



## Level of Anxiety, Confidence and Concentration of Shooting Athletes in Makassar City

Muhammad Qasash Hasyim<sup>1</sup>, Fahrizal<sup>2</sup>, Muh. Syachrul Syamsuddin<sup>3</sup>

<sup>1</sup> Universitas Negeri Makassar. Jl. A.P. Pettarani, Indonesia.

<sup>1</sup> Coresponding Author. [qasash.hasyim@unm.ac.id](mailto:qasash.hasyim@unm.ac.id)

*Received: (manuscript submission date); Revised: (manuscript revision date); Accepted: (manuscript acceptance date)*

**Abstract:** *This research is a descriptive study that aims to categorize anxiety levels, confidence levels, and concentration levels in shooting athletes in Makassar city. There are three variables in this study are anxiety, self-confidence, and concentration of shooting athletes in Makassar city. The population in this study were all South Sulawesi shooting athletes, while the sample was Makassar city shooting athletes with a total of 30 athletes. Based on the results of the analysis it can be concluded that at the anxiety level there are 36.7% of athletes have a low level of anxiety, 53.3% of athletes have a moderate level of anxiety, and 10% of athletes have a high level of anxiety, while at the level of self-confidence there are 86.7% of athletes have a high level of self-confidence, 13.3% of athletes have a moderate level of self-confidence and no athletes have a low level of self-confidence, and at the concentration level there are 3.3% of athletes have a very good level of concentration, 23.3% of athletes have a moderate level of concentration, 40% of athletes have a poor level of concentration and 30% of athletes have a very poor level of concentration.*

**Keywords:** anxiety, self-confidence, concentration, shooting

**How to Cite:** Author, F., & Author, S. (2023). SHOOTING Manuscript Writing Guidelines. *SHOOTING*, X(Y), 1-3. doi: <https://doi.org/10.31960/shooting.vxix.x>



### INTRODUCTION

It cannot be denied that athlete achievement in addition to being determined by physical abilities and skills is also influenced by psychological factors, especially the mental athlete concerned. Bryant J Cratty's assertion (1973) that high achievement will only be achieved with "total mobilization of energy" in essence not only includes mobilization of physical aspects but also requires mobilization of psychological aspects. To be able to achieve the highest possible achievement, considering that the psychological aspect also determines the success of athletes, then psychological coaching or better known as mental coaching should be carried out along with the start of physical and skill development, which is done as early as possible. Mental coaching and athlete attitudes cannot be done in a short time, changing attitudes is not easy and the results will not be satisfactory if done only at the time of the championship or match.

Every time they face a match, the athlete's mentality must be prepared so that they are ready to face emotional stimuli, ready to carry heavy tasks, or strictly speaking, ready to face various mental loads. According to Robert Sonstroem (1984) mental readiness to compete ultimately also depends on the individual athlete concerned, namely in preparing themselves emotionally to compete. It is very important for athletes to be able to master and organize themselves during a match that may demand concentration for several hours, for example in tennis, also in football when facing an equally strong opponent and must be continued with extra time and so on.

Poor mental conditions will result in athletes unable to bear the mental burden, both those coming from opponents or from the audience and those coming from themselves, so that the game becomes chaotic and not well controlled. According to Weinberg (1984) the athlete's thinking pattern will be able to affect the athlete's performance, therefore it is necessary to have "mental training" related to cognitive aspects such as attentional focus and image formation or "Imagery".



Mental coaching of athletes in addition to being carried out to prepare athletes mentally ahead of the match, is also intended to foster athletes' mental resilience. Mental resilience is a psychological condition that contains the ability to develop the ability to face disturbances, threats in any circumstances, both those that come from within themselves and from outside themselves. Mental resilience can change or is dynamic, therefore it needs to be fostered so that it is more stable and stable. Mental resilience needs to be possessed to be able to deal with critical situations in the match, have confidence in yourself, be able to control yourself and be able to control your actions, stay calm, etc., especially when facing the possibility of defeat, so that you can rise to perform at your best. Some symptoms that indicate a disturbance in the mental resilience of athletes, mentioned by Weinberg (1984) include self-doubt, lack of confidence in oneself, concentration becomes chaotic, shows tension, which results in chaotic performance.

