ANXIETY, CONFIDENCE, AND COHESIVENESS IN STUDENTS OF THE SPECIAL CLASS OF SPORTS FOOTBALL

Afan Ginanjar[1], Riansyah[2], Derry Renanda Putra Siahaan[3], Nadia Fadilla Damayanti[4]

[1]Universitas Pendidikan Indonesia, Physical Education Health and Recreation, Bandung, Indonesia
[2]Universitas Pendidikan Indonesia, Physical Education Health and Recreation, Bandung, Indonesia
[3]Universitas Pendidikan Indonesia, Physical Education Health and Recreation, Bandung, Indonesia
[4]Universitas Pendidikan Indonesia, Physical Education, Health and Recreation, Bandung, Indonesia

*Coressponding Author. Email: afan@upi.edu
*Email Author: riansyah@upi.edu, afan@upi.edu, putrasiahaan@upi.edu, fadillanadia@upi.edu

Abstract
This study aims to identify the level of anxiety, confidence, and cohesiveness in students of Special Sports Class (KKO) at SMA Negeri 1 Kroya, Cilacap Regency. These three psychological aspects are the foundation in the formation of students' character in the field and outside the field, but they are not taken seriously. This research is important as the first step in forming psychological aspects in students to be better. This research is a descriptive research. The method used is a survey. The data collection instrument uses a questionnaire. The sample in this study is 20 students of the Special Sports Class of the football branch. The data analysis technique uses quantitative descriptive analysis presented in the form of percentages. The results of the study show that; (1) The anxiety level of students of the Special Sports Class of football at SMA Negeri 1 Kroya in the very low category of 10% amounting to 2 students, low 30% amounting to 6 students, sufficient 15% amounting to 3 students, high 40% amounting to 8 students, and very high 5% amounting to 1 student; (2) The level of confidence in the very low category is 5% amounting to 1 student, low 25% amounting to 5 students, sufficient 50% amounting to 10 students, high 10% amounting to 2 students, and very high 10% amounting to 2 students; (3) The level of cohesiveness in the very low category is 5% amounting to 1 student, low 15% amounting to 3 students, sufficient 50% amounting to 10 students, high, 25% amounting to 5 students, and very high 5% amounting to 1 student.
Keywords: Anxiety, Confidence, Cohesiveness, Football

INTRODUCTION

Many schools have paid more attention to the abilities and potential of students outside of academics. One of them is by opening a Special Sports Class (KKO) to accommodate students' abilities in the field of sports. Special Sports Class (KKO) is a class that specifically aims to develop talents and interests in accordance with the sport that each student masters. As explained by Kurniawan (2021), one of the alternative models of education delivery is to form a special class for sports to maximize the potential of students according to their talents and interests. Special Sports Classes encourage students to excel in sports at student sports week activities at both the provincial

and national levels (Soenyoto, 2021).

One of the schools that holds Special Sports Classes (KKO) in Cilacap Regency is SMA Negeri 1 Kroya. The implementation of the KKO program at SMA Negeri 1 Kroya Cilacap is divided into several sports, including Athletics, Volleyball, Badminton, Pencak silat, Swimming, and Football. The schedule for coaching sports is Tuesday, Wednesday, and Friday. The program starts from 06.00 - 08.00 WIB on the field of each sport. Especially for the football branch, there will be additional training on Saturday starting at 15.00 WIB. The tight training schedule and at the same time academic learning activities at school require students to focus and have good skills in all aspects of life. It is hoped that academic achievements at school will continue to run well and achievements in each sport will increase, including football.

Football is one of the sports that is in great demand by students of KKO SMA Negeri 1 Kroya Cilacap. Part of coaching potential young football athletes who can later be promoted to the PSCS Cilacap Club. The challenge is present to achieve this achievement where an understanding from an early age needs to be instilled in KKO students regarding the peculiarities or characteristics of sports, in this case football and what elements in football need to be practiced properly on the field. An explanation related to this by (Hermawan et al., 2022) that each sport has its own peculiarities or characteristics, such as: the profile of its predominant physical condition, the character of the player, the character of the spectator, the character of the technique and the dominance of the movement. At least four elements in the game of football must be mastered, namely: physical elements, technical elements, tactics and psychological/mental elements.

