

Self-Confidence Conceptual Model Development in Volleyball Learning Courses Desarrollo de modelos conceptuales de confianza en uno mismo en cursos de aprendizaje de voleibol

Yuni Astuti, Zulfahri, Haripah Lawanis, Erianti, Damrah
Universitas Negeri Padang (Indonesia)

Abstract. The research was motivated by the problem of students in the Physical Education, Health and Recreation Study Program not exhibiting optimal self-confidence, particularly the confidence to speak in front of the class during lecture activities. Self-confidence is an aspect of the human psyche that must be nurtured and developed. Self-confidence denotes the ability to do something confidently and without fear of failure. Confidence is also part of the subconscious and is unaffected by emotions and feelings. Therefore, it requires a method that can be accomplished by controlling emotions, feelings, and imagery. The volleyball learning course necessitates good psychological conditions for students to be confident when practicing in small groups and later when conducting teaching practice at school. In this course students are equipped with basic techniques in playing volleyball and how to construct volleyball learning tools, then students are able to practice teaching in small groups. This study employs a qualitative approach with a classroom action research design that follows the lecture schedule. The research procedure is divided into two cycles, with each cycle consisting of five stages: planning, action, observation, evaluation, and reflection. This research was conducted in two cycles and the time required was 5 weeks for each cycle so that the total time required was 10 weeks with two cycles. The research subjects were 50 students who took the volleyball learning course. Data collection methods include observations and interviews. The results of the study show that in an effort to increase student self-confidence, the strategy chosen is role-playing which provides broad opportunities for students to explore themselves in order to be able to demonstrate their quality in front of other friends to become teachers in the teaching practice of the material chosen by each student. In this study, the role-playing technique was seen to be successful in increasing the self-confidence of the students.

Keyword: self-confidence, Role-playing, Learning, Volleyball

Resumen. La investigación fue motivada por el problema de los estudiantes del Programa de Estudios de Educación Física, Salud y Recreación que no exhiben una confianza óptima en sí mismos, particularmente la confianza para hablar frente a la clase durante las actividades de clase. La confianza en uno mismo es un aspecto de la psique humana que debe ser nutrido y desarrollado. La confianza en uno mismo denota la capacidad de hacer algo con confianza y sin miedo al fracaso. La confianza también forma parte del subconsciente y no se ve afectada por las emociones y los sentimientos. Por lo tanto, requiere un método que pueda lograrse controlando las emociones, los sentimientos y las imágenes. El curso de aprendizaje de voleibol requiere buenas condiciones psicológicas para que los estudiantes tengan confianza cuando practican en grupos pequeños y posteriormente cuando realizan prácticas docentes en la escuela. En este curso, los estudiantes reciben técnicas básicas para jugar voleibol y cómo construir herramientas de aprendizaje de voleibol, luego los estudiantes pueden practicar la enseñanza en grupos pequeños. Este estudio emplea un enfoque cualitativo con un diseño de investigación-acción en el aula que sigue el cronograma de conferencias. El procedimiento de investigación se divide en dos ciclos, cada uno de los cuales consta de cinco etapas: planificación, acción, observación, evaluación y reflexión. Esta investigación se realizó en dos ciclos y el tiempo requerido fue de 5 semanas para cada ciclo, de modo que el tiempo total requerido fue de 10 semanas con dos ciclos. Los sujetos de la investigación fueron 50 estudiantes que realizaron el curso de aprendizaje de voleibol. Los métodos de recopilación de datos incluyen observaciones y entrevistas. Los resultados del estudio muestran que en un esfuerzo por aumentar la confianza en sí mismos de los estudiantes, la estrategia elegida es el juego de roles que brinda amplias oportunidades para que los estudiantes se exploren a sí mismos para poder demostrar frente a otros amigos sus cualidades para convertirse en profesores. en la práctica docente del material elegido por cada estudiante. En este estudio, se observó que la técnica del juego de roles tenía éxito a la hora de aumentar la confianza en sí mismos de los estudiantes.

