

THE IMPACT SPORTS PSYCHOLOGY HAS ON INDONESIAN NAVAL ACADEMY CADETS' PERFORMANCE DURING ARMED FORCES ACADEMY CADET SPORTS WEEK

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ABSTRACT

Several sports psychology articles are cited extensively in this article. The purpose of sport is to attain an accomplishment in one of its areas, in reaching its achievements. Sport is an activity that takes effort and thought. Cadets must get instruction in sports, which takes the form of physical and mental training. It basically depends on the cadet's psyche in terms of mentality. Maximizing performance is the aim of sports coaching. If there is a connection between cadets' psychological characteristics and their performance, we can observe, for instance, what cadets typically do as competitive pressure increases. Sports psychology can assist cadets in replacing bad habits that hinder performance with better ones that will help them perform better in competitive settings. Sports psychology is a subfield of psychology that focuses on psychological characteristics that affect and support physical attractiveness or athletic performance, as well as how exercise might impact a cadet's psychological growth.

Keywords: Cadet, Sport Psychology, Armed Forces Sport Week

1. INTRODUCTION

The aim of coaching is to help athletes perform at their best. Performance is one of the key elements for successful sports development in the world of sports. In other words, a person's level of athletic accomplishment and performance are directly related to one another. The ability to perform well in competitive sports is influenced by a number of things.

Sports infrastructure, competition situation, cadet's psychological state, cadet's ability status, cadet's physical ability status, constitutional status, and tactical/strategic ability status (Chuo KONI R&D, 2004). According to the Ministry of Youth and Sports of the Republic of Indonesia (Kemenegpora RI) (2006): "Outcomes can be achieved when several factors are met, Such as Potential cadets are encouraged and mentored by coaches. To meet training facilities, infrastructure and needs.

Athlete's psychological condition, ability status, physical ability status, constitutional position, and tactical/strategic ability status are among the factors that determine success in sports (Chuo KONI R&D, 2004). "Outcomes can be achieved when several factors are met," the Ministry of Youth and Sports of the Republic of Indonesia (Kemenegpora RI) (2006) states. "For example, potential cadets are encouraged and mentored by coaches. To fulfill training needs, infrastructure, and facilities."

From the above two opinions, we can conclude that the cadet's mental state or psychology plays a key role in achieving performance. Numerous studies have shown that psychology is important in improving a cadet's ability to cope with competitive situations.

Psychological changes during mating enhance an cadet's ability to accept stress, maintain focus, and have the mental toughness to overcome greater resistance (Sukadiyanto, 2011).

This study will go over how TNI academy cadet integrating games have improved AAL cadet athletes' athletic performance. in order for the accomplishments made throughout the game during sports week to provide the desired outcomes.

2 LITERATURE REVIEW

In sports psychology, two things are studied: athletic performance and psychological factors that influence cadets. The cadet's athletic performance during the game affects the accomplishments he makes. Trainers must therefore be able to use mental training, such as goal-setting, imagery training, mental toughness training, relaxation, visualization, etc. to support cadet performance. Cadets are frequently impacted by psychosocial factors, which in turn impair cadet performance. Because of this, sports psychology also looks at psychological (personal) and social (situational) factors that have an impact on players, including personality, anxiety, stress, motivation, stereotypes, team building, leadership, and team cohesiveness as well as social facilitation and audience effect. In sports psychology, two things are studied: athletic performance and psychological factors that influence cadets. The cadet's athletic performance during the game affects the accomplishments he makes. Trainers must therefore be able to use mental training, such as goal-setting, imagery training, mental toughness training,

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Academic and practical sports psychology are the two subcategories of sports psychology (Jarvis, 2005). Academic sport psychology is concerned with the study, advancement, and accomplishment of other scientific activities connected to psychological factors that influence cadet performance in the field. The practice or use of psychological theories in an effort to enhance athletic performance is known as applied sport psychology. Additionally to scope, both psychological components are Academic Origins Of Sport Psychology investigated. (Jarvis, 2005)