In shooting sports high concentration is needed, it is not uncommon for an athlete to suddenly lose concentration when competing. Where the causes include anxiety during the match, lack of confidence and also the absence of concentration during the match.

Based on observations made by the author, in every match you will definitely experience match anxiety, even pro athletes will feel match anxiety at the beginning of the match. Athletes who experience anxiety will cause several obstacles to achievement, especially in sports that use high concentration including guessing, archery and also petanque, therefore anxiety problems must be overcome, especially in the mental development of athletes, therefore interventions to reduce anxiety need to be done. One of them is by measuring the anxiety level of an athlete.

Anxiety is a common condition faced by anyone when facing something important, including athletes. Anxiety arises because there are wrong images or perceptions related to the match to be faced. The match is very important for an athlete to show his achievements and abilities after doing various training by trying to achieve victory and defeat every opponent in the match. Sports matches, especially competitive sports, will cause anxiety. This anxiety will always haunt both athletes and officials. This anxiety can appear before competing or during the match, and in turn this anxiety will be able to interfere with their performance.

In addition to anxiety there are other factors that become obstacles during the match, namely self-confidence. What if an athlete has a lack of confidence then it will have an impact on the match process, where when an athlete has done maximum physical training and good technique but lacks confidence in displaying his skills then the athlete will hesitate to show his best performance. One of the causes of an athlete's lack of confidence is that the athlete always thinks negatively about the ongoing match, many athletes are worried about the results they will get which causes a loss of concentration during the game.

Self-confidence is one of the main capital and absolute requirements for achieving sports achievements. With confidence athletes have the ability and ability to achieve achievement. An athlete who will enter the final round must have full confidence, because with a mental attitude like this it will help athletes to adapt to the process of dealing with excessive tension, achieving the targets they have set, and avoiding athletes from feeling frustrated because of failure. So full confidence must be displayed when certain conditions.

Concentration is a state where a person's consciousness is focused on a certain object at a certain time. The better one's concentration, the longer one can concentrate. In sports concentration plays an important role. With reduced or disrupted concentration of athletes during training, let alone matches, various problems will arise and results are not optimal.

To measure the level of anxiety in athletes requires a special instrument. The Sport Competition Anxiety Test or what is commonly called the SCAT test is an instrument or measuring instrument to measure the level of generalized competitive anxiety for all genders and for all sports that have been researched and patented by Rainer Martens in 1990 in his book *Competitive Anxiety In Sport*.

To measure the level of self-confidence in athletes, a special instrument is needed, namely Vealey (1986), namely the State Sport Confidence Inventory (SSCI), while to measure the level of concentration, the Grid Concentration Test developed by Weinberg and Gould (2007).

To become an outstanding athlete, you must be able to control your anxiety level, be confident in your abilities, and also concentrate during the match. These three aspects are important supporting aspects so that an athlete can excel in the sport he is engaged in.

#### Definition of Anxiety

Anxiety comes from the Latin *angere* which means to choke or to be choked. This understanding is very appropriate to the situation in sports, where someone is inhibited when under pressure (Onions, 1996 in Moran, 2004).

Anxiety, fear and stress are terms associated with negative emotions that develop in athletes. However, in anxiety the form of fear felt by individuals has a long duration and the thing feared is usually not very clear because it is not physically real (Buckworth & Dishman, 2002 in Moran, 2004; LeUnes, 2011). Anxiety according to Cashmore (2002) is an unpleasant emotion which is characterized by vague but persistent feelings of apprehension and dread, which means anxiety is an unpleasant emotion followed by a continuous feeling of uncertainty about fear in himself (Moran, 2004, p. 71).

In general, anxiety is an expression of an individual's emotions towards a situation that he considers threatening but it is not a real thing that is seen and this emotion is followed by physiological reactions.

#### Definition of Self-Confidence

Self-confidence in sport as the belief that a person will succeed in performing the desired behavior. Self-confidence is very important because self-confidence will affect the athlete's behavior when performing on the field. Experienced athletes have a better ability to act on events that will occur, more likely to perform a skill needed in taking advantage of events that occur, better in making defense movements against negative events (Cox, 2007).

