

THE ROLE OF ACADEMIC SELF-EFFICACY IN IMPROVING THE ACHIEVEMENTS OF SAMBO ATHLETES IN KEDIRI REGENCY

Yayang¹, Puspodari², Wing Prasetya Kurniawan³

¹²³Universitas Nusantara PGRI Kediri, Kediri, Indonesia

yayang2153@gmail.com¹, puspodari@unpkediri.ac.id², wingprasetya@unpkediri.ac.id³

* Coresponding Author. E-mail: yayang2153@mail.com

Abstract

An athlete's performance is not only determined by physical ability and technique but is also influenced by psychological factors, one of which is academic self-efficacy. Student-athletes are expected to balance their academic and athletic activities, so they need strong self-confidence to cope with these various demands. This study aims to analyse the role of academic self-efficacy in the performance of Sambo athletes in Kediri Regency, identify the factors that influence it, and describe its implementation in preparation for the 9th East Java Provincial Sports Week (PORPROV) in 2025. The study employs a qualitative approach with a descriptive design. The research informants consist of athletes, coaches, sports association officials, and athletes' parents, who were selected through purposive sampling. Research data were collected through semi-structured interviews, observation, and documentation, and were then analysed using data reduction, data presentation, and conclusion drawing. The findings reveal that academic self-efficacy serves as a psychological stabilizer, where high efficacy levels directly correlate with improved time-management strategies and emotional resilience under competitive pressure. Furthermore, parental involvement and vicarious experiences through veteran athletes emerged as the primary external drivers for sustaining this efficacy during the high intensity preparation for the 2025 PORPROV. The development of academic self-efficacy is influenced by experiences of success, social support, vicarious experiences, and the ability to manage emotional states. Therefore, fostering academic self-efficacy should be an integral part of athlete development programs to support the achievement of optimal and sustainable performance.

Keywords: Academic Self-Efficacy, Athletic Achievement, Sambo, Sports Psychology, PORPROV.

Received: 2026-06-27

Accepted: 2026-07-09

Published: 2026-07-16

INTRODUCTION

Sports performance is shaped by the interaction of multiple factors, including physical fitness, technical skills, tactical abilities, and psychological readiness. Among these psychological factors, academic self-efficacy has emerged as an important construct for student-athletes because it reflects their confidence in managing both academic responsibilities and athletic demands. Athletes with strong academic self-efficacy are generally better able to organize their learning, regulate their emotions, and maintain motivation despite the dual pressures of education and competitive sport. This condition contributes to greater consistency in training and competition. This perspective is supported by Masrun et al. (2022) reported that psychological variables, particularly self-efficacy, achievement motivation, and self-confidence, significantly contribute to athletic performance. More specifically

Setiawan et al. (2020) emphasized that efficacy beliefs are closely associated with athletes' ability to cope with competitive pressure, sustain performance, and achieve sporting goals. Likewise, Aizava et al. (2024) found that athletes with stronger efficacy beliefs demonstrate higher achievement motivation, better psychological resilience, and more effective emotional regulation, all of which support optimal athletic performance.

The concept of self-efficacy originates from Bandura's (1997) cognitive theory, which defines self-efficacy as an individual's belief in their capability to organize and execute the actions required to achieve desired outcomes. In the context of student-athletes, this concept is reflected in academic self-efficacy, which refers to confidence in successfully completing academic tasks while simultaneously fulfilling training and competition commitments. Athletes with high academic self-efficacy are more capable of managing study schedules, maintaining learning motivation, overcoming academic challenges, and adapting to the demands of sport without compromising either domain.

Pulungan et al. (2023) emphasized that psychological competencies, including confidence, motivation, concentration, anxiety management, and mental preparation, are essential for sustaining athletic performance. Consistent with the perspective, Widodo et al. (2022) reported that athletes with stronger efficacy beliefs possess better mental readiness when facing competitive pressure. Furthermore, Fahmi (2024) demonstrated that supportive coaching leadership and a positive training environment strengthen athletes' academic self-efficacy, which subsequently contributes to improved psychological readiness and more consistent sporting performance.

Research on self-efficacy in sports has seen rapid development in recent years. In the Indonesian context, (Fitria & Kusnaedi, 2024) show that self-efficacy and achievement motivation are important psychological factors associated with athletic performance, reflecting the growing attention being paid to psychological variables in athlete development across various sports. (Wulan N.A, 2025), through a bibliometric analysis of Scopus publications, showed that research on self-efficacy in sports has increased significantly since 2020 and is dominated by studies on athlete performance, achievement motivation, mental health, and psychological coaching strategies. Similar findings were reported by (Afilla et al., 2026), who noted that self-efficacy is one of the most widely studied psychological variables in modern sports psychology because it is linked to athletes' success in maintaining long-term performance.