In essence, psychology is the study of a person's behaviour. If it is associated with exercise, it will include the behaviour shown by a person when exercising or called his appearance (performance) in sports. Singer, R.N. (1980) suggests briefly that Sports Psychology is "the science of psychology applied to cadets and athletic situations"; Cox

R.H. (1986) suggests that Sport Psychology is a science in which the principles of psychology are applied in a sport setting". So, Sports Psychology is essentially psychology applied in the field of

In sports, there are both internal and external elements that might have an impact on a cadet's success. Sport and exercise psychology is the scientific study of people and their behavior in a sport and exercise context, according to Weinberg, R.S., and Gould, D. (1995). The activities often include: 1) researching how psychological elements impact a person's physical appearance; and 2) figuring out how a person's participation in sports impacts his psychic growth, health, and psychic well-being. This knowledge makes it very evident that a cadet's performance is influenced by a variety of psychological aspects when it is related to performance sports. Both the influence and the impact are positive in the sense of excellent appearance and negative in the sense of bad appearance. These are psychological elements, often known as mental or psychic factors. Consequences of Applying Sports Psychology.

3. MATERIALS

Psychology is the science that studies human behavior. Psychology is also referred to as a discipline that studies the human mind, spirit and behavior. In sports, it includes the behavior a person exhibits while playing sports, otherwise known as performance in sports. With good psychology also produces good performance. Saenger, R.N. (1980) succinctly stated that sports psychology "is the science of psychology as applied to cadets and sports situations"; and Cox) R.H. (1986) argue that

sports psychology is a science in which psychological principles are applied to the sports environment. In other words, it can be interpreted that sports psychology is the science of psychology that is applied in the field of sports, including factors that directly affect cadets and external factors affecting cadets' performance. So, sports psychology is essentially psychology that is applied in the field of sports, including factors that directly affect cadets and factors outside cadets that can affect an cadet's performance. Weinberg, R.S. & Gould, D. (1995) states that "exercise and exercise psychology is the scientific study of people and their behavior in the context of sports and exercise". In general, these activities are:

- a. Learn how psychological factors affect a person's physical appearance,
- b. Understand how a person's sport affects his development, health and psychological well-being. In terms of sporting achievement, this definition clearly shows that various psychological factors affect an cadet's performance.

Either the influence is positive in the sense that the aspect is good, or negative in the sense that the aspect is bad. This is a psychological factor, often called the soul or mental factor. These psychological factors can be direct and indirect. Jump, for example, because the general appearance of a gymnast is marred by emotional overstrain when performing a series of movements on the floor apparatus. Even though it is indirectly related to the cadet's performance or so-called non-technical factors, for example before entering the arena of competition, there are arguments that evoke emotional aspects. In competition, her volatile emotional state negatively affects her performance. Another example is the use of equipment necessary for competition, such as B. uncomfortable clothing. This will definitely affect his appearance. The cadet's competitive environment such as field conditions or even spectators.

Sports psychology's future is still not promising. Sports psychology is still not viewed as a crucial field for research and development by university decision-makers. Because sports science research, particularly sports psychology, has not been worked on and promoted as an essential part of higher education in Indonesia, this circumstance indirectly influences the growth of sports activities in that country. Despite the fact that education is crucial for improving athletic performance. Studies in several branches of psychology and sports psychology have a close relationship. Given the breadth of their departments, Weinberg & Gould (2003) and William and Starub (1980) underline how closely related other areas of psychology are to sports psychology. In order to help cadets develop into trustworthy cadets who can make judgments or be placed in specific sports or duties, sports psychology can employ the fundamentals of psychometry in a variety of psychological evaluations as well as in the training phase. The principles of psychological study can also

be used in the area of sports psychology, for instance, to examine the different elements that either enhance or detract from a cadet's performance. In order to understand the stages of development, the influence of ability factors, heredity, fundamental personality traits (trait theory), and important periods (critical period), sports psychology works closely with developmental psychologists. and recognize fairy steps:

When he was at the top of his game, the cadet flourished. Each cadet is different from the others in terms of their physical attributes, social tendencies, and intellectual prowess (Bompa, 2000). Sports psychology can also benefit from the principles of learning psychology, especially in practical settings. You can employ the Law of the Thordike Effect to set the setting or make games and exercises more enjoyable so that you'll want to play them again. In an effort to instill habits and personality, praise and punishment (reward and punishment) strengthen this scenario.