Based on the four elements in the game of football, the psychological/mental elements are often ruled out. Even though this aspect of psychology plays a very important role. Psychology can be used to help produce outstanding students and in the context of PJOK, psychology is practiced to help achieve optimal learning achievement (Komarudin & Risqi, 2020). Psychological aspects that have the potential to affect the performance of KKO students in the field and at school, including motivation; Confidence; anxiety control; mental preparation; attention, concentration, and cohesiveness (Risqi & Arsila, 2021).

Anxiety is one of the aspects of psychology that has the potential to affect students both in the field and at school. Students in the context of education, many adolescents experience psychological problems ranging from emotional turmoil, social problems, family demands, friendships, and anxiety, especially related to academic activities at school (Novinta & Mastuti, 2023). This disorder can have a negative impact on individuals in controlling fear of future events, as well as lead to a decline in physical, cognitive, social relationships, and occupational functions (Andhita & Boediman, 2024). The symptoms and severity of student anxiety according to Novinta

& Mastuti (2023) include dizziness, heartburn, stomach cramps, sweaty palms, red spots on the face, flushed face, increased tone of voice when speaking, negative feelings of failing at work, feeling unsure of one's own abilities, and feeling embarrassed and afraid in front of others, teachers, or friends, are all signs of mild academic anxiety. Loss of touch, difficulty breathing, dizziness, feeling as if you are about to die, being paranoid, having the idea that others are criticizing you, feeling obsessed, and having thoughts that keep repeating for no apparent reason, are all symptoms of severe academic anxiety. These anxiety symptoms are seen when KKO students in football compete and when at school. There are some students who when competing experience mild anxiety symptoms such as feeling unsure of their abilities, looking scared when they see their opponents before the match, and some who experience heartburn.

Confidence is needed by KKO students as athletes to compete and burn their spirits. The need for a psychological preparation program that helps increase the level of confidence that starts from an early age (Faqihi, 2025). Self-confidence is defined as a person's belief in his or her own capacity to achieve optimal performance (Domínguez-González et al., 2024). Individuals who have confidence tend to show increased proficiency and effectiveness in using the cognitive resources that are indispensable to achieving success in the field of sports (Shi et al., 2024). Students who feel confident to act, they are more likely to learn in the process, are better able to face challenges and opportunities, and experience a greater ability to take control or make changes in decision-making (Bessa et al., 2021). In the field of sports competitions, it is known that there are some athletes who lack confidence, some have high confidence, and on the other hand, some have enough confidence, and this is the level of confidence needed (Faqihi, 2025). However, even the most confident athletes may naturally experience low self-confidence in certain circumstances (e.g., after an unexpected defeat) or unfamiliar field situations (Lochbaum et al., 2022). Anxiety and confidence in KKO students are interconnected and clearly seen when the competition is in the field. KKO football students who experienced anxiety before the match also experienced problems with their confidence. One way to minimize these two things is to increase cohesiveness.

Cohesion is a condition in which group members have a feeling to be able to work together as a unit, either by working together, having a sense of belonging to each other, enjoying each other's role as part of the group, and being able to form friendships between members (Jowett & Chaundy, 2004). Meanwhile, Muñoz et al (2023) summarized the explanation of team cohesiveness from several literatures that team cohesion is divided into individualism vs collectivism, social cohesion, and team spirit. A brief explanation of individualism vs collectivism, individualism means that the person chooses to work alone rather than collaborate with other colleagues, collectivism is when people prefer to work together with a team to achieve a common

goal. Social cohesion related to all team members together creates a family situation, an interaction that goes well with each other. Meanwhile, team spirit is related to togetherness in good times and bad, when winning or losing, when the situation is pleasant or in a stressful situation. Programs that train athletes' mental abilities and control management must take into account the importance of team cohesiveness to obtain improvements in competition results (Muñoz et al., 2023). The positive impact of team building was found to be most pronounced when between the ages of 15 and 20, performing on college teams, and engaging in interventions that lasted more than 2 weeks. Individual interest in group tasks emerged as the aspect most influenced by team-building interventions (Kwon, 2024). Cohesiveness in KKO students in football has begun to be seen, but it is still not optimal because it is possible to be influenced psychologically by each student, including anxiety and confidence, especially when competing.

METHODOLOGY

This study uses a quantitative descriptive approach. The methods used with surveys and data collection techniques use questionnaires. The research place is at SMA Negeri 1 Kroya, Cilacap Regency. The anxiety instrument was adopted from Amir's (2013) research. The self-confidence instrument was adopted from the research of Dyah Ardhini (2012). The cohesiveness instrument was adapted from the research of Ryzki Pratama (2017). The data analysis technique of this study uses descriptive percentage.