In the world of sports, self-confidence (Sport Confidence), is self-confidence applied in the world of sports situations and circumstances. Self-confidence is identified as a very important influence in achieving sports performance (Hays, et. al, 2007). Weinberg & Gould (1995) also explained that self-confidence is the athlete's belief in his ability to perform what he wants successfully.

Most people think of self-confidence as having confidence in their own abilities, belief in the existence of a purpose in life, and belief that with their intellect, they will be able to carry out what they want, plan and expect. (Davies, 2004).

#### Definition of Concentration

In sports, especially sports achievements, there is a factor that plays a very important role in supporting or hindering the achievements of an athlete. This factor is attention and concentration. Concentration seems to be a familiar term among sportsmen but in reality it is not easy to describe the limits related to the definition. The level of attention ability of sportsmen is one of the factors that support success in doing sports activities. In general, top athletes have optimal ability and energy that can focus their attention on the sport they are doing. Therefore, the activity of paying attention to an object is also a special skill for sportsmen, so that sports coaches and coaches must realize the importance of attention skills.

Such conditions until now do not seem to be the focus of discussion in sports achievement coaching, because the tendency of sports coaches and coaches is still too focused on coaching that leads to technical skills and improving physical quality, while coaching in the field of psychological potential is still neglected. Many sportsmen, both coaches and athletes, do not understand the boundaries between attention and concentration.

## **METHODS**

In the Methods section, you clearly explain how you conducted your research to: (1) allow the reader to evaluate the work done and (2) allow others to replicate your research. You should describe exactly what you did: what and how the experiments were run, what, how much, how often, where, when, and why equipment and materials were used. The key consideration is to ensure that sufficient detail is given to verify your findings and to allow replication of the study. You must maintain a balance between brevity (you can't explain every technical issue) and completeness (you need to provide sufficient detail so that the reader knows what happened).

Tips:

1. Define the population and sampling method;
2. Describe the instrumentation;
3. Describe the procedures and if relevant, the time frame;
4. Describe the analysis plan;
5. Describe any approaches to ensure validity and reliability;
6. State the assumptions used;
7. Describe the statistical tests and comparisons made; usual statistical methods should be used without comment; more advanced or unusual methods may require literature citations, and;
8. Describe the scope and/or limitations of the methodology you used.

In Sport, Health science and education, it is important to always provide enough information to enable other researchers to adopt or replicate your methodology. This information is especially important when a new method has been developed or an innovative use of an existing method, and finally, avoid creating sub-sections in the Methods.

**RESULT AND DISCUSSION**

The conclusion can be a generalization of findings according to the research problem. The conclusion should not simply repeat the results, but should conclude the finding in the study. Conclusions can also be linked to the research objectives. In this section, it is necessary to write down future research and the contribution of research in scientific development.

The research design using the survey method is a research method that takes samples from a population and uses a questionnaire as a data collection tool. In this study, data and information were collected from respondents using a questionnaire.

The survey was conducted using observations to obtain clear information on a particular problem in a study. The research was carried out extensively and tried to find results that could immediately be used for an action that was descriptive in nature, namely describing things that contained facts whose function was to formulate and describe what happened. To avoid widespread interpretation of the variables seen in this study then, the variables need to be defined as follows:

1. To determine the level of anxiety of Makassar city shooting athletes in the low, medium, or high category.
2. To determine the level of self-confidence of Makassar city shooting athletes in the low, medium, or high category.
3. To find out the concentration level of Makassar city shooting athletes is in the low, medium, or high category.

The anxiety levels of these 30 athletes have been categorized as follows

**Anxiety Level**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	11	36.7	36.7	36.7
Medium	16	53.3	53.3	90.0
High	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Based on the table above, it can be seen that 11 people out of 30 athletes who took this test had a low level of anxiety or 36.7% of the sample. As for 16 people or 53.3% have a

moderate level of anxiety, and 3 people have a high level of anxiety with a percentage of 10% of the sample.

