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Mental Skill Tennis Referee: Study On Tennis Referee Asian Games And Asian Para Games Indonesia 2018

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ABSTRACT

The purpose of this study was to determine the mental skills of tennis referees. This research was conducted on tennis referees in charge of 2018 and Asian Games 2018 Asian Games, assessment tools in the form of questionnaires and interviews that assessed 3 main aspects namely Fundamental skills, Psychosomatic skills, and Cognitive skills, was given to 55 referees from various regions in Indonesia. The results of the study revealed that referees have excellent abilities using mental abilities significantly, referees have very good aspects in terms of goal setting, self-confidence, commitment, controlling fear, concentration, impaired control, imagery, and competency planning but are still low in terms of activation, relaxation, stress reaction, and practice mentally. In improving the mental skill referee quality, there is a need for training to be made on an annual agenda in creating a better referee.

Keywords: Mental Skills Tennis Referee

INTRODUCTION

The public is aware of the importance of sports for health seen from the many people who participate in the world of sports. The purpose of someone doing sports according to Mochamad Sajoto (1988: 1), namely for recreation, education, achieving a level of physical fitness, and achieving achievement. One of the factors that support success in the world of sports lately is resilience. The concept of resilience has recently attracted significant attention from school researchers and sports psychology trying to understand how psychological factors can support success in sports. The field of tennis is very popular with all groups, this is because the sport of the game has its own charm. The attraction of the game sports is that the game is full of tactical, dynamic, accentuating excitement, joy and very strict rules to maintain sportsmanship. Speaking of sportsmanship, sportsmanship is generally identified as behavior that shows respect and fairness towards others and an attitude of accepting whatever the outcome of a match (Beller & Stoll, 1993: 75).

Referees have a high level of emotion and cannot control it, will result in the performance of the referee, while leading the match. Therefore, the referee must be able to control his emotions despite pressure from players, officials or spectators. So that the referee is still able to make decisions correctly and wisely so that the referee's performance is good when leading the match. Efforts to overcome this problem are necessary to apply psychological skills training methods so that referees can control emotions and other mental problems. According to Valey (in Komarudin, 2013, p. 17) explained that there are four psychological skills training techniques, namely "Imagery, goal-setting, thought management and physical relaxation/arousal regulation". Stress is also a whole process that includes stimulation, events, events and responses, interpretations of individuals that cause tension that arises beyond the ability of individuals to overcome it (Rice, 1994). The task of a referee is always to face direct pressure coming from the environment, the pressure experienced by this referee has stress symptoms that can give an impact on his decision. Incorrect referee decisions are a result of one of the stress factors such as fear of failure, fear of physical aggression, timing problems and interpersonal conflict (Rainey, 1995).

Anxiety can also be a major problem for a referee. Therefore the referee must have the ability to overcome anxiety through several techniques both in general and subjectively. Psychological factors that are indicators of the emergence of anxiety that can be viewed cognitively are anxiety about the level of anxiety and negative and emotional thoughts. So, in

this case, a referee must have emotional control of himself when leading a tennis match. As a very important part, a referee is expected to carry out their functions properly and correctly by always upholding a sense of justice and responsibility for the holding of the match. The difficulties that arise in the field are not only caused by a lack of mastery of the 'field' of the field, but also external factors that support it. From a number of match experiences, it is not uncommon for referees to be the source of brutality and dissatisfaction both by players, officials, and spectators. This may not be an obstacle to progress in refereeing, but rather a challenge that needs to be faced by referees in upholding their authority and credibility. A referee can carry out his duties and functions, so he also needs to have the qualities of a leader. In addition, the referee as the match leader should also recognize his personality. Referee personality is a very important capital. From this capacity has the basic capital that is necessary to carry out its functions and duties in the field. To be successful as a referee, it is important to be proficient in the field of game knowledge, decision-making skills, psychological skills, strategic skills, communication or control in the field, and physical fitness (Feltz, 2011).

To be a good referee, there are two conditions that need to be fulfilled, formal requirements and psychological requirements, but with the many tasks that a referee enters, especially tennis referees, there are often many problems that arise when a referee leads the game, especially emotional disorders and psychological intervention that occurs during the course of a match. For formal conditions, a referee must have a license or certification to become a professional referee. Then in the psychological conditions of a referee must have mental skills or mental skills to lead a match. The main principle of sports and performance psychology is that mental skills or mental skills are important determinants of performance involving enhanced cognitive abilities (thinking) through mental skills training.