3.1 Cadets know the Goals to be Achieved

Cadets desire to succeed in athletics, thus it is one of their goals. But first, there are smaller objectives that need to be accomplished. For instance, in cadet sports week competitions, the cadets' immediate objective is to be able to win a game without showing any signs of anxiety. Goal-setting mental training strategies can be used for this goal setting, both short-term and long-term (Komarudin, 2013). Knowing his sporting accomplishments will drive the cadet to train more frequently and diligently.

3.2 Cadets Able to Regulate Their Emotions

Strong sentiments and subsequent motor manifestations in response to a thing or an outside circumstance define an emotion as a mental state. The amount of emotional tension a cadet is under will fluctuate over time and is greatly influenced by that stress. According to James Drever (1971), emotions are defined by intense feelings, especially a want to engage in particular behaviors. The cadet's performance will be impacted by his intellectual function if he is seriously agitated. Because the cadet's mentality encompasses the entire psychiatric process, which is organized, disturbances in the emotional aspect will affect the cadet's overall mental state. The strength of the cadet's mental weakness will be determined by the cadet's ability to receive emotional stimuli like praise, ridicule, threats, whether from spectators, coaches, or friends. Emotional instability will lead to psychological instability, and mental state will become wobbly, unstable, frequently change stance, and at the time of competition focus is frequently chaotic, with no gains or losses in the match as a result. For a cadet

to perform well or play well, emotional control is crucial.

The typical symptoms of emotional upheaval include stress, fear, rage, excitement, contempt, disappointment, and worry. Although emotions are a hindrance for cadets, if they can be correctly controlled and suppressed, they can transform into good emotions that can boost motivation, enthusiasm, and combat prowess. In doing so, they can also erase feelings of stress, worry, wrath, fear, and disappointment.

The capacity of a person to comprehend their own emotions, how they are conveyed, and when and why they arise is known as emotion control (Richards & Gross, 2000). According to Jannah (2014), emotional control is a crucial skill for cadets to have in order to succeed. This is because cadets who can control or manage their emotions, especially by comprehending and appreciating the reasons for the appearance of these emotions, are better able to focus on the procedures employed (Jannah, 2014). One benefit is that competitors can compete with greater calmness thanks to the cadets' ability to control their emotions.

3.3 Motivational Aspects

Cadet motivation is seen as crucial in accomplishing the objective of maximal cadet achievement since cadet achievement is the outcome of the combination between training and cadet motivation. According to Cratty, research on the relationship between anxiety and motivation for sports achievement demonstrates that low levels of anxiety and high motivation lead to improved sports performance..

The process of actualizing a person's motivation and directing behavior to meet needs and accomplish specific goals is known as motivation. Sports motivation is defined as the overarching driving force (motives) within people that inspire sports participation, maintain exercise consistency, and lead training activities to accomplish desired outcomes.(Gunarsa, 2004).

Intrinsic and extrinsic motivation are the two main types of motivation in sports. Intrinsic motivation is a strong internal desire that propels people to engage. Cadets that are intrinsically motivated typically have mature, honest, sportsmanlike, hardworking, self-assured, disciplined, and durable dispositions. Sadly, this inherent motivation is challenging to learn, thus it must always be cultivated in children. Extrinsic motivation, on the other hand, is a drive that comes from outside the person that encourages them to participate in sports, such as support from trainers, friends, parents, teachers, groups, nations, presents, bonuses, money, etc. Typically, impulses like this don't persist very long..

In this game or exercise, motivation must be high in order to improve performance. Verbal approaches, behavior, rewards, supervision, and mental images are a few of the methods used to raise or increase cadet motivation. Verbal method is the use of speech as a tool to inspire recruits. Talks, conversations, and individual strategies can all be used to accomplish this. Using behavioral approaches, coaches can inspire their cadets by setting a good example or modeling appropriate behavior themselves. With the "lure" of money or other items, or in the form of rewards, the incentive approach is a strategy to motivate cadets. Superstition is the belief in something that is illogical or unscientific but is thought to bring luck to a game or training session. In order to teach cadets how to produce the right movements, mental imaging is used. Once the movements are developed in the mind, they are subsequently implemented for evaluation..

