# THE INFLUENCE OF SOCIAL SUPPORT TOWARDS COMPETITIVE ANXIETY IN GAREC'S SSB STUDENTS

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**Abstract**

*SSB Garec's is one of the oldest SSBs in Jakarta, demands students to have a positive impact on the students' attitude and they will be able to gain achievements, but other impacts will arise when students compete anxiety because of the demands they face. This is due to the lack of social support received by students hence the impact of the demands cause competition anxiety. The purpose of this study is to investigate the effect of social support on anxiety in competing SSB Garec's students. This research is quantitative, using the Regression method with a sampling technique in the form of purposive sampling. The number of research samples were 60 SSB Garec's students. The social support scale based on the theory of Sarafino (2002) uses the Galuh scale (2015) which has been adapted and modified, this item amounts to 32 valid items with a reliability coefficient (α) of 0.932. Competitive Anxiety Scale based on Cox's theory (2012) this scale is constructed based on the dimensions of Competitive Anxiety Martens (in Cox, 2012) this item is 26 valid items with a reliability coefficient (α) of 0.945. The results showed p = 0,000 with a coefficient of -0.440, meaning that the hypothesis was accepted that there was a negative influence of social support on anxiety competing against Garec's SSB students. Based on the value of $R^2$ indicates social support contributed by 41.1% in the anxiety affect play, while 59.9% are influenced by other factors.*

**Keywords:** *Social Support, Competitive Anxiety, SSB Garec's Students*

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## Preliminary

Indonesia is one country that really likes soccer, both from children to parents like this sport. This can be seen from the enthusiasm of spectators in the Indonesian league which reached tens of thousands in the stadium when each match took place. As reported by BolaLob in terms of audience, the Indonesian League has the right to compete with the Thai League, which is the best competition in Southeast Asia. The average number of spectators who attend the Thai League is only around 50,000 people each week, whereas in the Indonesian League this number can be found in every rolling game (Harefa & Rozali, 2017) . In addition, the sport of soccer is also popular because the game can be done anywhere.

Currently parents register their children in soccer school as non-formal education with different goals. Based on interviews from both parents who put their children in a soccer school, their reason is to channel talent but also to make

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future job choices because it is quite promising and also because of the attention of agencies such as the Indonesian Armed Forces and the Republic of Indonesia Police who began pay attention to talented football players to get through the path of achievement that makes parents interested in entering their children into soccer school.

One of the football schools that are of interest to parents and prospective students is the Garec's soccer school, which researchers will abbreviate with Garec's SSB to facilitate writing in this study. According to one source it is known that in the 2018 school year this is predicted to be an increase in the number of new student admissions.

Based on interviews with the Treasurer of SSB Garec's, it is known that an estimated increase in enrollment of new students in 2018 is around 60% from the previous year.

SSB Garec's is one of the soccer schools which has been established in Indonesia since 1978. SSB Garec's has become one of the choices of parents who want to send their children to school as a Soccer School student. Allegedly many factors that make SSB Garec's a favorite choice for prospective parents. As said by SU who is the chairman of SSB Garec's that this is allegedly because SSB Garec's has a coach who also had a career as a professional footballer (SU, personal communication, March 18, 2018).

The vision of SSB Garec's is to foster a competitive spirit for the younger generation, printing new stars for the national and international level with the best abilities, so that they can achieve brilliant achievements. To achieve this vision, Garec's SSB has a method in the form of a system of degradation and promotion of children participating in tournaments from the 9-18 year age group and this is also SSB Garec's excellence and the reason parents send SSB Garec's children to school .

The system of relegation and promotion itself is often done in the selection of players by the Indonesian National Team. The system of degradation and promotion itself is a system of selecting players that is based on creating a team framework by selecting players who are ready to be needed in the team by competing within the team by looking at the player's performance conditions and player readiness (Usaman, 2017) . SSB Garec's applies a system of relegation and promotion so that students who take part in the tournament are the best students in their age group so that they can give achievements to SSB Garec's, which is also one of the differences between SSB Garecs and other Soccer Schools.

From the interview results it is known that SSB Garec's strengths are the promotion and relegation system that aims to find the best players. In addition, the training camp was conducted before the tournament took place and only followed by students who were selected by the trainer because they were considered to have the quality and ability to compete with other students, but this could also make students feel this as a demand that would be felt.

