

## Correlation Between Mental Skills And Anxiety During The Covid-19 Pandemic In University Volleyball Athletes

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**Abstract** *The purpose of this study was to determine the relationship between mental skills and a person's level of anxiety during the Covid-19 pandemic. Mental skills as an important aspect in supporting achievement are very influential for athletes, especially when practicing and competing during the Covid-19 pandemic like today. Through this research, it will be seen how big the correlation is between the mental skills of an athlete and how much anxiety level is during the pandemic. The research method used in this research is associative quantitative method with a correlational approach. In this study, the samples were KOP volleyball athletes, State University of Jakarta. Data collection was preceded by distributing questionnaires to the athletes. The hypothesis testing technique carried out in this study used statistical analysis techniques of product moment correlation, followed by a t-test at a significant level of  $\alpha=0.50$ . The sample in this study was KOP Volleyball FIK UNJ athletes with 56 respondents, it can be concluded that there is a significant negative relationship between Mental Skills on Anxiety During the Covid-19 Pandemic with a correlation coefficient ( $r_{xy}$ ) of -0.459. That is, if the score of the mental skill variable increases, the score for the Anxiety variable During the Covid-19 Pandemic will decrease, but on the contrary if the Mental Skill score decreases, the Anxiety score During the Covid-19 Pandemic will increase.*

**Keywords:** mental skills, anxiety, volleyball, pandemic, covid-19c

## INTRODUCTION

In March 2021, the Ministry of Tourism and Creative Economy of the Republic of Indonesia announced that sporting events, music, and exhibitions could be held again on condition that strict health protocols were applied. This is certainly good news for the world of sports, especially athletes to return to training and improve their performance.

As we all know, the emergence of the Covid-19 virus has ravaged various vital sectors in society and the lack of provision of health services for handling viral infections has certainly contributed to widespread emotional stress and an increased risk of mental illness associated with Covid-19 (Pfefferbaum & North, 2020).

With the rapid and deadly global spread of the virus causing thousands of deaths caused by the coronavirus disease (COVID-19) leading the World Health Organization to declare a pandemic on March 12, 2020 (Ciotti et al., 2020) in which between 3-5% of the victims died. exposed to death, as well as the absence of a patent drug from this virus, has made people around the world panic and create excessive anxiety about the Covid-19 virus. Psychological reactions to the pandemic include maladaptive

behaviors, emotional distress, and defensive responses (Cullen, Gulati, & Kelly, 2020).

The world of sports was also significantly affected, especially in terms of the mental health of athletes. In achievement sports, the psychological aspect is one of the factors that influence the success of achieving an achievement (Effendi, 2016). Because of how perfect the development of technique and tactics of athletes, if their mentality does not develop, then high achievements cannot be achieved. In a competition situation, athletes who perform physical movements are unlikely to escape from the mental-emotional influences that arise in the sport. (Komarudin, 2013).

The COVID-19 pandemic has had an impact on people's lives globally, including the mental health of athletes. However, the response of sports scientists in Indonesia is still lacking, marked by the lack of written publications and scientific dissemination related to this matter. (Rahayuni, 2020). COVID-19 has created new strains on elite athletes, thereby potentially increasing their vulnerability to mental health symptoms (Muhlisin, 2021).

In sports coaching, the psychological aspect is one of the factors

that influence the success of achieving an achievement (Effendi, 2016). As one of the supporting factors for the success of athlete achievement, a coach needs to have complete data regarding the psychological condition of the athlete, one of which is the mental skill aspect (Tahki, Juriana, & Ali, 2018).

According to James Drever, mental is the overall structure and organized psychological processes, both consciously and unconsciously (Tjung Hauw Sin, 2016). Thus it is clear that each psychological element will determine the strength and mental state of the athlete.

According to James E. Loehr (1986) in his book entitled *Mental Toughness Training For Sports*, mental abilities (mental skills) themselves include 7 aspects, namely self-confidence, negative energy control, attention control, visualization skills (imagery abilities), motivation, positive thinking, and behavioral control.