METHODOLOGY

This study uses descriptive qualitative, with a naturalistic approach. This research was conducted during the competition (observation) and when the match event ended (questionnaire and interview), the population in this study was the referee in charge who had a license totaling 55 respondents. The instruments used were interview items containing questions that used a psychological approach and were carried out in depth as well as questionnaires and field observations during matches. Ethical approval was obtained from the

tennis association and notice to the subject that they were involved in the research. The data analysis technique used is data reduction, data display, verification, and conclusions. Data were obtained from respondents who were tested to ensure trust with a credibility test (internal validity) used by researchers (triangulation, the extension of observations, and references with record notes and interviews), transferability tests, and dependability tests (containing audit of research activities).

RESULT AND DISCUSSION

The results of this study describe the number of referees that fall into various categories (table 1). Studies are limited to sample factors in charge and are licensed, and negate gender, age. In (figure 1) calculating the percentage score between variables based on categories, the following data are obtained:

Table 1. Description of results based on the number of samples

Variables	Categories				
	Very Good	Good	enough	Less	Very Less
<i>Fundamental skill</i>					
Establishment of goals	51	4	0	0	0
Self-confidence	42	13	0	0	0
Involvement	46	9	0	0	0
<i>Psychosomatic skills</i>					
Reaction to stress	25	29	1	0	0
Controlling fear	26	19	10	0	0
Relaxation	23	15	8	0	0
Activation	16	32	5	2	0
<i>Cognitive skills</i>					
Concentration	49	6	0	0	0
Control interference	45	10	0	0	0
<i>Imagery</i>					
Practice mental	31	22	2	0	0
Planning competition	46	9	0	0	0

This study aims to explore the effects on the mental skills of tennis referees in international matches. The results of the study can be predicted, except in some cases that must be observed directly during the match. There are several studies carried out on mental skills, therefore, the results of this study sharpen information for referees in terms of the importance of mental skills. Below, we will discuss each variable.

1. Fundamental skills

Establishment of Goals

Based on the results of the study it was found that the results of the assessment of goal setting showed that as many as 52 referees (94.5%) included very good categories. Setting goals are one part of an important mental aspect. Setting goals will give the referee an idea of what to do when leading the match. According to Ibrahim and Komarudin (2012), goal setting is an ability to design or set a goal to be achieved by a person or group. Setting goals not only affects the appearance (*performance*) or performance of a referee but is closely related to positive changes that occur in other psychological aspects. The target or target can be added by giving an explanation or information about how to do the task, and why the goal or goal is important to do. According to Gibson *et.all.* (1996) Determination of a specific and challenging goal leads to improvement in achievement because it is clearer to individuals for what should be done. Furthermore, giving workers a sense of accomplishment, recognition, and commitment, so he can compare how well he works now compared to the past, and in some cases, how well he does his job compared to other workers.

Self-confidence

Self- confidence is a belief in the human soul that any life challenges must be faced with doing something. Self-confidence is born from the awareness that if you decide to do something, something that must be done. Self-confidence will come from the awareness of an individual that the individual has the determination to do anything, until the goal he wants is achieved (Barbara, 2000). The confidence of a referee in leading a match is an important factor. According to Mc Celland (in Komarudin, 2013) explained that self-confidence is an internal control of one's feelings for the existence of strength in him, awareness of his abilities, and responsible for decisions that have been set. Based on the results of the study, it is known that the indicators of national tennis referee confidence of 47 referees (85.5%) showed that they belonged to a very good category, while referees with enough confidence

were 8 people (14.5%). These results indicate that 8 referees still do not have good self-confidence, this is due to several factors, among others, protests from players, spectators, and *officials*, and the atmosphere of the match especially if the match led by the referee is a match *Crucial* (Important). Some of these factors make some referees feel less confident when leading a match.

Involvement

O'Cass's (in Japariato and Sugiharto, 2013) defines involvement as an intention or motivational part caused by a stimulus or a particular situation and is addressed through appearance characteristics. Based on the results of the study it was found that as many as 50 (90.9%) referees had the involvement that was included in the good category. While 5 people (9.1%) are included in the sufficient category.

2. Psychosomatics skills

Reaction to stress

As someone who is important in a match the amount of pressure that is obtained often makes a referee experience stress. Sarafino (1994) defines stress as a condition caused by interactions between individuals and the environment, giving rise to perceptions of distance between demands originating from situations that derive from a person's biological, psychological and social systems. Ardani (2007) defines stress as a stressful condition both physically and psychologically. According to Dilawati (in Syahabuddin, 2010), stress is a feeling that is experienced when someone receives pressure. A referee who experiences stress can indeed be nervous and feel chronic worries, irritability, aggressions or show an uncooperative attitude or so on.

Stress is depressed or something that feels oppressive in someone (Husdarta, 2014: 80). Stress can arise if there are too many demands that threaten one's well-being and integrity. Stress can be caused by several things called stressors. The stressor is a situation or simulation of physical or psychological pressure or danger at a certain level. Stressors can trigger stress which can cause tension. This tension can affect activities carried out by everyday people. Based on the results of the study it was found that 37 (67.3%) referees had a reaction to stress which was included in the good category. While the referee with a reaction to stress in enough categories as many as 18 people (32.7%).