The difference between SSB Garec's and other SSBs is that there is no special selection in the players who will participate in the tournament, other SSBs provide equal opportunities for every student who will enter the tournament. But at SSB Garec's the ability and competition that students must face to be selected to participate in the tournament. This is certainly different from the Indonesian soccer curriculum which divides 4 phases in coaching young age some of which are, the first phase of age 6-9 years which is called the excitement phase of football, the second phase 10-13 years which is called the development phase of football skills. In addition, the Indonesian soccer curriculum also said that the basis for determining this training phasing strategy was to depart from the weaknesses of Indonesian football for top level soccer in early age coaching ( PSSI, 2017) .

Demands and competition created indirectly within SSB Garec's have positive and negative impacts. The positive impact is students will be motivated to practice to achieve and be able to compete with other students. But on the one hand it has a negative impact that is anxiety to compete, students are expected to feel feelings of anxiety and fear that continues and can't be controlled, a feeling that something bad will happen, and a very strong fear that arises, it can be sourced from trainers, spectators, administrators of SSB and from those closest to students. Furthermore, based on the results of interviews with NA subjects, it can be seen that the subject has anxiety caused by his fear of the situation he is facing later that comes from the competition environment.

Based on the results of interviews with HN it is known that HN is suspected to have anxiety as with NA, this is due to the pressure he feels when facing a match. HN felt dizzy or had a headache and decided not to continue the match. This is sourced from within and from outside the NA and HN.

From the two interviews above it can be concluded that the NA and HN subjects experienced anxiety caused by internal and external sources. Inner sources such as fear will be ridiculed, the mind is influenced by subjective feelings. Outside sources such as the influence of the masses, rivals and non-technical matters. The condition experienced by the subject was justified by the FR subject trainer who said there were students who had problems playing on the field and were sick when going to the tournament (FR, personal communication, April 2, 2018).

Competing anxiety according to Cox ( 2012) is an emotional condition experienced by an athlete in a competitive situation. One source of anxiety competing according to Gunarsa 2008) , the emergence of fear will be ridiculed by the audience if it does not show a good appearance.

Garec's SSB students who have high anxiety will have physical or psychological attacks on the student. Like children who feel nauseous, dizzy, afraid, helpless and anxiety will fail when competing. The source of competition anxiety can arise from the audience, the coach, the SSB environment, and can even come from the family of SSB Garec's students themselves. As a result of the anxiety that the competition is expected to make students unable to carry out instructions from the trainer correctly, forget the training material that has been undertaken and make students fail to show the best pregnancy in the tournament being undertaken.

But there are also SSB students who are able to manage their anxiety so that students are able to control their anxiety, such as the results of interviews conducted with ZA and AM. ZA is known to feel happy joining the tournament and also receives support from her parents so that ZA's anxiety can be managed and does not interfere with her performance when competing. While the results of interviews with AM it is known that the subject is suspected to have anxiety but the subject has the support of his parents so that the subject is able to manage his anxiety when competing.

From the results of the interview the subjects ZA and MA are able to manage anxiety because both subjects are proud and happy to participate in large tournaments and this also makes the subject able to manage the anxiety that arises so that the subject will feel calm when participating in the match and will be able to also give achievements and the subject is able overcome things that can make him feel competing anxiety. This is because the subjects ZA and MA have the support of the subjects' parents in the form of appreciation and emotional support so that the subject is able to manage his anxiety because the subject feels someone cares.

One of the factors that influence anxiety is social support . According to Taylor ( in King, 2010) one of the benefits of social support in stressful situations, individuals often suffer emotionally and can develop depression, anxiety, and loss of self-esteem. Friends and family can calm someone who is under stress that he is a valuable person who is loved by others. Knowing other people care allows one to approach stress and deal with it with greater confidence.

Social support itself according to Sarafino ( 2002) is support received by someone from someone else. Sarafino also mentioned that with social support, a person will feel himself loved, cared for, valuable and is part of a social group.

Garec's SSB students who are thought to get high social support from friends, family, social environment or parents are thought to be better able to manage the anxiety they feel when competing. Even though the student felt anxious both because of the pressure of the audience during the match, intense competition within the team, and added to the system of promotion and degradation within the team. Because the existence of high social support makes students feel loved, cared for, noticed this will make SSB Garec's students able to think more positively and make students stronger and confident in facing challenges in football education at SSB Garec's.