3.4 Tension (stress)

A pressure that feels pressing in a person or cadet is tension, sometimes described as "stress." Numerous internal or external variables can contribute to this feeling of pressure (Saparinah, 1982). Then Singer (1986) asserted that sports psychologists have been concerned with tension. It has been acknowledged that conflicts inevitably arise during sporting events. There may be heated circumstances in competitive sports. Cadets that are stressed out will have performance issues. But in order for the cadet to be prepared to face and complete the mission thoughtfully and effectively, a certain amount of stress is required before the game. It is safe to assume that the cadet is still asleep psychologically without tension leading up to the game, which will prevent him from accomplishing much of his duty. If cadets encounter barriers in their attempts to satisfy demands or reach desired goals, tension (stress) will result in cadets. According to psychological theory, every quarrel that arises among cadets will lead to stress. Stress-inducing challenges may originate from within the cadet or may also come from beyond. The advancement and development of the cadet's psychic abilities require the creation of stress..

3.5 Anxiety

Anxiety is a subjective feeling of fear and physiological arousal (E.E. Lavit, 1980). It is similar to the concept of fear. An cadet who experiences anxiety, during the game will experience increased levels of excitement, feelings of tension and fear. Saparinah and Sumarno (1982) suggest that if the stress faced by a person or cadet continues, there will be problems. Anxiety is a feeling of helplessness, a feeling of insecurity, for no apparent reason. The feeling of semas or anxiety when viewed from the word anxiety means suffocation. Sudiby (1993) suggests that stress that lasts continuously can cause problems. Anxiety can appear in cadets before the

game and after the game. The feelings of anxiety felt by each cadet differ from one another, usually caused by the experiences of each cadet.

D. Gould (1983) in his research on wrestling cadets found that Anxiety levels gradually rise up until a few minutes before the game and then sharply decline. If the cadet cannot maintain a balance between the match circumstances and their capacity to react to it, anxiety during the game will result. If the cadet can manage and perform well throughout the competition, it will be able to avoid the appearance of unsettling stress-related emotions.

3.6 Discipline

A psychological attitude or inclination to follow or accept existing ideals or norms is known as discipline. Cadets who are disciplined will make an effort to adhere to all applicable regulations (coaches and coaches). Because they already feel a feeling of responsibility to uphold the ideals they believe are right and proper, cadets with self-discipline are aware that they can complete activities without anyone controlling and overseeing them. As a result, the cadet in question won't deny or permit others to disparage such principles. An attitude to keep and support values is an attitude that involves a sense of responsibility for the continuity of the values they espouse. Cadets may also exhibit pseudo-discipline, which is the act of adhering to rules and regulations only when another person is present. The act of adhering to these rules and regulations is done so forcibly and subconsciously; as a result, supervision is quickly lost or relaxed, and all rules and regulations for the cadets in question are destroyed. The most crucial thing is to implant understanding so that awareness arises to act in a way that is consistent with the prevailing norms. Instilling discipline does not have to be dictatorial, coercive, or violent. The success of teaching discipline will ultimately depend on the success of cultivating understanding and awareness so that the cadet himself ultimately obeys the values of his will and consciousness. Dealing with cadets who lack discipline requires close supervision, even if that means using sanctions.

3.7 Aspect of Aggression.

Aggression is a form of behavior that is owned by everyone. Aggressiveness, also known as enterprising or tenacious, is an act performed by a person or cadet with high motives and motivation. One's tenacity has a huge effect on efficiency. Because of being stubborn, a person or an cadet has a great desire to do hard work or exercise to achieve a goal. Warchel and Cooper, in Syafrudin (2011), divides aggression into two parts namely; 1) controlling aggression and 2). Uncontrollable aggression. Aggression that is tightly controlled shows extreme control over aggressive behavior under different circumstances, whereas aggression that is not controlled shows that there is no limit to displaying aggressive behavior and there is a

tendency to respond to frustration with aggressive actions. player character. The aggressive player's tendency to take positive actions is necessary to win the game, or otherwise become destructive actions. In artistic gymnastics, aggressiveness is shown when an cadet wants to learn a new movement with a higher level of difficulty than the previous movement, for example an cadet wants to do a somersault, then the cadet keeps trying. basic movement techniques, repeated without being boring and tedious, so cadets can rotate.