Palabra clave: confianza en uno mismo, Juego de roles, Aprendizaje, Voleibol

Fecha recepción: 18-06-23. Fecha de aceptación: 17-08-23

Yuni Astuti

yuniastuti@fik.unp.ac.id

Introduction

Someone's success or failure in interacting socially with their environment is determined by how they develop their self-confidence. Because of their confidence, someone can be successful in getting along with others, making friends easily, and succeeding in education or work. The development of self-confidence leads to positive changes in one's environment, (Corbin, 2021). The philosophy of self-fulfilling prophecy and self-efficacy is closely related to self-confidence, (Martins et al., 2022). Every human has some level of self-confidence, whether it is high or low. Sports can help people develop their self-confidence. Regular exercise can boost self-confidence. Sports and confidence

are inextricably linked. Good self-confidence is necessary in sports, and sports can also enhance one's self-confidence. A new and healthy sense of self-confidence emerges from within the individual's personality. Confidence is demonstrated not by compensating for weaknesses with strengths, but by the individual's ability to accept himself as he is, understand what he is like, and ultimately believe that he is capable of doing various things well. (Murdiono et al., 2022) Confidence is a belief in one's abilities, a belief in the existence of a purpose in life, and a belief that with reason, one will be able to carry out what they want, plan, and hope for. Confidence is the courage to face difficulties because it recognizes that learning from experience is far more important than success or failure. Confidence is important for participating in public life, such as when joining a

community and participating in an activity or activities; self-confidence increases effectiveness in activities or activities.

A lecturer's job is not only to transfer knowledge but also to transfer value, (Brouwer et al., 2022), (Kusters et al., 2023). It means that students can grow and develop properly, including personality development, (Aisyah et al., 2021). The phenomenon that occurs in the field is that students are frequently confronted with various problems that are related to the occurrence of obstacles in the self-development process, such as lack of concentration, fear, and feelings of tension that arise suddenly when they are faced with expressing opinions or ideas in front of their classmates. Students in the Health and Recreation Physical Education Study Program exhibit a variety of attitudes and behaviors that indicate a low level of self-confidence. It is not a trivial issue to solve because students must be confident in their opinions and not rely on others. If this problem is not addressed immediately, it is possible that students will be unable to achieve their objectives and will have to rely on others. Individual symptoms of lack of confidence include anxiety, worry, uncertainty, and body shaking when students are about to begin doing something, according to (Angute et al., 2023) Even though the student had done nothing, his face was filled with helplessness and fear, (Lügering et al., 2023). If students do something, they frequently stop in the middle of the road because their sense of helplessness is so strong that they discourage doing anything.

Therefore, it is critical to instill self-confidence in students, one of which is in volleyball learning courses that require students to practice teaching, especially there are students who become students and teachers, (Macdonald et al., 2023) (Bartol et al., 2022). In this case, student confidence is essential. Because based on teaching experience in the field, there are still many students who are unable to speak fluently in front of their peers, then act uneasy when standing in front, look pale or anxious when explaining the material that is being presented, and break out in a shiver during teaching practice, (Zhang & Zhang, 2023) (Seixas et al., 2023). Despite the fact that these students are still practicing teaching before going out into the field to teach elementary, middle, and high school students. Students who practice self-confidence are required at each of these school levels, (Gof et al., 2023). Volleyball being a team sport with high intensity intermittent characteristics, (José et al., 2023). So far, when learning volleyball, one of them only focuses on how students can perform or demonstrate volleyball technical skills without paying attention to the psychological aspects of students, which are very supportive and needed when they become educational field practice teachers or teachers later after graduation. Hence, a concept of self-confidence was designed in this study so that students of physical education, health, and recreation would no longer struggle with self-confidence. Furthermore, hopefully, the model developed will be applicable to teachers of other subjects and establish valid, effective, and practical self-confidence

conceptual models that positively impact students in volleyball learning courses.