One of the characteristics of SSB Garec's students who get high social support is students who are still able to think positively in dealing with problems, have high self-esteem, have positive self-concepts so that students who are under pressure remain able to manage anxiety, still able to be motivated to excel , as well as getting stronger in facing challenges in football education at SSB Garec's.

While SSB Garec's students who are suspected of having low social support students will feel insecure, anxious, feel worthless, always think negatively. So they are not able to see the advantages they have, they are easily frustrated in facing the problems they face, and this makes students will have no strength in facing challenges in football education at SSB Garec's.

The researchers' assumption that social support has an influence on competing anxiety is in line with some previous studies which are known that social support can affect several aspects of life. From the results of research by Fauziyah & Ariati ( 2015) , regarding social support of peers and anxiety in dealing with the world of work it is known that peer social support can influence can affect the low anxiety in dealing with the world of work. Another study conducted by Emeralda & Kristiana ( 2017) regarding the Relationship between Parents' Social Support and Learning Motivation in junior high school students found that higher social support would increase student motivation. Conversely, if social support is received negatively it will reduce student motivation. Other research conducted by Sakti & Rozali ( 2015) regarding the Relationship of Social Support with Confidence in Taekwondo athletes revealed that there is a relationship between social support and confidence in athletes.

The difference between this study and previous research is that the current research subject is Garec's SSB students. Besides that, the difference between this research and previous research is about the anxiety variable. Variable anxiety that will be investigated by researchers now is about competing anxiety different from previous studies, namely concerning anxiety facing the world of work. Researchers are therefore interested in researching the Effect of Social Support on Competitive Anxiety in Students at Garec's Soccer School.

The purpose of this study was to determine the effect of social support on competing anxiety in SSB Garec's students. Furthermore, the researcher proposes a hypothesis in this study that there is an influence of Social Support Against Competitive Anxiety in Garec's SSB students.

**Research methods**

This study uses quantitative research methods that are non-experimental in nature. This study also includes a comparative causal study that uses simple linear regression, because it wants to know the effect between two variables, namely social support variables and competing anxiety variables. The research sample consisted of 60 SSB Garec's students with characteristics aged 9-11 years and had participated in the tournament (at least 1 time) . This study uses a questionnaire for data collection. Measuring instruments in this research are in the form of two questionnaires that use a Likert scale model.

The social support measuring instrument was adapted based on the measurement tool made by Galuh ( 2015 ) with reference to the theory of Sarafino ( 2002) . There are four values, namely SS (very appropriate), S (appropriate), TS (not suitable), and STS (very inappropriate). Researchers modified 9 items and added 5 items so that there were 36 initial items. After the vitality test , this gauge has 3 2 items. Measuring instruments in this study have a reliability value of 0.932 .

Whereas anxiety measurement tools to compete in the construct is based on the dimensions of anxiety compete Martens ( in Cox, 2012) . There are four values, namely SS (very appropriate), S (appropriate), TS (not suitable), and STS (very inappropriate). Researchers make measuring devices with 30 initial items. After the validity test , this gauge has 26 items and has a reliability of 0.945 .

**Results and Discussion**
**Description of Research Respondents**

**Table 1**
**Frequency description based on age**

| Age | Frequency | Percentage |
| --- | --- | --- |

| | | |
|---|---|---|
| 9 | 16 | 26.7 % |
| 10 | 18 | 30 % |
| 11 | 26 | 43.3 % |
| Total | 60 | 100 % |

The highest number of respondents were students with 11 years of age with 26 students, followed by 10-year-old students with 18 students and 9-year-old students of 16 students. So it can be concluded that the most respondents in this study were respondents aged 11 years as many as 26 students.

**Table 2**
**Frequency illustration based on the number of tournaments**

| Tournament | Frequency | Percentage |
|---|---|---|
| 1 X | 17 | 28.3 % |
| 2 X | 10 | 16.7 % |
| 3 X | 9 | 15 % |
| LBH 3 X | 2 4 | 4 0 % |
| Total | 60 | 100 % |

The number of respondents with the most participation in the tournament was 24 students with more than 3 times participating in the tournament, followed by 17 students with the number of tournaments 1 time and then 10 students with the number of participating in the tournament as much as 2 times, finally the students with the number of tournaments 3 times as many as 9 students who became the least respondents. So it can be concluded students with the participation of the tournament as much as 3 are the most respondents as many as 24 students.