3.8 Self-Confidence

Confidence or self-confidence is one of the psychological aspects that must be owned by an cadet and this aspect makes a significant contribution to how cadets perform on the field. Sudibyo (1993) argues that in order to achieve a high level of achievement, an cadet must have the confidence and belief that he is capable and able to perform at the level he wants. Confidence is the most important asset for every cadet to reach peak performance. An cadet's confidence level varies from time to time, so this requires the attention of the coach. Beginners should be given more opportunities to build confidence by entering lots of competitions. The belief interval can be divided into three areas, namely 1) superconsciousness, 2) subconscious, and 3) full faith.

A cadet's overconfidence is their overconfidence. Overconfidence in a competition frequently has a negative effect such as underestimating your opponent or coming out as arrogant and thinking your opponent is inferior to you. The cadet attitude does not want to accept defeat and is easily disappointed since there are too many unrealistic expectations for success. The anxiety and terror of playing against an opponent are not obvious in this game, which is a benefit. Competition suffers when there is a lack of trust or mistrust because it undermines the ability to execute at a high level. Lack of self-confidence leads to the cadet having questions about his skills, which breeds tension, worry, and fear of the competition. It is highly likely that the cadet will lose when something similar occurs. Failure, which cadets who lack confidence frequently face, is quickly followed by discouragement and, when higher standards are set but not attained, dissatisfaction. True faith is true faith. Because cadets' confidence is their most valuable asset when competing, this trait must be transmitted to them. Because the cadets' abilities are the foundation, and because they are aware of this, confidence is generated. The overconfidence of a cadet is their overconfidence. Overconfidence in a competition can sometimes backfire by underestimating your opponent or coming out as arrogant and thinking your opponent is less skilled than you. If a failure occurs, the cadet's mentality does not want to accept defeat and is easily irritated since the expectations for achievement are too high. The advantage of this game is that the

anxiety and terror associated with playing against an opponent are unnoticeable. Because it is a shaky foundation for good performance, lack of trust or mistrust is detrimental in competitiveness. A cadet who lacks self-confidence has questions about his skills, which raises stress, worry, and fear of the competition. The cadet will very certainly lose when something like this occurs. Failure, which is frequently felt by cadets lacking in self-assurance, is quickly followed by discouragement and, when higher standards are set but not attained, dissatisfaction. Faith in God is complete. This trait must be taught to cadets since their self-assurance is their most valuable competitive advantage. Because cadets' abilities are the foundation for this confidence, and because they are aware of this, cadets have it.

4. RESULT AND DISCUSSION

4.1 The Contribution of Sports Psychology in Improving Cadet Achievement

Soedibyo (1993) formulated the benefits of sports psychology for sports achievement as follows:

The ability to comprehend and explain cadet conduct and psychological symptoms that arise in athletics in general is the first advantage. This is crucial since visible human behavior is inextricably linked to hidden attitudes. Numerous psychological elements, including: individual personality traits, motivations, thoughts, feelings, and experiences, information, challenges encountered in life, and other contextual influences, affect people's opinions. The ability to accurately forecast or make predictions about potential psychological issues that may arise in cadets is the second advantage. By creating accurate projections, programs and targets may be chosen in accordance with the circumstances and skills of the cadets in question, and negative factors that hinder cadet growth can be avoided. For instance, by comprehending the qualities and skills of cadets, it is feasible to predict the potential capabilities that these cadets may possess, allowing them to be encouraged to participate in sports that fit with their features and skills..