#### 1) *Self Confidence*

Loehr explained: "Self-confidence is a feeling and a knowing that says you can do it, that you can perform well and be successful". Singer also explained: "Self-confidence or confidence in oneself means feeling self-

assure and competent to do what has to be done" (Komarudin, 2013).

Self-confidence is usually closely related to "emotional security". The steadier your belief in yourself, the more stable your emotional security will be. According to Sudiby, self-confidence will create a sense of security, and this will be seen in the attitude and behavior of the athlete, who looks calm, does not easily waver or hesitate, is not easily nervous, assertive, and so on. (Tangkudung & Mylsidayu, 2017).

Lack of self-confidence is an obstacle to be able to achieve high. Lack of self-confidence means doubting one's own abilities, and will put a strain on oneself, which can lead to chaos that will be the seed of defeat. At the time of experiencing a slight failure, the athlete will feel incapable or lack confidence in his abilities, so that the athlete is easily discouraged and if he is required to perform even higher, he will easily experience frustration.

Over-confidence or excessive self-confidence occurs because athletes judge their own abilities beyond their actual abilities. This is closely related to the personality traits of the athletes themselves. Over-confidence can lead to

unfavorable consequences, because they often underestimate their opponents, are too optimistic and often feel that they will not be defeated. Because the expectation of success is too high, it is easier for the athlete to experience frustration.

## 2) *Negative Energy Control*

Controlling negative emotions such as fear, anger, frustration, envy, resentment, anger, and emotions is very important to achieve success in the game. Staying calm, relaxed and focused is directly related to the athlete's ability to keep negative thoughts from arising. Controlling negative energy is related to the athlete's ability to perceive difficult situations as challenges rather than threats or frustrating problems. Negative thinking will usually result in excessive muscle tension and poor concentration.

Emotions that can have negative effects in sports include anxiety, fear, and anger. Restlessness is a symptom of fear. Usually this feeling of anxiety will appear before the match is about to start. This feeling of anxiety can occur if an athlete does not have enough experience of playing hours or it can also occur for example in the inability to do anything

or there may be a sense of confusion or uncertainty.

## 3) *Attention Control*

Attention control is very necessary because it controls the ability and attention at a certain point to be done. Attention control is related to concentration both in training and in competition. An athlete will be seen who has focused attention and scattered attention. Concentration is a condition in which a person's awareness is focused on a certain object in a certain time. Concentration is an activity that must be done repeatedly and will get better if it is done regularly every day or every activity.

In the world of sports, the problem that most often arises due to impaired concentration is the reduced accuracy of throws, punches, kicks, or shots so that they do not hit the target. As a further consequence, if accuracy is reduced, the strategies that have been prepared will not work so that the athlete ends up being confused, not knowing how to play, and his confidence is reduced.

In addition, loss of concentration can also cause injury due to not focusing on exercising. The purpose of concentration training is so that the

athlete can focus his attention or mind on something he is doing without being affected by the things that happen around him.

#### 4) Visualization and Imagery Control

Successful athletes always have well-developed visualization and imagery skills. They are able to think in pictures rather than words, and they are able to control the flow of their own mental images and images in a positive and constructive direction. Visualization is one of the most powerful mental training strategies so far found for translating mental desire into physical performance. According to Syer and Conolly in the visualization process, something will happen to the athlete, namely the athlete will be carried away in certain circumstances, according to what is imagined on the screen the athlete's mental (Crown, 1984). While imagery is a technique where the athlete before doing a match tries to describe in his imagination the movements that will be carried out.

#### 5) Motivation

Motivation is a condition or condition that encourages, stimulates or moves a person to carry out an activity so that the goal is achieved. Motivation

both internal and external is a determining factor to achieve the best ability in sports. In addition, external factors can affect a person's appearance or behavior, namely determining someone will reflect a persistent attitude and not give up quickly in achieving his goals.