**Table 3**
**Overview frequency based on idol respondents**

| Idol | Frequency | Percentage |
|---|---|---|
| Ball | 55 | 91.7 % |
| Besides    the Ball | 5 | 8.3 % |
| Total | 60 | 100% |

The largest number of respondents idolized soccer players from a total of 60 respondents known to be 55 students idolizing soccer and 5 students who have idols other than soccer players. So it can be concluded in this study that the most respondents were idolized soccer players as many as 55 students from a total of 60 respondents .

**Table 4**
**The frequency description is based on the scholarship received by the respondent**

| Scholarship | Frequency | Percentage |
|---|---|---|
| Not | 44 | 73.3 % |
| Yes | 16 | 26.7 % |
| Total | 60 | 100% |

The number of respondents who received a football scholarship were 16 students and 44 students who did not get a football scholarship. So it can be concluded that the most respondents were those who did not get a football scholarship, which was 44 respondents.

**Table 5**

**The frequency overview is based on participating in tournaments other than at Garec's SSB**

| Other Teams | Frequency | Percentage |
|---|---|---|
| Not | 42 | 70% |
| Yes | 18 | 30% |
| Total | 60 | 100% |

It is known from a total of 60 respondents 42 students have never participated in a tournament other than at SSB Garec's and 18 students have participated in tournaments other than at SSB Garec's. So that it can be concluded that the most respondents were 42 students who had never participated in a tournament other than at SSB Garec's, as many as 42 respondents.

**Table 6**

**Simple Linear Regression Results**

| Social support scores and Competitive Anxiety | |
|---|---|
| Constant B | -0,440 |
| Sig. (2-tailed) | 0,000 |
| N | 60 |

Based on the results of a simple linear regression test that has been done. In table 6 regarding the results of the ANOVA value can be seen that the value of sig. (p) 0,000 (p <0.05) , which means that the influence of social support on anxiety competed in SSB Garec's students, then the research hypothesis was accepted.

In addition, it was also obtained a constant value of B of -0.440, which means social support and competing anxiety have a negative influence, namely there is a negative influence on the role of fathers on aggressive behavior in adolescents. If the father's role is high, then aggressive behavior is low. If the father's role is low, then aggressive behavior is high.

**Table 7**

**Results of anxiety categorization competed**

| Categorization | Frequency | Percentage |
|---|---|---|
| Low ( X <54, 14 ) | 34 | 43 % |
| High ( X ≥ 54, 1 4 ) | 26 | 56 % |
| Total | 60 | 100% |

It can be seen that the social support score which is categorized high has a total score greater than and equal to the mean 54.14 and the father's role score which is categorized as low has a total score smaller than the mean 54.14. With the most results, there are 56 low categorizations and 43 high categorizations.

**Table 8**

**Picture of anxiety competing based on age**

| Age | Low | High | Total |
|---|---|---|---|
| 9 years | 11 | 5 | 1 6 |
| 10 years | 1 2 | 6 | 1 8 |
| 11 years old | 11 | 15 | 26 |
| Total | 34 | 26 | 60 |
| Approx.Sig . (2-tailed) | | | 0, 056 |

Respondents who had the highest anxiety aged 11 years were 15 people, followed by respondents with the lowest anxiety age 9 years as many as 5 people, while respondents with the lowest level of anxiety that t were found in subjects with 10 years of age were 12 people and were followed by subjects with ages 9 and 11 years with the same number of respondents as many as 11 people. So it can be concluded that the respondents with the highest number of anxiety at the age of 11 years with the number of respondents 15 people and the most low anxiety found at the age of 10 years as many as 12 people.

If seen from the gamma results , the value of sig = 0.056 (p> 0.01 ) is obtained . It can be concluded that there is no correlation between the level of anxiety competing with age in Garec's students.