The third benefit is to be able to control and control behavioral symptoms in sports; With treatments to overcome things that are less profitable, it can also provide treatments to develop the abilities and positive aspects of the cadet. For example, cadets who are plagued with boredom must be given special treatment with interesting training variations, if the cadet has a high achievement motive, then it is necessary to be given frequent opportunities to compete, and so on.

4.2 Results

It is clear from the findings of observational study and interviews conducted in the academy that gymnastic cadets' psychological preparation needs

improvement. Cadets frequently experience anxiety, which causes them to lose focus when moving, move improperly, and frequently trip and fall. While this is going on, the floor apparatus reveals that the cadets are still reluctant to move out of concern for the jeers of their peers or coaches. As it comes to aggression, it is evident that the majority of the artistic gymnastics cadets at the Academy are still not aggressive enough; they merely follow the instructors' instructions and are still far behind when they cross the finish line. spotted having fun. inability to focus when exercising.

Researchers have shown that cadets' drive to do well is typically still low, as seen by their unwillingness to practice and their tendency to simply rely on friends to conduct their exercises when they themselves are unwilling to do so. Regarding intelligence, it is evident that cadets continue to underutilize their intellectual faculties during training. What does he do in the absence of technology? In contrast, it demonstrates that cadets still lack self-confidence because they are still bashful in training and embarrassed to inquire about the actions they are performing that aren't there. Here, it is clear that the cadet is just waiting for feedback from the trainer regarding the missing movement, demonstrating that the cadet is hesitant to carry out brand-new, challenging movements that the coach has prescribed. When viewing challenging motions from a stress perspective, it is evident that cadets are still exerting effort; very few cadets appear to be at ease and enjoying the activity. Although when doing actions that were previously more challenging, many skills still feel taut and tight. It is clear that cadets still feel a great deal of anxiety when confronted with new, challenging exercises. Cadets may experience anxiety both before and after a competition. Anxiety varies from cadet to cadet.

4.3 Discussion

According to field research, the psychological needs of gymnasts in the Sijunjung kingdom appear to have received little consideration. The numerous psychological indications that are still lacking, including: B. Emotions: In order for cadets to maintain effective emotional control during training and matches, coaches must continue to pique and respond to cadets' emotions. The coach does this, among other things, by doing analyses of other gyms and actively taking part in regional and national championships. If coaches encourage cadets to be better so that they can reach higher successes by offering them words of affirmation, it may help increase cadets' lack of aggression. Each cadet possesses a distinct level of intelligence, so the coach must be able to build an effective training plan to maximize each cadet's potential in accordance with their unique requirements. The cadet's ability to understand the coach's directions also reveals something about their intelligence. So that cadets with strong skills have high self-confidence and decreased

cadet anxiety, coaches need to research more training approaches that can enhance cadet abilities. Cadets may experience anxiety both before and after the game. Each cadet experiences anxiety at a different level, which is typically a result of their individual experiences. Additionally, this is inextricably linked to the strict discipline the coach instills throughout practice. For instance, if you follow the discipline model and are late, the coach would coach the cadets by giving them physical training.

5. CONCLUSION

Based on the description above, conclusions can be drawn from the results of the research and discussion as follows:

a. Sports psychology is a subfield of psychology that focuses on the psychological aspects that affect and support physical attractiveness or athletic performance, as well as how training might affect cadets' psychological growth. Gymnasts require psychological elements to assist their achievement. Achievement motivation, intelligence, self-actualization, independence, aggression, emotion, self-confidence, motivation, passion, responsibility, social disposition, will to win, etc. are examples of psychological elements. Emotional stability, resilience (aggressiveness), motivation and zeal, discipline, self-confidence, open-mindedness, and intelligence are among the psychological traits that might affect and improve cadets.

b. Sports psychology has a number of benefits for enhancing cadet performance, including the ability to explain and understand sports behavior and psychological symptoms that are generally encountered in sports, the ability to predict outcomes or match outcomes with realistic possibilities that the cadet in question can experience. mental health issues and the ability to manage and control behavioral symptoms in athletics; Using therapies to overcome obstacles, you can also provide treatments to foster the development of positive character characteristics and gymnastic skills.

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