In mental coaching, motivational techniques are very important, because the coach realizes that in the end athletes must be independent, so the coach's job is to generate desire, willingness, encouragement to act as needed, as well as approach and foster confidence in the athlete's abilities, the athlete will cultivate self-motivation. more stable and will get satisfaction for the athlete himself. Mental influence on athletes is seen when competing, namely the strength and weakness of the drive to achieve an achievement in winning the match.

#### 6) Positive Energy

Athletes must design their mind set so that what they do is positive and can produce positive results. Positive thinking is telling the brain to think about good things so that it can create enthusiasm and optimism in yourself.

Positive thinking is intended as a way of thinking that directs something in

a positive direction, seen from the good side. This needs to be familiarized not only to athletes but also to coaches who train. By getting used to positive thinking can foster self-confidence, increase motivation and establish cooperation between various parties.

To achieve an achievement, positive thinking is needed. Think positively in completing the program given by the coach to think positively in a match. In all sports, the positive impact of emotions is highly dependent on the athlete's personal and experience. In team sports, quite a lot of stimulation can trigger an emotional upsurge, but it comes down to how the athlete controls his mind not to get carried away by emotions.

#### 7) Attitude Control

Controlling attitude only reflects an athlete in his habit of thinking. The right attitude results in emotional control, calm, and a flow of positive energy. Discussions on behavioral control include discipline, aggressiveness control, and emotional control. Discipline is absolutely necessary for athletes to be able to achieve the highest achievement. Discipline can be increased into self-discipline which is very closely related to

self-control. The interaction between athletes and coaches will determine the obedience of athletes to their coaches.

The discipline of an athlete can be seen from the willingness to react and act on the prevailing values. Discipline is absolutely necessary for athletes to be able to achieve the highest achievement. Discipline accompanied by understanding and awareness is closely related to a responsible attitude, because the athlete in question tends to try to fulfill, support, and defend the values he adheres to. Athletes who have been able to cultivate self-discipline will have a self-image as a disciplined athlete.

Currently, various sporting events have been held, including inter-college championships. The Faculty of Sports Science, Universitas Negeri Jakarta has participated in several championships, one of which is volleyball. After previously stopping various activities on campus, in an effort to minimize the spread of the Covid-19 virus, this certainly had an impact on the mental health of student athletes. When campus activities stop, student athletes suddenly become isolated from their teammates and are no longer able to participate in the sporting activities that are often central to their identity as an

athlete. (Graupensperger, Benson, Kilmer, & Evans, 2020).

Isolation during the COVID-19 pandemic has an impact on the mental health of athletes, including anxiety and depression (Şenişik, Denerel, Köyağasıoğlu, & Tunç, 2021). Self-training performed by athletes during a pandemic has a significant impact on anxiety and depression (Saputro, 2021). This anxiety is caused by the fear of being exposed during the Back Joint Exercise (Marsha & Wijaya, 2021).

According to Gunarsa (1989) anxiety is a feeling of helplessness, insecurity for no apparent reason or vague. Anxiety in the competition will cause excessive emotional stress that can interfere with the implementation of the competition as well as affect the appearance or performance. According to Levitt cited by Husdarta (2011), anxiety can be defined as a subjective feeling of fear and increase physiological arousal. Everyone has experienced anxiety or fear of various situations such as fear of being scolded, fear of not going to class, fear of failure, fear of getting hit and fear or worry before competing, Gunarsa (2008) added that anxiety is a feeling of helplessness, insecurity for no apparent reason, or vague. Anxiety in the

competition will cause excessive emotional stress that can interfere with the implementation of the competition as well as affect the appearance or performance.

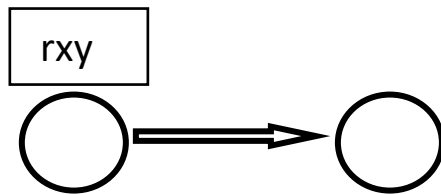
Atkinson (1993) states that emotional anxiety is unpleasant, characterized by terms such as worry, concern, and fear that we sometimes experience at different levels in anxiety, people can use emotional energy than they realize. Anxiety is mental tension which is usually accompanied by bodily disturbances that cause the individual concerned to feel helpless and exhausted because he always has to be in a state of alertness to threats that are not clear. (Komarudin, 2013).