Volleyball courses are an obligatory topic in the Physical Education, Health, and Recreation study program. The objective of this course is to prepare students to teach volleyball material later in school when doing teaching practice or aspiring to be a teacher, (Wang et al., 2023). In addition to mastering the learning material, students must possess specific psychological characteristics (Oguntuase & Sun, 2022). The most important aspect is his ability to speak confidently in front of a large group of people. "Self-confidence is a feeling of confidence in yourself that he will be able to complete his duties properly in a performance," according to (Tangkudung, 2017). Confidence is one of the most crucial assets and an absolute requirement for achieving sporting success. Objective aspects of achievement motivation, such as feedback/evaluating individuals, also influence self-confidence. It is critical to evaluate oneself. Individuals with high achievement motivation and self-confidence value feedback on their work. He regards feedback as extremely useful for improving future work results (evaluation), (Pashabadi et al., 2011), (Atilgan & Kaplan, 2022). It is difficult to achieve goals with optimal results without the support of sufficient self-confidence, according to this lecture. Gymnastics is a movement or a series of movements that are performed in a systematic order to achieve a healthy, fit, and beautiful body, as well as to improve mental and spiritual skills and readiness (Temel & Karharman, 2022).

Furthermore, (Jatisari, 2023) states that someone with high self-confidence will be able to control himself well, whereas someone with low self-confidence will be prone to anxiety. Students who are self-confident can feel at ease, calm, and not easily intimidated by others, and they can always be optimistic. Women demonstrated higher levels of cognitive and somatic anxiety before, indicating that women may experience physiological and mental symptoms of anxiety more intensely, (Gustavo et al., 2022). It is supported by findings (Aulia & M., 2020) that show that someone with high self-confidence can achieve a lot. Self-confidence stems from self-concept, which stems from self-determination to do what is desired in order to face all competition challenges (Yanti, S. P., & Jannah, 2017). According to (Lianto, 2019), self-confidence will increase a person's motivation to succeed in developing his abilities. As stated by (Sin, 2016), a person's lack of self-confidence is an impediment to high achievement; students will feel incapable or lack confidence in their abilities, will easily despair, and will easily experience frustration if required to achieve even higher. (Fauzan et al., 2021); (Elhaque et al., 2021); (Yalcin & Ramazanoglu, 2020); (Lochbaum et al., 2022) (English et al., 2022). Students who have self-confidence will always be calm and optimistic. Explain the dimensions of self-confidence are optimistic disposition, sport competence, and perceived control. This optimistic viewpoint is an understanding of how events can influence an athlete's thoughts, feelings, and

behavior. Meanwhile, sport competence denotes an athlete's belief in his abilities and ability to meet the demands of the sport. Perceived control can also be interpreted as a positive estimate of the presence of cause-and-effect relationships between one's abilities and the resulting performance. Explain that there are factors that influence self-confidence, specifically mastery in developing or increasing abilities in individuals. According to the study's findings, discovered that self-confidence has a significant impact on a person's mental toughness when doing something. Therefore, the researchers focused on developing a concept that would increase students' self-confidence and be in line with the demands of volleyball learning, which requires students to be able to become professional teachers later in the field who have high self-confidence.

Teachers are at the forefront of efforts to create high-quality youth, as well as in improving the quality and quantity of education, (López-sánchez, 2023) (Gugssa, 2023). As a result, teachers play a critical and central role in efforts to create a quality young generation. Even though learning activities can currently be carried out independently by utilizing various types of existing learning media, such as tutorials or online, the role of the teacher remains necessary. The teacher is a figure in the school environment who can be emulated and used as a place to ask questions, especially by every student, (Carter et al., 2021). To be able to carry out their duties as a teacher optimally, a teacher must be in excellent mental and physical condition, and equally confident in their abilities, (Shidler, 2023). A self-assured teacher will be able to express his full potential without feeling doubtful or even constrained. Every teacher's confidence will be reflected in their actions. As a result, a person's self-confidence can be determined by his attitude and the appearance of his behavior. For example, everyone must feel comfortable talking to anyone. However, when faced with a classroom environment with students who have different characteristics and others, the circumstances will be very different. That is where the speaking ability is tested; some people are nervous, insecure, and so on. Obviously, this has been experienced by every teacher who only recently became a teacher. It cannot be denied that the atmosphere encountered when speaking in front of the class is very different. Someone may stutter while speaking in front of their students.