**Table 9**

**An illustration of anxiety competing based on the number of entries in the tournament**

| Tournament | Low | High | Total |
|---|---|---|---|
| 1 X | 8 | 9 | 1 7 |
| 2 X | 4 | 6 | 1 0 |
| 3 X | 5 | 4 | 9 |
| LBH 3 X | 17 | 7 | 24 |
| Total | 34 | 26 | 60 |
| Approx.Sig . (2-tailed) | | | 0, 073 |

The respondents who had the highest anxiety were respondents with the number of participation in the tournament only once, namely 9 people followed by the number of participants in the tournament more than 3 times, with 17 people with the lowest anxiety level. So it can be concluded that respondents with more than 3 times the number of tournaments have the lowest anxiety and the most among other respondents that is as many as 17 people .

If seen from the gamma results , the value of sig = 0.073 (p> 0.01 ) is obtained . It can be concluded that there is no correlation between anxiety level and number of students in Garec's.

**Table 10**

**An illustration of anxiety competing based on an idol**

| Idol | Low | High | Total |
|---|---|---|---|
| Yes | 33 | 2 2 | 55 |
| Not | 1 | 4 | 5 |
| Total | 34 | 26 | 60 |
| Asymp . Sig. (2-tailed) Pearson Chi-Square | | | 0, 084 |

Respondents who have high anxiety are 22 who idolize soccer players while 4 other people with high anxiety do not idolize soccer players. For low anxiety, there were respondents who did idolize soccer players 33 of whom had low anxiety and followed by 1 person who had low anxiety. So that it can be concluded that the lowest anxiety is because respondents did indeed idolize soccer players.

If seen from the Chi-Square results , the value of sig = 0.084 (p> 0.05) is obtained . It can be concluded that there is no correlation between the level of anxiety competing with idols in Garec's students.

**Table 10**

**An illustration of anxiety competing based on a scholarship**

| Scholarship | Low | High | Total |
|---|---|---|---|
| Yes | 25 | 19 | 44 |
| Not | 9 | 7 | 16 |
| Total | 34 | 26 | 60 |
| Asymp . Sig. (2-tailed) Pearson Chi-Square | | 0, 969 | |

Respondents who had high anxiety were 19 respondents, indeed respondents who did not get a scholarship while 7 other respondents were indeed scholarship recipients from a total of 26 respondents with high anxiety. So it can be concluded that respondents who have high anxiety as many as 19 respondents did not get a scholarship.

When viewed from the Chi-Square results , the value of sig = 0.969 (p> 0.05) is obtained . It can be concluded that there is no correlation between the level of anxiety competing with scholarships for Garec's students.

**Table 10**

**An illustration of anxiety competing based on another team**

| Other Teams | Low | High | Total |
|---|---|---|---|
| Yes | 27 | 15 | 42 |
| Not | 7 | 11 | 18 |
| Total | 34 | 26 | 60 |
| Asymp . Sig. (2-tailed) Pearson Chi-Square | | 0, 069 | |

Respondents who have defended a team other than SSB Garec's as many as 15 respondents have high anxiety and 27 respondents who have never played in other teams 27 respondents have low anxiety. So it can be concluded that 27 respondents or the most among others are respondents who have low anxiety and have never played in teams other than SSB Garec's.

When seen from the Chi-Square results , the value of sig = 0.069 (p> 0.05) is obtained . It can be concluded that there is no correlation between the level of anxiety competing with participating in tournaments with other teams in Garec's students.

**Discussion**

Based on the statistical test results obtained by simple linear regression of sig. (p) equal to 0,000 (p <0 , 05), which shows the influence of social support on competing anxiety in SSB Garec's students. These results indicate that there is an influence of social support on competing anxiety in SSB Garec's students, or the hypothesis in this study is accepted.

Provision of information provided by the trainer at SSB Garec's in the form of suggestions and directions before or during a match can help students in dealing with match situations that cause students to experience various situations and anxious to compete because of various sources in the match such as spectators' scorn, pressure from opponents and others. The thing done by Garec's SSB trainer is one of social support as said by Sarafino ( 2002) . Information support includes giving advice, direction, feedback on what other people are doing. These results are in line with the results of Fauzi's research , Meitya, Pane, T, & Juliatin ( 2016) predictions of the results that will be obtained from the training program "dealing with adolescent stress with peer social support" that has been run by participants is able to handle stress that occurs in adolescents use counseling techniques and reduce the occurrence of stress among adolescents. The results of this study can be seen that stress is an impact of competitive anxiety that can be overcome with social support.