Various previous studies have shown that mastery experiences are a primary source of self-efficacy development in athletes. In line with these findings, (Komarudin et al., 2021) demonstrated that structured psychological training significantly improves athletes' self-confidence and mental readiness, thereby enabling them to perform better during training and competition. (López-rodríguez & González, 2025) explain that athletes who successfully achieve their training goals or win competitions have higher levels of self-confidence than athletes who have not yet experienced success. (Martínez-ramírez et al., 2024) also found that competitive experience has a positive impact on

athletes' decision-making abilities when facing complex game situations. In addition, the experience of observing more experienced athletes (vicarious experience) helps strengthen individuals' confidence in their own abilities, particularly among young athletes who are still in the developmental stage (Bandura, 1997).

In addition to experiences of success, social support is an external factor that plays a key role in building athletes' self-efficacy. (Hartoto et al., 2023) further demonstrated that self-efficacy and self-monitoring significantly improve athletes' motivation and performance, indicating that psychological development should be integrated into athlete training programs. (Kurniawan & Setiyowati, 2025) through a systematic literature review, concluded that support from coaches, family, and peers contributes to increased motivation to achieve by strengthening self-efficacy. (Shaleha & Jannah, 2025) also reported that the quality of communication between coaches and athletes influences increased self-confidence and mental readiness for competition. (Da'i & Cahyaningrum, 2023) study showed that family support provides a sense of psychological security, enabling athletes to better maintain their commitment to training and cope with the pressures of competition.

Other research shows that self-efficacy is closely related to athletes' ability to manage their emotions during competitions. Similarly, (Dwi Pramesti et al., 2022) found that self-confidence, concentration, mental preparation, and motivation were among the dominant psychological characteristics of athletes preparing for regional competitions, emphasizing the importance of psychological readiness in achieving optimal performance. (Wang et al., 2022) identified self-confidence, self-regulation, and problem-solving skills as key components of athletes' psychological readiness, which contribute to optimal performance during competition. (Aizava et al., 2024) found that athletes with high self-efficacy have lower levels of competitive anxiety and are able to maintain their focus throughout the competition. (Ayranci & Aydin, 2025) also explain that the ability to manage stress and emotions serves as an important mediator between self-efficacy and athletic performance. These results indicate that strengthening psychological aspects is an integral part of the process of developing elite athletes.

For student athletes, self-efficacy is not only related to athletic activities but also to the ability to meet academic demands. (Amelia et al., 2024) found that academic self-efficacy influences time management skills, self-regulation, and resilience in the face of academic stress. (Sahin et al., 2024) through a systematic literature review, also reported that individuals with high academic self-efficacy tend to exhibit greater self-discipline in studying, intrinsic motivation, and the ability to complete academic tasks. These abilities serve as important assets for student-athletes in maintaining a balance between training activities and formal education.

The Sambo athletes from Kediri Regency who are being prepared for the 2025 East Java IX Provincial Sports Week (PORPROV) are mostly still pursuing formal education, so they are required to juggle the dual roles of student and athlete. The nature of Sambo which demands physical,

technical, tactical, and mental readiness makes academic self-efficacy an important aspect to examine. Athletes' confidence in managing academic demands is believed to influence their psychological readiness, training discipline, and performance during competitions.

Although research on self-efficacy in sports has advanced significantly, most previous studies have focused on the relationship between self-efficacy and athletic performance, achievement motivation, or athletes' overall mental health. Research specifically examining the role of academic self-efficacy among Sambo athletes particularly in the context of training regional athletes for the PORPROV remains very limited. Furthermore, there has not been much research that integrates experiences of success, social support, emotional regulation, and the ability to juggle the dual roles of student and athlete into a single analytical model. This situation indicates the existence of a research gap that still needs to be addressed.

Given this gap, the novelty of this study lies in its qualitative analysis of how academic self-efficacy is formed through training experiences, social support, emotional regulation, and the ability to manage academic demands in the process of coaching Sambo athletes in Kediri Regency. This approach offers a more comprehensive perspective compared to previous studies, most of which used quantitative methods and merely examined the relationships between variables.

