareness training (Tahirbegi, 2023). The concept of role awareness training allows athletes to create an environment that is supportive and in line with their personal needs and values (Chow & Luzzeri, 2019). This is important because social environmental conditions influence athletes' psychological health (Ryff, 2013).

Better closure can be seen when it comes to student-athletes on daily basis. Some studies include emotional regulation as skills which critical for student's school readiness and later academic achievement (Hoffmann et al., 2020). It is also supported by Bytamar (2020) that academic procrastination occurred and positively correlated with lack of emotional

regulation. Not only awareness training helps increase student's emotional regulation level, there is significant correlation between awareness training with academic achievement and academic motivation, specifically by applying metacognitive awareness training (Abdelrahman, 2020). Conversely, when student-athletes running in match as their part of athlete role, good emotional regulation skills able to minimalize the risk of getting anxiety during competition and, for specifically, interpersonal emotion regulation, also associate with goal achievement of the competition (Tamminen et al., 2021).

According to Ryff, one of the characteristics of individuals with high psychological well-being is a positive personality, because personality is a factor that can improve psychological well-being (Ryff, 2013). Several other things that can improve the psychological well-being of student athletes are training materials that suit the needs of the subject which are believed to improve psychological well-being. Mental training is an effective method in improving athlete performance (Sholichah & Jannah, 2015). Mental training helps individuals gain control to remain positive even under stress and release negative hormones (Galloway, 2016; Turgut & Yasar, 2020). Another characteristic of individuals with good psychological well-being is life satisfaction, characterized by high positive affect and low negative affect (Marsland et al., 2017). Positive affect can create happiness within yourself. Happy individuals tend to live longer and have stronger immune systems (Marsland et al., 2017). It is important because physical health is an asset for athletes to achieve their goals (Sabato et al., 2016). Apart from that, experienced trainers help athletes be more open about the problems they face so that the material can be more easily accepted by athletes in order to support their psychological well-being (Sabilla & Jannah, 2017; Kolb & Kolb, 2017).

Based on previous research which discusses the influence of the awareness training learning model on motivation to learn physics (Taufiq et al., 2019), awareness training as an effort to measure psychological well-being in the Satria Nusantara Respiratory Arts Institute Community, East Java Region (Widohardhono et al., 2022), identifying students' interpersonal skills through the awareness training learning model (Ismayani et al., 2016), researchers criticized this research because it had a misperception of understanding the concept of awareness training. This research refers to William Schutz's concept of awareness which actually means that individuals have awareness in achieving joy, but some researchers misinterpret Schutz's (1967) concept of awareness as a concept of awareness training and even mention several aspects of actual awareness training not included in William Schutz's book (1967).

It is hoped that this research can help understand the study of the concept of awareness training on the emotional regulation and psychological well-being of student athletes, and can be an update in understanding the concept of awareness training so that mistakes are not repeated in quoting awareness training. The limitation of this research is the reference to role awareness training so that it is hoped that future researchers can reveal more deeply about the concept of awareness training which previously had misperceptions.

Conclusion

The conclusion of this study is that there is an influence of training identity awareness on psychological well-being in adolescent athletes of p=0,000. This suggests that the hypothesis in this study is acceptable, that there is an influence of awareness training on psychological well-being in adolescent athletes. Another finding in this study was that athletes who received training consciousness identity treatment had a psychological well-being of 39.8 whereas athlete who did not receive training identity had a Psychological Well-Being of 2.6. It suggests that adolescent athletes who receive treatment have a higher psychological well-being than athlete who does not receive treatment. The results show that role awareness training is an effective method of intervention to help adolescent athletes improve optimal psychological well-being.

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