Based on the description above, this study aims to provide data regarding the relationship between the mental skills of student athletes and their anxiety levels during the Covid-19 pandemic. In the current pandemic era, it certainly has its own psychological impact for athletes, apart from having to practice or compete, athletes must also continue to carry out health protocols and maintain their health.

## **METHODE**

This research is a descriptive study with a quantitative method that

explains the relationship between Mental Skills and Anxiety levels during the Covid-19 pandemic in student athletes of the Faculty of Sports Science, Universitas Negeri Jakarta and knows the factors that influence it.



Keterangan:  
X = Mental Skills  
Y = Kecemasan

The subjects in this study were student athletes in the volleyball sport, totaling 56 people. The sampling technique used in this study was purposive sampling where the samples in this study were athletes who had participated in joint training and had participated in competitions.

In this study, researchers used a mental skills adaptation questionnaire from James E. Loehr (1986) which consists of seven dimensions, namely: self-confidence, positive energy, negative energy control, motivation, concentration, visualization and imagery abilities, and behavioral control to measure mental skills variable. The closed questionnaire consists of 42 questions using a Likert scale, a

score of 1 to 5 which represents the seven dimensions (Juriana, 2013).

Anxiety variables during the pandemic using a questionnaire adapted from Ninla Elmawati's research which discusses the analysis of anxiety levels during the COVID-19 pandemic in East Kalimantan rugby athletes. (Ninla Elmawati Falabiba, 2019). In this study, 20 questions were generated which were validated by experts using a Likert scale with five answer options Strongly agree (SS), Agree (S), Strongly Disagree (STS), Doubtful (R), Disagree (TS) .

This study uses correlation analysis which is used to determine the correlation coefficient and Simple Linear regression analysis aims to determine whether there is an influence or relationship between the two variables in the study, namely the independent variable (X) is mental skills and the dependent variable (Y) is Anxiety during the Covid pandemic. -19 with the following formula:

Correlation analysis

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

Information :



$r_{xy}$  : Correlation coefficient  $\Sigma x$  : Total score X

$\Sigma y$  : Total score Y

Simple Linear Regression Analysis

Formula:

$$\hat{y} = a + bx$$

## RESULTS AND DISCUSSION

The purpose of this study was to determine a significant relationship between mental skills and anxiety during the Covid-19 pandemic in volleyball athletes from the Faculty of Sports Science, Universitas Negeri Jakarta. This research is an associative quantitative research. This study uses two variables, namely the independent variable (X) is mental skills and the dependent variable (Y) is anxiety during the Covid-19 pandemic. The data

	Freq	%	Valid %	Cum%
	15-127	1	1.7	1.7
	128-140	4	6.7	8.3
	141-153	15	25	33.3
Valid	154-165	14	23.3	56.7
	166-177	14	23.3	80
	178-189	8	13.3	93.3
	190-202	4	6.7	100
Total	60	100	100	

collection technique used in this study is to use a questionnaire technique or a questionnaire with the type of choice. The technique of collecting this data is by using an online questionnaire given to

56 athletes from the Faculty of Sports Science, Jakarta State University, then the researcher separates the data according to the research variables.

The subjects of this study were 56 people, consisting of 33 men and 23 women.

**Table 1.**

Respondent data by gender

No	Gender	Number of Respondents	Percentage %
1	Man	33	58,9
2	Woman	23	41,1

From the table above, it is clear that the number of volleyball athletes from the Faculty of Sports Science, Universitas Negeri Jakarta consists of mostly men, namely 33 respondents (58.9%) and the least is women, 23 respondents (41.1%), with a total of 56 respondents.

The results of the frequency distribution for the independent variable (X) Mental Skill can be seen in the table below:

**Table 2.**

Based on the table above, it shows that the data on the motivational variable for practice is mostly in the interval class 141-153 with a frequency of 15 respondents or as much as (25%)

and the least is in the interval class 115-127 with a frequency of 2 respondents or (1.7%).