Based on the above discussion, this study aims to analyse the role of academic self-efficacy in efforts to improve the performance of Sambo athletes from Kediri Regency at the 9th East Java Provincial Sports Week (PORPROV) in 2025, as well as to identify the factors that contribute to the development of academic self-efficacy during the athlete training process.

METHODS

This study employs a qualitative approach with a descriptive research design. According to Creswell, qualitative research is an approach used to understand and explore the meaning of a phenomenon based on the experiences of individuals or groups within a specific context. This study aims to analyse the role of academic self-efficacy in efforts to improve the performance of Sambo athletes from Kediri Regency at the 2025 East Java IX PORPROV event.

The research was conducted at Golden Dragon Fighting Club's Basecamp, Kediri Regency, which serves as the central training facility for the Kediri Regency Sambo team. This location was selected because it is the primary venue where athletes undergo regular physical, technical, tactical, and psychological training in preparation for the 2025 East Java IX Provincial Sports Week (PORPROV).

The research subjects were selected using purposive sampling, which involves selecting informants based on the consideration that they possess knowledge and experience relevant to the research focus. The informants in this study consisted of Sambo athletes from Kediri Regency who

are preparing to compete in the 2025 East Java IX Provincial Sports Week (PORPROV), coaches, Sambo sports association officials, and the athletes' parents.

Data were collected through semi-structured interviews, observation, and documentation. Interviews explored the role of academic self-efficacy, its influencing factors, and its contribution to athletes' performance. Observations focused on athletes' training and preparation activities, while documentation included training schedules, activity records, and performance reports. Data were analysed using the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. During data reduction, interview transcripts, observation notes, and documents were reviewed, relevant information was selected, categorized into themes, and organized according to the research focus, while irrelevant or repetitive data were excluded. Data credibility was ensured through source triangulation and method triangulation.

RESULTS AND DISCUSSION

The results of the data analysis show that academic self-efficacy plays an important role in supporting the improvement of the performance of Sambo athletes from Kediri Regency who are preparing for the 2025 East Java IX PORPROV. Based on the results of interviews, observations, and documentation, five main themes emerged that describe the process of developing academic self-efficacy: training and competition experiences, the presence of role models, social support, emotional regulation, and the ability to manage academic and training responsibilities.

Table 1. Summary of Research Findings

Research Themes and Findings	
Theme	Findings
Training and competition experience	Success boosts self-confidence, while failure serves as a basis for self-evaluation to improve one's abilities.
<i>Role model</i>	Coaches and senior athletes set an example in fostering discipline, motivation, and self-confidence.
Social support	Support from family, coaches, and training partners strengthens athletes' motivation and mental preparedness.
Emotional management	Athletes can reduce anxiety through emotional control, focusing on strategy, and consistent practice.
Academic self-efficacy	The ability to manage one's time between academics and training helps maintain consistent performance and achievements.

The results of this study indicate that training and competition experiences are key factors in the development of athletes' academic self-efficacy. Athletes who have achieved victories or successfully met training goals demonstrate higher levels of self-confidence when facing subsequent competitions. Conversely, experiences of failure do not always have a negative impact, as they serve as a basis for evaluation to improve the quality of training. These findings suggest that experiences of success form the basis for the development of an individual's belief in their own abilities.

In addition to personal experience, social support is a key factor in strengthening athletes' self-efficacy. Coaches not only play a role in improving technical skills but also provide motivation, guidance, and mental reinforcement during the training process. On the other hand, families provide emotional support that helps athletes maintain their enthusiasm for training and fulfill their academic responsibilities. Support from training partners also creates a positive environment, helping athletes feel more confident as they tackle the challenges they face while preparing for competitions.

This study also found that the ability to regulate emotions is one of the key indicators in the development of academic self-efficacy. Athletes who have high confidence in their abilities tend to be better able to manage nervousness, maintain concentration, and remain calm when facing the pressures of competition. These factors enable them to make sound decisions and maintain their performance throughout the competition. Conversely, athletes who are less able to manage their emotions are more likely to lose focus, which can potentially reduce their performance during competition.

Other findings indicate that academic self-efficacy helps athletes fulfil their dual roles as students and athletes. Informants revealed that their ability to manage their time between academic activities and training allows them to meet their academic obligations without compromising the quality of their training. This balance leads to increased discipline, self-regulation, and self-confidence in facing the demands of competition. Athletes who are able to fulfil both of these responsibilities demonstrate greater mental preparedness than athletes who struggle to balance their academic and athletic activities.