Students will, of course, have a less positive reaction as a result of this. To become a teacher, one must have the courage to speak in front of a large group of people, particularly their students, because if a teacher is unable to speak in public, how can he or she convey learning material to his or her students? A teacher must have a strong mentality and self-confidence to dare to speak in front of a large group of people, (Hernández-martínez et al., 2023) (Branco, 2023). To develop a strong mentality and self-confidence, you must first eliminate negative thoughts and fears. A prospective teacher can cultivate self-confidence

when teaching in several ways, including first, always practicing. A teacher may acquire self-confidence by practicing as much as possible. It can be practiced in front of a mirror as if you were speaking in front of a large audience. Of course, using the mirror as a medium allows one to see how facial expressions, body movements, and how he is when teaching in front of the class. Second, relax and avoid tension. If you want to teach, try to remain calm and relaxed. Because if a teacher is tense while teaching, adrenaline is released, making the brain tense as well, making it difficult to think. If tension occurs while the teacher delivers instruction, it will be difficult for the teacher to fully expand their abilities and skills. Third, don't overthink it to the point where it's unclear what to do. Thinking a lot about what one intends to do is frequently a big mistake someone aspires to be a teacher makes. Finally, someone is perplexed about what to do due to numerous considerations. Therefore, do it with confidence that it is the best we can offer. After teaching, we reflect on what has been accomplished, what is already good, and what aspects of the teaching and learning process require improvement. Fourth, engage with the students. A teacher is extremely wrong if all they do is talk but are not supported by interaction. The result of minimum to less interaction with students is students may become disengaged while listening to the teacher's lessons. Interaction is necessary between teachers and students. This interaction allows the teacher to determine whether students understand their explanations. As a result, developing a teacher's mentality in order to educate students is difficult; it requires ongoing training and habituation so that the teacher has optimal mental readiness to teach well.

Based on some of the researchers' teaching experiences (Astuti et al., 2019), the ways to increase self-confidence in lectures which are as follows: 1) generate motivation; 2) have a strong foundation; 3) break free from the shackles of inferiority; 4) maintaining & cultivating self-confidence that begins to emerge; 5) strengthening self-confidence; and 6) applicative development. Confidence is a person's mental or psychological condition in which the individual can evaluate the entirety of himself in order to have strong confidence in his ability to take action in achieving various life goals. People with high self-esteem are not those who feel capable (and thus are incapable of receiving therapy) but rather those who know they are capable based on experience and calculations.

Method

The descriptive research method is employed, along with a class action research approach that is carried out in alignment with the lecture schedule. The research subjects were 50 5th-semester Physical Education, Health, and Recreation Study Program students who took a volleyball learning course. The following procedures were used to retrieve research data: 1) Questionnaire is used to determine the

general description of student self-confidence as expressed through statement instruments. 2) Interview: conducted to learn about the use of game techniques in the implementation of group guidance and counseling courses. 3) Observation is carried out by observing students' attitudes and behavior while conducting research. This research procedure is divided into two cycles, with each cycle carried out in line with the desired changes. Cycle 1: Planning, Action, observation, evaluation, and reflection. Cycle 2: Cycle 1 reflection, Planning, Action, observation, evaluation, and reflection.

Result And Discussion

The research was conducted in the volleyball class for work groups with a sample of 50 students of the Physical Health and Recreation Education Study Program, Department of Sports Education, Faculty of Sports Science, Padang State University. It was chosen because, according to preliminary observations collected by researchers via questionnaires, the majority of students in that class lacked self-confidence. The following table summarizes the preliminary test results for student self-confidence:

Table 1.
Student Confidence Level Preliminary Test Results

Category	Frequency	Percentage
High	9	18
Medium	21	42
Low	20	40
Total	50	100

The following explanation provides a more comprehensive summary of the study's findings:

Based on the data collected during the initial observations, it was discovered that the majority of students had a low level of self-confidence prior to taking any action. It is partly due to the lack of optimal techniques or approaches practiced in lectures that are able to stimulate student self-confidence. Especially, the confidence in speaking and discussing in front of the class, so that in the future students are capable and confident when they have to speak and encounter general situations.