Furthermore, the Mental Skill variables are grouped into 5 levels, namely very high, high, medium, low, very low. as follows:

**Table 3.**

Interval Score	Number of Athletes	Percentage	Category
> 188	5	8,93%	very high
$171 \leq X < 188$	12	21,43%	High
$154 \leq X < 171$	21	37,50%	Medium
$136 \leq X < 154$	14	25%	Low
< 136	4	7,14%	Very Low
Total	56	100%	

Based on the table above, it is known that the mental skills of athletes who fall into the very high category are 8.93% with a total of 5 respondents, the high category is 21.43% with a total of 12 respondents, the medium category is 37.50% with a total of 21 respondents, the low category by 25% with a total of 14 respondents and a very low category of 7.14% with a total of 4 respondents.

The results of the frequency distribution for the dependent variable (Y) of Anxiety during the Covid-19 pandemic can be seen in the table below:

**Table 4.**

	Freq	%	Valid %	Cum %
Valid 52-57	3	5.0	5.0	5.0

58-63	8	13.3	13.3	18.3
64-69	17	28.3	28.3	46.7
70-75	15	25	25	71.7
76-81	10	16.7	16.7	88.3
82-87	5	8.3	8.3	96.7
88-94	2	3.3	3.3	100
Total	60	100	100	

Based on the table above, it shows that the data on the Anxiety variable during the Covid-19 pandemic is mostly located in the interval class 64-69 with a frequency of 17 respondents or 28.8% and the least is in the interval class 88-94 with a frequency of 2 respondents or 3, 3%.

Furthermore, the Anxiety variable during the Covid-19 pandemic is grouped into 5 levels, namely very high, high, medium, low, very low, as follows:

**Table 5.**

Interval Score	Number of Athlete	Percentage	Category
> 84	3	5,36%	Very High
$75 \leq X < 84$	13	23,21%	High
$67 \leq X < 75$	26	46,43%	Medium
$58 \leq X < 67$	11	19,64%	Low
< 58	3	5,36%	Very Low
Total	56	100%	

Based on the table above, it is known that the Anxiety during the Covid-19 pandemic for athletes who were in the very high category was

5.36% with a total of 3 respondents, the high category was 23.21% with a total of 13 respondents, the medium category was 46.43% with a total of 26 respondents, the low category is 19.64% with 11 respondents and the very low category is 5.36% with 3 respondents.

The relationship between mental skills and anxiety during the covid-19 pandemic was carried out using correlation analysis and simple linear regression. In general, the formula for a simple linear regression equation is  $Y = a + bX$ . Meanwhile, to find out the value of the regression coefficient, we can refer to the output in the following coefficient table:

**Table 6.**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	107,997	9,784		11,039	0,000
	Mental Skill	-0,228	0,060	-0,459	3,794	0,000

a. Dependent Variable: Anxiety During the Covid-19 Pandemic

Value a = constant number of Unstandardized Coefficients. In this study the value is 107,997. This number is a constant number which means that if there is no Mental Skill (X) then the

consistent value of Anxiety During the Covid-19 Pandemic (Y) is 107,997. The value of b = the number of regression coefficients with a value of -0.228. This figure means that for every 1% addition to the Mental Skill (X) level, Anxiety During the Covid-19 Pandemic (Y) will increase by -0.228. Because the regression coefficient value is minus (-), it can be said that Mental Skill (X) has a negative effect on Anxiety During the Covid-19 Pandemic (Y). So the regression equation is  $Y = 35,420 - 0,511 X$ .

The correlation coefficient aims to show the relationship of the independent variable to the dependent variable. To find out the magnitude of the influence of Mental Skill (X) on Anxiety During the Covid-19 Pandemic (Y) in a simple linear regression analysis, we can refer to the value of R Square or R<sup>2</sup> contained in the SPSS output of the Model Summary section in the following table:

**Table 6.**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.459 <sup>a</sup>	.10	0,196	7,722

a. Predictors: (Constant), Mental Skill

From the table above, it is known that the correlation coefficient  $r_{xy} = -$

0.459, meaning that it can be concluded that there is a sufficient relationship between the Mental Skill (X) variable and Anxiety During the Covid-19 Pandemic (Y).