Overall, the findings demonstrate that academic self-efficacy is developed through the interaction between athletes' personal experiences and their social environment. Positive training and competition experiences, reinforced by the guidance of coaches and senior athletes, strengthen athletes' confidence in their abilities. At the same time, support from families and teammates facilitates emotional regulation, enabling athletes to balance academic responsibilities with training demands more effectively. This interaction enhances psychological readiness and contributes to more consistent athletic performance. Therefore, athlete development programs should integrate psychological development with physical, technical, and tactical training to optimize competitive performance.

CONCLUSION

This study shows that academic self-efficacy plays a significant role in supporting the improvement of Sambo athletes' performance in Kediri Regency as they prepare for the 2025 East Java IX Provincial Sports Week (PORPROV). Academic self-efficacy is developed through experiences of success during training and competitions, social support from coaches, family, and training partners, the presence of role models, and the athletes' ability to manage their emotions when facing competitive pressure. In addition, the ability to balance academic demands with training programs helps strengthen athletes' confidence in their own abilities, which in turn leads to increased motivation, discipline, concentration, and mental preparedness to achieve success. These findings contribute to the development of sports psychology by providing empirical evidence that academic self-efficacy functions as an important psychological resource in supporting the dual roles of student-athletes and enhancing their competitive performance.

Research findings indicate that athlete training should not only focus on improving physical abilities, technique, and tactics, but should also incorporate psychological aspects of training, particularly the development of academic self-efficacy. The findings further recommend establishing formal collaboration between the Kediri Regency Sambo Association (Pengkab Sambo), educational institutions, and coaches to create a supportive dual-career environment that enables athletes to achieve both academic and sporting excellence. Therefore, coaches, sports organization officials, and educational institutions are encouraged to develop training programs that provide academic support, mental strengthening, and ongoing psychological counselling so that athletes can maximize their potential and maintain their performance. Future research is recommended to involve a larger sample of informants and to combine qualitative and quantitative approaches in order to obtain a more comprehensive understanding of the role of academic self-efficacy in athletes' performance.

ACKNOWLEDGMENTS

The author would like to thank Universitas Nusantara PGRI Kediri for its academic support throughout the research process. Appreciation is also extended to the Kediri Regency Branch of the Indonesian Sambo Association (PERSAMBI), the coaches, and all Sambo athletes in Kediri Regency who participated in and provided the necessary information for this study. Their support and cooperation were instrumental in the completion of this research.

REFERENCES

- Afilla, A. N., Surabaya, U. N., & Java, E. (2026). *Dukungan Sosial terhadap Motivasi Belajar Siswa Atlet : Systematic Literature Review*.
- Aizava, P. V. S., dos Santos Oliveira, I. F., de Oliveira, D. V., Garcia, W. F., & Fiorese, L. (2024). Relationships Between Self-Efficacy and High-Performance Sport: A Systematic Review. *Paideia*, 34, 1–10. <https://doi.org/10.1590/1982-4327e3412>
- Amelia, C., Febi Enjelika Putri, & Vionanda Ramadhani. (2024). Efektifitas Pelatihan Berpikir Positif Pada Efikasi Diri Akademik Siswa Sma. *Jurnal Ilmiah Zona Psikologi*, 6(2), 9–18. <https://doi.org/10.37776/jizp.v6i2.1402>
- Ayranci, M., & Aydin, M. K. (2025). The complex interplay between psychological factors and sports performance: A systematic review and meta-analysis. *Plos One*, 20(8 August), 1–24. <https://doi.org/10.1371/journal.pone.0330862>
- Bandura, A. (1997). *Self Efficacy*. WH Freeman.
- Da'i, M., & Cahyaningrum, V. D. (2023). Pengaruh Self Efficacy Dan Dukungan Sosial Terhadap. *Jurnal Nusantara Research*, 10(1), 1–11.
- Dwi Pramesti, A., Hermahayu, H., & Faizah, R. (2022). Study of identifying factors for the developing measuring instrument on the psychological readiness of athletic athletes. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, 8(3), 17–36. https://doi.org/10.29407/js_unpgri.v8i3.18807
- Fahmi, M. (2024). Analisa kepemimpinan pelatih melalui motivasi berprestasi terhadap kinerja atlet. *Academy of Education Journal*, 15(1), 708–717. <https://doi.org/10.47200/aoej.v15i1.2292>
- Fitria A., Kusmaedi N., K. T. (2024). *The Relationship Between Self-Efficacy and Motivation in*. 9(April), 11–15. <https://doi.org/10.17509/jtikor.v9i1.26818>
- Hartoto, S., Firmansyah, A., Prakoso, B. B., Ayubi, N., Pratama, S. A., & Abi. (2023). The Role of Self-monitoring and Self-efficacy on the Athletes' Motivation and Performance: Evidence from Athlete Training Institutions in Indonesia. In *Revista de Psicologia del Deporte* (Vol. 32, Issue 1, pp. 129–137).
- Komarudin, K., Mulyana, B., & Novian, G. (2021). The Effect of Life Kinetik Training Models to Improve Self-Confidence in Team and Individuals Athletes. *The Open Psychology Journal*, 14(1), 220–226. <https://doi.org/10.2174/1874350102114010220>
- Kurniawan, A., & Setiyowati, N. (2025). *Social Support in Moderating Athletes ' Self- Efficacy and Achievement Motivation : a Dukungan Sosial Dalam Memoderasi Self Efficacy Dan Motivasi Berprestasi Atlet : Systematic*. 24(1), 81–92.
- López-rodríguez, L., & González, L. G. (2025). *SYSTEMATIC REVIEW AND META ANALYSIS Self- E cacy in High-Performance Sports : A Systematic Review and Meta-Analysis*. 18(1).
- Martínez-ramírez, D. E., Jaime, E., Ruíz, C., Leonardo, M., Espinosa, I., & Pérez, V. F. (2024). *Cultura, ciencia y deporte*.
- Masrun, Alnedral, & Yendrizal. (2022). Psychological aspects and the roles for student's sport performance. *Journal Sport Area*, 7(3), 425–436. [https://doi.org/10.25299/sportarea.2022.vol7\(3\).9417](https://doi.org/10.25299/sportarea.2022.vol7(3).9417)