Categorization uses mean and standard deviations. It is explained by Azwar (2016) to determine the score criteria with the Norm Mold Assessment (PAN) as follows:

Table 4. Assessment norms

No	Interval	Kategori
1	M + 1.5 SD < X	Very High
2	M + 0.5 SD < X ≤ M + 1.5 SD	High
3	M − 0.5 SD < X ≤ M + 0.5 SD	Enough
4	M − 1.5 SD < X ≤ M - 0,5 SD	Low
5	X ≤ M − 1.5 SD	Very Low

RESULTS

Anxiety Level

The results of the research of students of the Special Sports Class of the football branch at SMA Negeri 1 Kroya based on the level of anxiety obtained the lowest score (minimum) of 35.00; the highest score (*maximum*) 61.00; the average (*mean*) 35; the middle (*median*) score (median) 47.5;

the score that often appears (*mode*) 6.73; *standard deviation* (SD) 8.15.
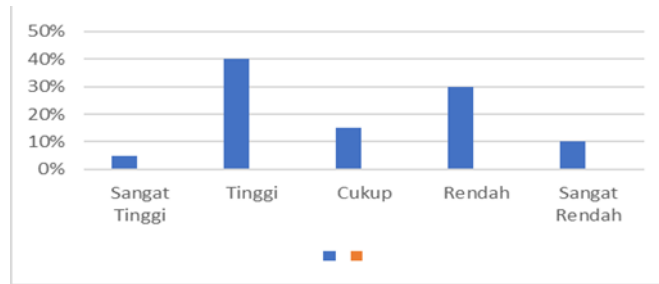

Figure 1. Anxiety level results

Confidence Level

The results of the research of students of the special class of football sports at SMA Negeri 1 Kroya based on confidence were obtained the lowest average (*minimum*) 124.00; highest score (*maximum*) 171.00; average (*mean*) 50; middle score (median) 51.16; score that often appears (*mode*) 37.07; *standard deviation* (SD) 10.00.
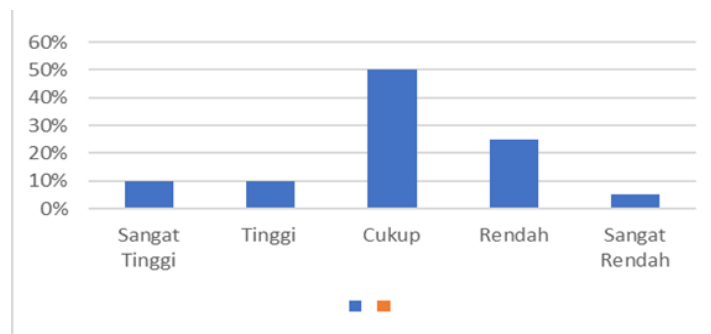

Figure 2. Confidence level results

Cohesiveness Level

The results of the research of students in the special class of sports in football at SMA Negeri 1 Kroya based on cohesiveness were obtained with an average (*mean*) of 146.4000; a median score of 147,000; frequently appearing value (*mode*) 145.00; *standard deviation* (SD) 10.1.
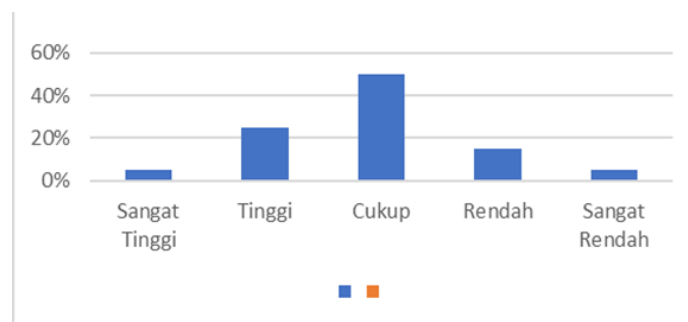

Figure 3. Results of the level of cohesiveness

DISCUSSION

Anxiety Level

Based on the results of the study, it showed that the level of anxiety of students in the Special Sports Class of the football branch at SMA Negeri 1 Kroya in the very low category of 10% amounting to 2 students, low 30% amounting to 6 students, sufficient 15% amounting to 3 students, high 40% amounting to 8 students, and very high 5% amounting to 1 student. The data shows that there are still many students of KKO football at SMA Negeri 1 Kroya with a high level of anxiety, namely 8 students out of a total of 20 students. The high level of anxiety should be a special concern for all parties because it can affect students' daily lives. High anxiety will certainly cause disturbances in students, both physically and psychologically (Wardani, 2022).