A tennis referee who feels stressed will make him feel scared, anxious, and there is no comfort in him. So that preparation is needed to face a match from afar. Preparations are needed to reduce the tension on the referee caused by anxiety and stress experienced by the referee during the match. Besides that, the experience of a national tennis referee is also one of the important factors that give a referee a great contribution in responding to stress reactions so that a referee is able to overcome the pressures obtained when leading a tennis match.

Controlling fear

Spielberger argues that fear is *state anxiety*, namely a temporary emotional condition/condition in a person characterized by feelings of tension and conscious awareness that are conscious and subjective. Usually associated with special environmental situations, such as test or test situations (Slameto, 2003). The results of the research conducted showed that referees with the ability to control the fear of referees, which included good categories, were 39 people (67.3%). While referees with the ability to control fear, enough categories were 16 people (32.7%). Fear is caused by a threat, so someone will avoid themselves and so on. There are several ways to control the fear of referees in leading tennis matches such as doing breathing, focusing on matches, *self-talk*.

Relaxation

Relaxation is a form of technique that involves the movement of limbs and can be done anywhere (Potter & Perry, 2005). This technique is based on the belief that the body responds to stimulating anxiety due to pain or the condition of the disease. Relaxation techniques can reduce physiological tension (Asmadi, 2008). Based on the research, it was known that referee relaxation ability which included good category was 36 people (65%). While referees with sufficient relaxation ability in the category were 19 people (35%). Another form of mental exercise is relaxation. Relaxation is an important procedure in a mental training program. Relaxation is also an initial procedure that must be carried out in a mental training program (Weinberg and Gould, 1995). This is because in a relaxed condition a person is more open to the opportunity to focus attention. In addition, Stevens and Lane (2001) explain that relaxation procedures can make a person more able to control his mood so

that the referee is not easily influenced by momentary emotional disturbances that may arise from within himself or from outside himself.

Activation (Self-control)

Self-control is an individual skill on sensitivity to read the situation of self and its environment and the ability to control and manage behavioral factors in accordance with the situation and conditions to present themselves in conducting socialization. The ability to control behavior, the tendency to attract attention, the desire to change behavior so that it is suitable for others, always comfortable with others, closing his feelings (Gufron & Risnawati, 2011). According to Goleman (2005), self-control is a skill to control yourself from the flames of emotion that looks striking. The signs include tension when dealing with stress or facing someone who is hostile without replying with a similar attitude or behavior. Based on the results of the study, it was found that the referee's self-control ability which included good category was 35 people (64%). Then the referee with sufficient self-control ability was 17 people (31%) while the referee with the category of self-control ability was less than 3 people (5%). These results indicate that there is still a need to exercise self-control in the face of the pressures of the matches led.

3. Cognitive skills

According to Susanto (2011) ability is the ability of individuals to connect, assess, and consider an event or event. Azaiez (2013) suggested that cognitive abilities consist of several indicators including concentration, interference control, image, mental practice, competition planning.

Based on the results of the study it is known that the concentration is known that the ability of the referee concentration in the good category is 49 referees or equal to (89%), in the assessment of the indicator of disturbance control it is known that the ability to control referee interference is 45 referees or 82% In the assessment of Imagery indicators it is known that the ability *Imagery* referee in the good category is 30 referees or equal to (55%). Then in the assessment of indicators, mental practice is known that the ability of referee mental practice with good categories as many as 31 referees or equal to (55%). Whereas in the Competition Planning indicators assessment it is known that the planning ability of the referee Competition is in the good category of 46 referees or equal to (84%).

This shows that the concentration indicator is the highest indicator of cognitive ability, which is 89%. Concentration is a situation where a person's consciousness is fixed on

a particular object at a certain time (Nasution, 2009). While Weinberg and Gould (1995) suggest that concentration is a person's ability to focus attention or focus on certain cues that are in accordance with his duties and maintain the focus of attention. The main component of concentration is the ability to focus attention on a particular object or thing without being interrupted by internal stimuli (internal disturbances in the form of sensory or thoughts such as fatigue, anxiety, etc.) or irrelevant external stimuli (interference from outside self such as audience cheers, protests from players and so on).

CONCLUSION

Based on the results of this study, it can be seen that mental factors are influenced by various aspects, from the three aspects tested that most referees have deficiencies in aspects of psychosomatic abilities such as activation, relaxation, and reaction to stress we can see from the results of this event sport determines how much mental skill is used during a match and for the other two aspects the referees have very good mental abilities, factors such as age and gender experience must be considered when providing referees with mental skills and different programs must be provided, in some ways fundamental and cognitive aspects offset other disadvantages.

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