While the value of determination or      known that social support has an effect of 41.1% on the formation of anxiety to compete in SSB Garec students, and the remaining 59.9% is influenced by other factors, such as weather and the situation of the Gunarsa match ( 2008) . And known linear regression equation yields the value of $Y = 97.347 - 0, 440 X$ indicates that the value of social support increase of 97.347 , then the value of anxiety fight will go down as well s e a big 97.347 . While the value - 0, 440 showed that social support has a negative effect  on anxiety compete aggressively negative value. This means that this negative value is that the higher the social support will be followed by the low level of anxiety experienced by SSB Garec's students.

According   Sarafino   (   2002)   social   support   is   a   support   that   is   received   by   a person   from   others.   Sarafino   also   mentions   that   with   the   support   of   social   high   makes   a person will feel loved , note , valuable and are considered a part of the group . When SSB Garec's students get high social support such as, having people who care about themselves, there are people who care about their soccer careers, have people who listen to complaints when students face anxiety. With social support students feel they have the strength and confidence in their abilities in undergoing football education at SSB Garec's. This is in line with research Harefa & Rozali ( 2017) about the influence of social support on k o nsep d envy of young victims of bullying known to young victims of bullying are receiving high social support such as receiving attention from parents, peers and advice from teachers it will cause Positive feelings such as feeling valued, loved, needed and cared for make students better understand themselves, when adolescents have good self-concepts then the teenager does not easily feel pressured, this is also in line with what Taylor said ( in King, 2010 ) which is one of the benefits of social support in stressful situations individuals who know other people care about enable a person to deal with stress and overcome it with greater confidence.

Conversely students who get low social support such as not feeling the attention of parents, peers and the environment, no one wants to listen to student complaints, no one provides information and direct support to students when competing makes students feel weak, helpless and difficulty dealing with sources of anxiety that come from inside and outside the student.

Based on the results of supporting data in this study, it is known that the age of 11-year-old students is more likely to have high competing anxiety. While students in the age group of 9 and 10 years more who have low anxiety. This happens because students who are 11 years old begin to enter the stage of identity versus identity confusion according to Erikson ( in King, 2010) at this stage individuals are faced with searching for who they are and career search. It is possible for students who are 11 years old to have more desire to excel so as to cause competing anxiety, in contrast to students aged 9 and 10 years although both are at the same stage of cognitive development, emotional development of children aged 9 and 10 years is still at middle age level with the main task of learning and playing. It is assumed that students in this age group, attending soccer school as a means to channel their hobbies, achievements are not the main target. So they enjoy playing more.

Other supporting data is the number of participating in the tournament known to students who participated in the tournament more than 3 times more who have low competition anxiety than those who only participated in the tournament as much as 1, 2 and 3 times. It is suspected that the more students participating in tournaments will make students become more relaxed in facing the tournament and the students will become more experienced. This will also make students

change their behavior in a better direction . In line with Marten and Pear ( in King, 2010) which states that the behavioral approach focuses on interaction with the environment so that individuals change their behavior for the better.

Other supporting data are the idols of known students who have the idol of a soccer player having low competition anxiety compared to those who do not have a footballer idol. It is suspected that students who have idols gain skills because of their observations of the idols that students like. In line with what Bandura stated ( in Santrok, 2011; Saudi 2014) , that observational learning is learning that includes the acquisition of skills, strategies, and beliefs by observing others. By observing others, students become more convinced to learn better skills.

Other supporting data is that they have played in other teams during the tournament and it is known that students who have played for other teams also have high competition anxiety. It is suspected that students feel they want to show their ability more when participating in the tournament. This is allegedly done by students in order to get recognition from the team they defend

Other supporting data is scholarships, it is known that students who get scholarships have lower competition anxiety than those who do not get scholarships . SSB Garec's students who get scholarships will feel comfortable, safe and more focused with their soccer training. It can also be said that scholarship recipients are individuals who have high social support because according to Sarafino ( 2002) one dimension of social support is instrumental support which is included in financial support. With the scholarship, students are more motivated to practice and excel. This was also stated by Novanto & Angkawijaya ( 2015) that students who received scholarships would be more motivated, excel academically, have satisfaction and good adjustment.

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