Implementation of Cycle I. One of the competencies to be accomplished in the volleyball learning course is the ability of students to understand procedures and methods and practice teaching techniques, specifically the role-playing technique in small groups. Based on the findings of observation and analysis of literature studies, the researcher develops roleplaying techniques that students will use in small groups with their friends. This role-playing technique encourages students to develop self-confidence and, ultimately, to demonstrate self-confidence in front of classmates. This role-playing technique is designed so that students can comprehend the importance of designing and realizing goals, determine life goals that will be lived, and ultimately have the confidence to control themselves when they encounter problems that impede goal achievement in order to maximize self-reliance. In small groups, students

are fully engaged in the implementation of teaching practice. The researcher assists in all aspects of carrying out this teaching practice while directing the teaching course so that it follows the plans that have been prepared. In this role-playing technique, students will take turns learning to lead their classmates like a teacher in class. When teaching, students are asked to learn how to instruct their peers so that the material being taught runs efficiently. At the end of the teaching practice, each student will reflect on what they have learned and done as a teacher.

Cycle I Observation Data. Lecturers, as researchers choose to use role-playing techniques in classes considering lecturers, have researched self-confidence. In cycle I, the lecturer encouraged students to actively participate in a learning environment. Lecturers build students' self-confidence in order to learn to teach their friends and express their opinions on their friends' comprehension. Meanwhile, the lecturer encourages students' self-confidence in the role-playing technique by encouraging them to remain confident in the goals they want to achieve and to dare to control themselves when they encounter obstacles while attempting to achieve these goals.

Table 2.
Results of Cycle I Student Confidence Levels

Category	Frequency	Percentage
High	15	30
Medium	19	38
Low	16	32
Total	50	100

Based on preliminary observations prior to the implementation of meeting 1, it was discovered that a significant number of students, or as many as 20 people, lacked confidence. There was a change in student confidence following the implementation of Cycle I compared to the results of the initial level test. Students in the high category were 30% or experienced an increase of 6 people from 9 to 15 people, students in the medium classification were 38% or experienced a decrease of 2 people from 21 to 19 people, and students in the high category were as low as 32% or experienced a reduction from 20 to 16 people. Reflection is conducted by discussing the application of role-playing techniques in cycle I, as well as collecting and analyzing the obstacles and difficulties encountered by students. According to the findings of student interviews, students are still embarrassed and afraid to express their opinions and speak in front of the class. After the first meeting in cycle I, some students, particularly those who had their turn to become teachers, appeared brave enough to speak in front of the class, though they still appeared unsure and stammered when giving instructions to other friends. Because of time constraints, not all students in the class can teach in small groups. The convenience with which other students in the group play the role of the teacher will be influenced by their active participation, particularly the group that has a turn in teaching practice. As a teacher, you must provide clear instructions to your students. Based on the first meeting reflections, the lecturer continued by providing continuous

motivation at each stage of teaching. Lecturers ensure that students are more motivated and confident in small-group teaching practice.

Cycle II implementation. Cycle II planning data is based on cycle I results, namely that some students began to show self-confidence even though they still frequently used the words ooooh, mmmm, eee...eee and stammered when delivering material in the learning. Students who were hesitant and still embarrassed in the previous teaching practice only had consequences for themselves, so in this second teaching practice, absolute self-confidence is possessed so that it does not have fatal consequences for oneself or others.

Cycle II Observation Data. Students appeared enthusiastic and enthusiastic during the implementation of Cycle II, as evidenced by their active participation in activities during meetings 1 and 2. In Cycle II meeting 1, several students who had been only silent in Cycle I began to dare to ask the lecturer if there were any instructions or something they didn't understand. It demonstrates a shift from passive students to active students with the courage to express their opinions in a lecture setting.

Table 3.
Results of Cycle II Student Confidence Levels

Category	Frequency	Percentage
High	22	44
Medium	15	30
Low	13	26
Total	50	100

Based on initial observations prior to the implementation of meeting 1, it was discovered that a high number of students, or as many as 20 people, lacked confidence. There was a difference in student confidence after cycle II implementation compared to cycle I test results. Students in the high category went up by 44% or raised by seven people from 15 to 22 people, students in the medium classification increased by 30% or higher by four people from 19 to 15 people, and students in the low category decreased by 26% or reduced by three people from 16 to 13 people.