The high level of anxiety based on the results of this study is in line with the results of a study conducted by (Arıcıoğlu et al., 2025) that high school-age soccer players have higher levels of anxiety than junior high school-age soccer players and lower anxiety levels of soccer players who train with their coaches for more than a year. Anxiety experienced by students can be sourced from internal and external students, Several factors that affect anxiety academically, which include academic competence, competency testing, time management, learning strategy techniques, parental expectations, anxiety levels, language proficiency, problematic use of gadgets/mobile phones, self-regulation, and performance (Shabron & Hasniati, 2024). This disorder can have a negative impact on individuals in controlling fear of future events, as well as leading to a decline in physical, cognitive, social relationships, and occupational functions (Andhita & Boediman, 2024).

Evaluation of anxiety should be considered important, given its long-term impact on sports performance, with immediate implications for prevention, incidents, rehabilitation, and the process of returning to the playing field (Trandafirescu, 2024). Based on the results of this study, it is necessary to conduct further research, especially related to anxiety-specific psychological skills training programs.

Confidence level

Based on the results of the study, it showed that the level of confidence of students in the Special Sports Class at SMA Negeri 1 Kroya football in the very low category of 5% amounting to 1 student, low 25% amounting to 5 students, sufficient 50% amounting to 10 students, high 10% amounting to 2 students, and very high 10% amounting to 2 students. The data illustrates that the average level of student confidence in the category is sufficient. If you look at the anxiety data, there are some students who experience high anxiety but have a sufficient level of confidence, and some students experience low anxiety but sufficient confidence. Based on this data, it is necessary to be concerned by all parties to increase student confidence.

The data related to confidence is in line with research conducted by (Faqihi, 2025) that in the field of sports competitions, it is known that there are some athletes who lack confidence, some have high confidence, and on the other hand, some have sufficient confidence, and this is the level of confidence needed. However, even the most confident athletes may naturally experience low self-confidence in certain circumstances (e.g., after an unexpected defeat) or unfamiliar field situations (Lochbaum et al., 2022). The two supporting explanations emphasized that the confidence of KKO students in football can be varied influenced by many factors, but the level of confidence in the category is sufficient that is needed. Too high or low a confidence level can affect performance.

Meanwhile, (Thomas et al., 2021) in their research found 3 types of confidence in sports: skill execution, physical factors, and psychological factors. These types result from five sources of confidence in sports: achievement, social support, preparation, indirect experience, and innate factors. Five factors that undermine confidence: lack of social support, poor performance, poor preparation, pressure and expectations, and injury/illness. This research can be a source to expand further research related to confidence in students and athletes.

Cohesiveness Level

Based on the results of the study, it was shown that the level of cohesiveness of students in the Special Sports Class of the football branch at SMA Negeri 1 Kroya in the very low category of 5% amounting to 1 student, low 15% amounting to 3 students, sufficient 50% amounting to 10 students, high, 25% amounting to 5 students, and very high 5% amounting to 1 student. The data shows the average cohesiveness in the sufficient category. It is necessary to be the material for the evaluation of all parties so that the level of cohesiveness continues to increase. Teams with high cohesiveness have a 20% higher win rate than teams with low cohesiveness, some of the factors that affect cohesiveness include open communication, team-building activities, and clear goal setting (Ss, 2025).

As for if the cohesiveness is low, it will have an impact on the health of the team. Low team cohesiveness has an impact on increased negative conflict and poor communication, which can ultimately decrease team performance (Onağ & Tepeci, 2014). One of the efforts to increase cohesiveness is the presence of *a leader, captain*, or leader in the team both on and off the field. Leadership identity acts as a mediator between leadership and team cohesiveness, with collective efficacy being a key factor in the process (Schei et al., 2023). Leadership style, behavior, communication, and performance feedback are key variables that affect team function and performance (Salcinovic et al., 2022).

The level of cohesiveness in the category is sufficient is a good start for the future in the formation

of the team and the character of KKO students in the football branch. The positive impact of team building was found to be most pronounced when between the ages of 15 and 20, performing on college teams, and engaging in interventions that lasted more than 2 weeks. Individual interest in group tasks emerged as the aspect most influenced by team-building interventions (Kwon, 2024). The results of this level of cohesiveness can be the initial data for further research related to cohesiveness in sports teams or even the formation of cooperative character in Special Sports Class students.