Based on the table above, it is known that the R Square value is 0.210. This value means that the influence of Mental Skill (X) on Anxiety During the Covid-19 Pandemic (Y) is 21% while 79% of Anxiety During the Covid-19 Pandemic is influenced by other variables not studied.

Referring to the discussion above, we can conclude that "Mental Skill (X) has a negative effect on Anxiety During the Covid-19 Pandemic (Y) with a total effect of 21%. This negative influence means that the decreasing mental skill of an athlete will affect the increase in anxiety during the covid-19 pandemic.

In this study, researchers conducted a T-test on simple linear regression to determine the level of significance ( $\alpha$ ) and determine the hypothesis. In this study to determine the level of significance of researchers using the SPSS method, namely as follows: The level of significance that is often used is  $= 5\%$  ( $\alpha = 0.05$ ). So based on the table above, it is known that the

significance level is  $0.000 < 0.05$ , so the regression model can be used to predict the relationship between the Mental Skill (X) variable and the Anxiety variable during the Covid-19 Pandemic (Y).

Testing this hypothesis is often called the t test, where the basis for making decisions in the t test is:

- 1) If the value of t count is greater than t table, then there is an Influence of Mental Skill (X) on Anxiety During the Covid-19 Pandemic (Y)
- 2) On the other hand, if the t-count value is less than t-table, then there is no Mental Skill Effect (X) on Anxiety During the Covid-19 Pandemic (Y)

Based on the output above, it is known that the t-count value is -3.794. Because the calculated t value has been found, then the next step we will look for the t table value. The formula for finding the t table is:

$$\text{Value } \alpha / 2 = 0.05 / 2 = 0.025$$

$$\text{Degrees of freedom (df) } = n - 2 = 56 - 2 = 54$$

Value 0.025 ; 54 in the distribution of the t-table value, then the t-table value is 2.021. Because the t-count value of -3.794 is greater than  $> 2.021$ , it can be concluded that  $H_0$  is

rejected and  $H_a$  is accepted, which means that "There is an Influence of Mental Skill (X) on Anxiety During the Covid-19 Pandemic (Y)".

Basically mental skills or mental abilities that include, among others: self-confidence, negative energy control, concentration, visualization and imagery abilities, positive energy, motivation, and behavioral control. Where all of them can influence each other in the process of achieving an athlete's achievement. The Covid-19 virus that is endemic and has become a pandemic at this time has certainly made people panic. The impact of this makes the community, especially athletes, feel anxious in carrying out training activities or competitions. The anxiety that arises due to the outbreak of the Covid-19 Virus greatly affects the performance of athletes in training or competing, even though training and matches have been carried out with strict health protocols.

So based on the results of the study, it showed that there was a relationship between Mental Skills and Anxiety During the Covid-19 Pandemic student athlete. This is shown based on a significance value of  $0.000 < 0.005$  so it can be concluded that the Mental Skill variable is related to the Anxiety variable

during the Covid-19 Pandemic. Based on the results of the study,  $t_{arithmetik} > t_{table}$  means that it is proven that there is a significant relationship between Mental Skills and Anxiety During the Covid-19 Pandemic in Volleyball Athletes at the Universitas Negeri Jakarta.

### **CONCLUSION**

Based on the results of associative quantitative research that has been carried out using the correlation method with the questionnaire data of the Universitas Negeri Jakarta student athletes as many as 56 respondents, it can be concluded that, there is a significant negative relationship between Mental Skills on Anxiety During the Covid-19 Pandemic with the correlation coefficient ( $r_{xy}$ ) of -0.459. That is, if the score of the mental skill variable increases, the score for the Anxiety variable During the Covid-19 Pandemic will decrease, but on the contrary if the Mental Skill score decreases, the Anxiety score During the Covid-19 Pandemic will increase.

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