The frequency distribution of this athlete's confidence level is as follows:

Trust Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Medium	4	13,3	13,3	13,3
	High	26	86,7	86,7	100,0
	Total	30	100,0	100,0	

Based on the results above, it can be seen that in general, there are no athletes who have low self-confidence, 4 athletes or 13.3% have moderate self-confidence, and 26 athletes or 86.7% have high self-confidence.

The results of the questionnaire that have been collected are then calculated from each athlete's answer, and categorized based on the concentration level criteria, the results are as follows:

Concentration Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	1	3,3	3,3	3,3
Good	1	3,3	3,3	6,7
Medium	7	23,3	23,3	30,0
Less	12	40,0	40,0	70,0
Very Poor	9	30,0	30,0	100,0
Total	30	100,0	100,0	

Based on the results of the analysis obtained, we can see that 1 out of 30 people or 3.3% of the sample has a very good concentration level with the acquisition of the correct answer is 31. And 1 person with a good concentration level with the acquisition of the correct answer is 19. Athletes with moderate concentration levels were 7 people or 23.3%, athletes with less concentration levels were 12 people or 40%, and athletes with very poor concentration levels were 9 people or 30%.

## CONCLUSSION

Based on the results of data analysis and discussion, it can be concluded that:

1. There are several levels of anxiety in Makassar city shooting athletes based on existing categories including 11 athletes have a low level of anxiety, 16 athletes have a moderate level of anxiety and 3 athletes have a high level of anxiety from the total of 30 samples studied.
2. There are several levels of self-confidence in Makassar city shooting athletes based on existing categories including no athletes who have a low level of self-confidence, 4 athletes

who are moderate and 26 athletes who have a high level of self-confidence from the total number of 30 samples studied.

3. There are several levels of concentration in Makassar city shooting athletes based on existing categories including 1 athlete has a very good level of concentration, 7 athletes who have a moderate level of concentration, 12 athletes have a low level of concentration and 9 athletes have a very low level of concentration from the total of 30 samples studied.

## REFERENCES

- Chaplin, J.P. 2006. Kamus Lengkap Psikologi. (terj: Kartini Kartono). Jakarta: PT. Raja Grafindo Jaya
- Cox, R. 2002. Sport Psychology: Concept and Applications. New York: Mc Graw-Hill Companies, Inc.
- Dunn, J. G., & Dunn, J. C. (2001). Relation among the sport competition anxiety test, the sport anxiety scale and the collegiate hockey worry scale. *Journal of Applied Sport Psychology*, 13, 411-429.
- Gunarsa, S. D. 1996. Psikologi Olahraga: Teori dan Praktek. Jakarta: PT. BPK Gunung Mulia.
- Gunarsa, S. D. 2008. Psikologi Olahraga Prestasi. Jakarta: PT. BPK Gunung Mulia.
- Husdarta. (2010). Psikologi olahraga. Bandung: Penerbit Alfabeta.
- Jarvis, M. (1999). *Sport psychology*. East Sussex : Routledge.
- LeUnes, A. (2011). *Introducing sport psychology*. Minneapolis : Totem Books.
- Monty p. Satiadarma. (2000). Dasar-dasar Psikologi Olahraga. Jakarta: Pustaka Sinar harapan.
- Moran, A. P. (2004). *Sport and exercise psychology : A critical introduction*. East Sussex: Routledge.
- Morris, T., & Summers, J. (1995). *Sport psychology : Theory, applications and issues*. Queensland: Jacaranda Wiley Ltd.
- Purwa, I Dewa Made Adiyoga Pramana, 2015. "Pusat Pelatihan dan Sarana Menembak di Denpasar". Skripsi. Denpasar. Universitas Udayana.
- Rainners Martens, and Robin S Vealey. 1977. "*Competitive Anxiety in Sport*". United State Of America : Anxiety Competitive.
- Satiadarma, M. P. 2000. Dasar-dasar Psikologi Olahraga. Jakarta: Pustaka Sinar. Universitas Gajah Mada.
- Singgih.D.Gunarsa. (2008). Psikologi Olahraga. Jakarta: PT Gunung Mulia.