Cycle II reflection was carried out in the same manner as cycle I reflection, specifically by discussing and interviewing students. The discussion revealed that students were happy and enthusiastic about playing the role of teacher in cycle II. At first, some students were afraid, but seeing other friends convinced students who had hesitated to drop themselves. According to students, playing the role of a teacher is extremely difficult and requires students to be consistent in giving whole trust to other friends, while also being prepared to master volleyball learning material and maintain trust in front of other friends. The students were more enthusiastic at the second meeting because they knew one of their friends would come forward to practice the volleyball material that had been prepared previously.

This classroom action research was conducted in two cycles, with each cycle consisting of two meetings. The study's goal is to boost student self-confidence through role-playing techniques in volleyball learning courses. Some of

the material practiced with students was analyzed and determined by the researcher, including material for underpasses, overpassing, serves, smashes, blocks, and physical conditions. According to the results of interviews conducted during reflection activities such as role-playing, students feel more psychologically at ease because they believe they are outside the scope of formal learning in class. They believe they can freely express themselves, so the process they go through in a game is enjoyable. Confidence is something that lecturers strive for, especially in volleyball learning courses where students are expected to be able to practice the various materials they have compiled in lesson plans for their students later when they have entered the actual field to become teachers and educational field practice later.

Conclusion

From the findings of the research and discussion, it is possible to conclude:

1. Before conducting the research, the majority of students' self-confidence was in the low category of 40%, namely 20 students, 42%, or as many as 21 students, were in the medium category, and nine students, or 18%, were in the high category.

2. Students' self-confidence increased after using the role-playing technique to become teachers, as evidenced by the results of the questionnaire, which showed an increase, with the majority of students falling into the high category. According to the findings of the interviews, students had higher enthusiasm to learn to speak confidently in front of the class.

Acknowledge

The authors would like to thank Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Padang for funding this work with a contract number: 1117/UN35.15/LT/2023

References

- Aisyah, N., Derasid, C., Mohd, L., Hatib, A., Abu, Z., Mohtaram, N., Rosmin, N., & Fadzli, M. (2021). Knowledge , awareness and understanding of the practice and support policies on renewable energy: Exploring the perspectives of in-service teachers and polytechnics lecturers. *Energy Reports*, 7, 3410–3427. <https://doi.org/10.1016/j.egy.2021.05.031>
- Angute, A., Gachathi, D. M., & Ramani, R. (2023). Association between nurses' perceived self-confidence in performing family witnessed resuscitation and implementation of the practice at Siaya County Referral Hospital in Kenya. *International Journal of Nursing Sciences*, 10(1), 117–120. <https://doi.org/10.1016/j.ijnss.2022.12.016>
- Astuti, Y., Prajana, A., Damrah, Erianti, & Pitnawati. (2019). Developing Social Emotional Intelligence Through. *Humanities & Social Sciences Reviews*, 7(5), 946–950.
- ATILGAN, D., & KAPLAN, T. (2022). Investigation of the Relationship among Crisis Management, Decision-Making and Self-Confidence Based on Sport Managers in Turkey. *Spor Bilimleri Arařtirmaları Dergisi*, 7(1), 49–67. <https://doi.org/10.25307/jssr.997060>
- Aulia, P., & M., P. R. (2020). Pengaruh Latihan Mental Terhadap