CONCLUSION

Based on the results of the research and discussion, several conclusions can be drawn, namely: 1) The level of anxiety of students of the Special Sports Class of the football branch at SMA Negeri 1 Kroya in the very low category of 10% amounting to 2 students, low 30% amounting to 6 students, sufficient 15% amounting to 3 students, high 40% amounting to 8 students, and very high 5% amounting to 1 student; 2) The level of confidence of students in the Special Sports Class at SMA Negeri 1 Kroya football in the very low category of 5% amounting to 1 student, low 25% amounting to 5 students, enough 50% amounting to 10 students, high 10% amounting to 2 students, and very high 10% amounting to 2 students; 3) The level of cohesiveness of students in the Special Sports Class of football at SMA Negeri 1 Kroya in the very low category of 5% amounting to 1 student, low 15% amounting to 3 students, sufficient 50% amounting to 10 students, high, 25% amounting to 5 students, and very high 5% amounting to 1 student.

REFERENCE

Amir, N. (2013). PENGEMBANGAN ALAT UKUR KECEMASAN OLAHRAGA. *Jurnal Penelitian dan Evaluasi Pendidikan*, *16*(1), 325–347. https://doi.org/10.21831/pep.v16i1.1120

Andhita, N., & Boediman, L. (2024). Empowering High School Students: The Impact of Group Self-Compassion Interventions on Anxiety Tendencies. *Psikoborneo: Jurnal Ilmiah Psikologi*, *Query date: 2025-06-01 17:20:50*.

Ardhini, D. (2012). Hubungan motivasi berprestasi dan kepercayaan diri dengan prestasi belajar siswa kelas olahraga SMP Negeri 4 Purbalingga. Skripsi, sarjana tidak diterbitkan. Universitas Negeri Yogyakarta, Yogyakarta.

Arıcıoğlu, B., Türksoy Işım, A., Taştan, Z., & Can, H. C. (2025). Erkek futbolcularda bilinçli farkındalık ve yarışma kaygısı arasındaki ilişki. *The International Journal of Eurasia Social Sciences*, *16*(59), 335–347. https://doi.org/10.70736/ijoess.586

Bessa, C., Hastie, P., Rosado, A., & Mesquita, I. (2021). Sport education and traditional teaching: Influence on students' empowerment and self-confidence in high school physical education classes. *Sustainability*, *Query date: 2025-06-01 17:14:40*. https://www.mdpi.com/2071-

1050/13/2/578

Domínguez-González, J. A., Reigal, R. E., Morales-Sánchez, V., & Hernández-Mendo, A. (2024). Analysis of the Sports Psychological Profile, Competitive Anxiety, Self-Confidence and Flow State in Young Football Players. *Sports*, *12*(1), 20. https://doi.org/10.3390/sports12010020

Faqihi, M. (2025). Self-Confidence Among Football Players in the first Division League in the Kingdom of Saudi Arabia. *Journal of Physical Education*, *37*(1), 84–96. https://doi.org/10.37359/JOPE.V37(1)2025.2236

Hermawan, H., Nurcahyo, F., & Yudanto, Y. (2022). Pemantauan Profil Kondisi Fisik Kecabangan Sepakbola Pada Siswa Sekolah Menengah Pertama Kelas Khusus Olahraga Di Daerah Kabupaten Sleman …. *Jorpres (Jurnal Olahraga Prestasi)*, *Query date: 2025-06-02 13:18:34*.

Jowett, S., & Chaundy, V. (2004). An Investigation Into the Impact of Coach Leadership and Coach-Athlete Relationship on Group Cohesion. *Group Dynamics: Theory, Research, and Practice*, *8*(4), 302–311. https://doi.org/10.1037/1089-2699.8.4.302

Komarudin, K., & Risqi, F. (2020). Tingkat kepercayaan diri, kohesivitas, dan kecerdasan emosi siswa Kelas Khusus Olahraga cabang olahraga sepakbola. *Jurnal Pendidikan Jasmani Indonesia*, *Query date: 2025-06-02 13:18:34*.