- Pulungan, K. A., Perdana, S., Haryanto, A. I., Haryani, M., & Kadir, S. S. (2023). The psychological skill characteristics of Indonesian volleyball players from player positions. *Jurnal Keolahragaan*, 11(1), 122–130. <https://doi.org/10.21831/jk.v11i1.54931>
- Sahin, A., Renatha Ernawati, Rizki Amalia, Raudah Zaimah Dalimunthe, Amalia Rizki Pautina, Sya'ban Maghfur, Dini Chairunnisa, & Ahmad Fasya AlfayyadI. (2024). Self-Efficacy Pada Siswa: Systematic Literatur Review. *G-Couns: Jurnal Bimbingan Dan Konseling*, 8(2), 627–639. <https://doi.org/10.31316/gcouns.v8i2.5549>
- Setiawan, E., Patah, I. A., Baptista, C., Winarno, M. ., Sabino, B., & Amalia, E. F. (2020). Self-efficacy dan mental toughness: Apakah faktor psikologis berkorelasi dengan performa atlet? *Jurnal Keolahragaan*, 8(2), 158–165. <https://doi.org/10.21831/jk.v8i2.33551>
- Shaleha, A., & Jannah, M. (2025). Self-efficacy and self-regulation in football athletes: The moderating role of happiness. *Journal Sport Area*, 10(3), 476–489. [https://doi.org/10.25299/sportarea.2025.vol10\(3\).25125](https://doi.org/10.25299/sportarea.2025.vol10(3).25125)
- Wang, D., Hu, T., Luo, R., Shen, Q., Wang, Y., Li, X., Qiao, J., Zhu, L., Cui, L., & Yin, H. (2022). Effect of Cognitive Reappraisal on Archery Performance of Elite Athletes: The Mediating Effects of Sport-Confidence and Attention. *Frontiers in Psychology*, 13(April). <https://doi.org/10.3389/fpsyg.2022.860817>
- Widodo, A. F., Setyawati, H., Rahayu, T., Kusuma, D. W. Y., Rafikoh, R., Rohmah, I., & Chen, C.-W. (2022). Self-Efficacy, Self-Confidence, Achievement Motivation, and Its Relationship Towards Competitive Anxiety. *Journal of Physical Education and Sports*, 11(4), 426–434. <https://journal.unnes.ac.id/sju/index.php/jpes>
- Wulan N.A, B. D. . (2025). *Self-Efficacy in Sports: A Bibliometric Study Nabella Ayu Wulan 1 , Dini Rahma Bintari 1 I*. 10(1), 94–115.