- Kepercayaan Diri Atlet Sepakbola Akademi Persegat Padang Pariaman. *Jurnal Psikologi, Universitas Negeri Padang*, 4(2017), 44–45.
- Bartol, V., Vauhnik, R., & Rugelj, D. (2022). Heliyon Influence of the sport specific training background on the symmetry of the single legged vertical counter movement jump among female ballet dancers and volleyball players. *Heliyon*, 8(April), e10669. <https://doi.org/10.1016/j.heliyon.2022.e10669>
- Branco, C. (2023). *University of Beira (Portugal), **Polytechnic Institute of Castelo Branco (Portugal). 2041, 43–50.
- Brouwer, N., Joling, E., & Kaper, W. (2022). Effect of a person-centred , tailor-made , teaching practice-oriented training programme on continuous professional development of STEM lecturers. *Teaching and Teacher Education*, 119, 103848. <https://doi.org/10.1016/j.tate.2022.103848>
- Carter, E., Onwuegbuzie, A., Singal, N., & Velde, L. Van Der. (2021). Perceptions of teaching quality in Rwandan secondary schools : A contextual analysis. *International Journal of Educational Research*, 109(July), 101843. <https://doi.org/10.1016/j.ijer.2021.101843>
- Corbin, C. B. (2021). Conceptual physical education : A course for the future. *Journal of Sport and Health Science*, 10(3), 308–322. <https://doi.org/10.1016/j.jshs.2020.10.004>
- Elhaq, Q. M., Sungkowo, Kriswantoro, & Sidik Permono, P. (2021). Pengaruh Latihan Visualisasi Dan Kepercayaan Diri Terhadap Prestasi Atlet UKM Panahan UNNES. *Unnes Journal of Sport Sciences*, 9(1), 83–91. <http://journal.unnes.ac.id/sju/index.php/ujss>
- English, M., Wallace, L., Evans, J., Diamond, S., & Caperchione, C. M. (2022). The impact of sport and physical activity programs on the mental health and social and emotional wellbeing of young Aboriginal and Torres Strait Islander Australians: A systematic review. *Preventive Medicine Reports*, 25, 101676. <https://doi.org/10.1016/j.pmedr.2021.101676>
- Fauzan, H. A., Tafaqur, M., & Novian, G. (2021). *Journal of Sport Coaching and Physical Education Meningkatkan Kepercayaan Diri dan Hasil Pukulan Dropshot Melalui Latihan Self-Talk pada Cabang Olahraga Bulutangkis*. 6(2), 121–139.
- Gof, A., Tooth, C., Bornheim, S., & Croisier, J. (2023). *Preseason shoulder screening in volleyball players : is there any change during season?* 7, 662–667. <https://doi.org/10.1016/j.jseint.2023.03.022>
- Gugssa, M. A. (2023). International Journal of Educational Development Characterizing environmental education practices in Ethiopian primary schools. *International Journal of Educational Development*, 102(July), 102848. <https://doi.org/10.1016/j.ijedudev.2023.102848>
- Gustavo, L., Ferreira, R. W., Welington, J., Gaia, P., & Pires, D. A. (2022). Ansiedade pré-competitiva em atletas de voleibol amador Pre-competitive anxiety in amateur volleyball athletes Ansiedad precompetitiva en atletas de voleibol amateur Introdução A busca por melhores resultados no âmbito esportivo , independentemente da mod. *Retos*, 46, 574–580.
- Hernández-martínez, A., Sánchez-matas, Y., & Nieto, C. M. (2023). *Autoconcepto y Actividad física en escolares de 6º curso de Educación Primaria Self-concept and Physical Activity in 6th grade Primary School Students Andrea Hernández-Martínez, Yolanda Sánchez-Matas, Celia María Nieto*. 2041, 61–68.
- Jatisari, D. S. (2023). *Analisis Self Confidence Siswa dalam Pembelajaran Matematika Analisis of Student Self Confidence in Mathematics Learning At SMPN 1 Jatisari*. 12–18.
- José, J., Verazaluce, G., Guisado-barrilao, R., Figueroa, E. L., Hernández-cruz, G., Ocaña-peinado, F. M., Hoyos-flores, J. R., Jerez-mayorga, D., & Guisado-requena, M. (2023). Effect of Phlebodium Decumanum on muscle damage, inflammation and cortisol during a precompetitive mesocycle in a National Volleyball Team. *Retos*, 47, 878–886.
- Kusters, M., Rijst, R. Van Der, Vetten, A. De, & Admiraal, W. (2023). University lecturers as change agents : How do they perceive their professional agency? *Teaching and Teacher Education*, 127, 104097. <https://doi.org/10.1016/j.tate.2023.104097>