Kurniawan, A. (2021). Manajemen Kelas Khusus Olahraga Dalam Mewujudkan Mutu Pendidikan Di Smpn@ Tempel Sleman. *Media Manajemen Pendidikan*, *Query date: 2025-06-02 13:18:34*. https://jurnal.ustjogja.ac.id/index.php/mmp/article/view/6550

Kwon, S. H. (2024). Analyzing the impact of team-building interventions on team cohesion in sports teams: A meta-analysis study. *Frontiers in Psychology*, *15*, 1353944. https://doi.org/10.3389/fpsyg.2024.1353944

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), 6381. https://doi.org/10.3390/ijerph19116381

Muñoz, A. R., Vega-Díaz, M., & González-García, H. (2023). Team Cohesion Profiles: Influence on the Development of Mental Skills and Stress Management. *Journal of Sports Science and Medicine*, 637–644. https://doi.org/10.52082/jssm.2023.637

Novinta, D., & Mastuti, E. (2023). Can Rational-Emotive Behavior Therapy (REBT) Reduce Academic Anxiety in High School Students? *Psikostudia: Jurnal Psikologi*, *Query date: 2025-06-01 17:11:22*. https://e-journals.unmul.ac.id/index.php/PSIKO/article/view/9787

Onağ, Z., & Tepeci, M. (2014). Team Effectiveness in Sport Teams: The Effects of Team Cohesion, Intra Team Communication and Team Norms on Team Member Satisfaction and Intent to Remain. *Procedia - Social and Behavioral Sciences*, *150*, 420–428. https://doi.org/10.1016/j.sbspro.2014.09.042

Pratama, R. (2017). Tingkat kohesivitas pemain sepakbola kelompok umur (ku) 14-15 tahun di

sekolah sepak bola (SSB) Marsudi Agawe Santosa (MAS) Yogyakarta. Skripsi, sarjana tidak diterbitkan. Universitas Negeri Yogyakarta.

Risqi, F., & Arsila, S. (2021). Melatih tingkat kepercayaan diri, kohesivitas, serta kecerdasan emosi siswa pada cabang olahraga sepakbola. *Jurnal Pendidikan Jasmani Indonesia*, *Query date: 2025-06-02 13:18:34*.

Salcinovic, B., Drew, M., Dijkstra, P., Waddington, G., & Serpell, B. G. (2022). Factors Influencing Team Performance: What Can Support Teams in High-Performance Sport Learn from Other Industries? A Systematic Scoping Review. *Sports Medicine - Open*, *8*(1), 25. https://doi.org/10.1186/s40798-021-00406-7

Schei, G. S., Høigaard, R., Erikstad, M. K., Ivarsson, A., & Haugen, T. (2023). Identity leadership and cohesion in elite sport: The mediating role of intra-team communication. *Heliyon*, *9*(7), e17853. https://doi.org/10.1016/j.heliyon.2023.e17853

Shabron, R. H. A., & Hasniati, N. E. (2024). A Systematic Review: Academic Anxiety in School-Aged Students. *International Journal of Research Publication and Reviews*, *5*(7), 2790–2800. https://doi.org/10.55248/gengpi.5.0724.1837

Shi, L., Jing, L., Wang, H., & Liu, Y. (2024). Exploring the association of mindfulness, confidence, competitive state anxiety, and attention control in soccer penalty shootouts. *Frontiers in Psychology*, *15*, 1439654. https://doi.org/10.3389/fpsyg.2024.1439654

Soenyoto, T. (2021). Pentingnya Kelas Khusus Olahraga di Kota Semarang. *Prosiding Seminar Dan Lokakarya Fakultas Ilmu …*, *Query date: 2025-06-02 13:18:34*. http://103.8.12.212:33180/unj/index.php/prosidingfik/article/download/27542/12816

Ss, D. (2025). Unified for success: How cohesiveness fuels sports excellence. *International Journal of Physiology, Nutrition and Physical Education*, *10*(1), 96–97. https://doi.org/10.22271/journalofsport.2025.v10.i1b.3022

Thomas, O., Thrower, S. N., Lane, A., & Thomas, J. (2021). Types, Sources, and Debilitating Factors of Sport Confidence in Elite Early Adolescent Academy Soccer Players. *Journal of Applied Sport Psychology*, *33*(2), 192–217. https://doi.org/10.1080/10413200.2019.1630863

Trandafirescu, E. A. (2024). Multidimensional sport competitive anxiety among women football players according to playing position. *Journal of Physical Education and Sport*, *24*(9).

Wardani, N. (2022). *The Effect of Mathematics Anxiety on Students' Learning Outcomes in Class X High School*. journal.neolectura.com. http://journal.neolectura.com/index.php/nucleus/article/view/992
0.1810582