- Lianto, L. (2019). Self-Efficacy: A Brief Literature Review. *Jurnal Manajemen Motivasi*, 15(2), 55. <https://doi.org/10.29406/jmm.v15i2.1409>
- Lochbaum, M., Sherburn, M., Sisneros, C., Cooper, S., Lane, A. M., & Terry, P. C. (2022). Revisiting the Self-Confidence and Sport Performance Relationship: A Systematic Review with Meta-Analysis. *International Journal of Environmental Research and Public Health*, 19(11). <https://doi.org/10.3390/ijerph19116381>
- López-sánchez, M. (2023). *Educación física y convivencia escolar, una apuesta desde el currículo Physical education and school coexistence, a proposal from the curriculum Milton López-Sánchez, Shirley Arrieta-Rivero, Farid Carmona-Alvarado*. 2041, 25–34.
- Lügering, H., Tepeli, D., & Sieben, A. (2023). It ' s (not) just a matter of terminology : Everyday understanding of “ mass panic ” and alternative terms. *Safety Science*, 163(September 2022), 106123. <https://doi.org/10.1016/j.ssci.2023.106123>
- Macdonald, P. B., Sport, D., Canada, M., Canada, T. S., Woodmass, J. M., Canada, F., & Canada, S. W. (2023). *Journal of ISAKOS*. 8, 147–148. <https://doi.org/10.1016/j.jisako.2023.03.374>
- Martins, J. B., Afonso, J., Mendes, A., Santos, L., & Mesquita, I. (2022). *Inter-player Variability Within the Same Positional Status in High-level Men ' s Volleyball Variabilidad entre jugadores dentro del mismo estado posicional en voleibol masculino de alto nivel*. 2041, 129–137.
- Murdiono, A. S., Saputra, Y. M., & Safari, I. (2022). *Pengaruh permainan outdoor education dan tingkat motivasi terhadap kebugaran jasmani siswa The effect of outdoor education games and motivation level on student ' s physical fitness*. 1, 168–178.
- Oguntuase, S. B., & Sun, Y. (2022). Effects of mindfulness training on resilience, self-confidence and emotion regulation of elite football players: The mediating role of locus of control. *Asian Journal of Sport and Exercise Psychology*, 2(3), 198–205. <https://doi.org/10.1016/j.ajsep.2022.08.003>
- Pashabadi, A., Shahbazi, M., Hoseini, S. M., Mokaberian, M., Kashanai, V. O., & Heidari, A. (2011). The comparison of Mental Skills in elite and sub-elite male and female volleyball players. *Procedia - Social and Behavioral Sciences*, 30, 1538–1540. <https://doi.org/10.1016/j.sbspro.2011.10.298>
- Seixas, T., Silveira, B., Faria, H. De, & Zaccaron, F. (2023). *Psychophysiological responses during the microcycle with the start of the national championship : A case study of a volleyball team*. 58. <https://doi.org/10.1016/j.apunsm.2023.100422>
- Shidler, L. (2023). Social Sciences & Humanities Open Teacher education in 2022 : Teacher candidates ' echos of the past with a pathway for future preparation. *Social Sciences & Humanities Open*, 7(1), 100427. <https://doi.org/10.1016/j.ssaho.2023.100427>
- Sin, T. H. (2016). *Pengembangan Karakter Building dalam Rangka Revolusi Mental Pengelola Organisasi Olahraga*.
- Tangkudung, J. (2017). *Mental Training (Aspek-Aspek Psikologi dalam Olahraga)*. Cakrawala Cendikia.
- Temel, V., & Karharman, A. (2022). The Mental Toughness Levels of Athletics Coaches in Terms of Some Variables. *Education Quarterly Reviews*, 5(1), 476–485. <https://doi.org/10.31014/aior.1993.05.01.456>
- Wang, H., Jin, X., Zhang, T., & Wang, J. (2023). Heliyon Convolutional neural network-based recognition method for volleyball movements. *Heliyon*, 9(8), e18124. <https://doi.org/10.1016/j.heliyon.2023.e18124>
- Yalcin, I., & Ramazanoglu, F. (2020). The effect of imagery use on the self-confidence: Turkish professional football players. *Revista de Psicologia Del Deporte*, 29(2), 57–64.
- Yanti, S. P., & Jannah, M. (2017). Pengaruh mind control training terhadap mental toughness pada atlet ukm bola basket Universitas Negeri Surabaya. *Jurnal Psikologi Pendidikan*, 4(1).
- Zhang, Z., & Zhang, M. (2023). Heliyon Effect of different ankle braces on lower extremity kinematics and kinetics following special-induced fatigue for volleyball players with functional ankle instability. *Heliyon*, 9(6), e16380. <https://doi.org/10.1016/j.heliyon.2023.e16380>