

Exploration of Student-Athletes' Mental Toughness Due to Frequency of Synchronous Online Learning

Aris F. Pambudi, Hendra Setyawan, Willy I. Rizkiyanto, Ismail Gani, and Muhammad S. Antoni

ABSTRACT

This study explores the decrease in mental toughness due to the frequency of seated synchronous online learning among BAPOMI DIY athletes. This study is a combined study of simultaneously embedded models, with quantitative methods as the primary method and qualitative methods as the secondary method. Fifty BAPOMI athletes from various sports statuses as students at DIY were recruited through purposive sampling with the consideration that they were implementing synchronous learning. This research also enrolled six coaches and trainers in BAPOMI DIY. Quantitative data was collected using a 1–5 scale questionnaire, and qualitative data using semi-structured interviews. Descriptive statistics analyze quantitative data, and qualitative data is analyzed by data reduction, data presentation, and conclusion. The results of the quantitative study show that the decrease in the mental strength of self-confidence of BAPOMI DIY athletes due to synchronous online learning is included in the high category. In the decline of mental toughness, fatigue is included in the moderate category. Decreased mental toughness is included in the high category. Decreased mental endurance motivation (training/competition) is included in the high category. Decreasing mental strength symptoms of depression are included in the high category. The results of this quantitative data are also in line with the statements of coaches and parents of students who stated that: during online learning, athletes are tired because there are more tasks, the interest in training is reduced compared to offline learning, less focus and less enthusiasm, tiredness from sitting in front of the laptop, and reduced concentration due to many lecture assignments. Athletes feel bored, are often late for practice, sometimes get permission to do college assignments, come, often ask for permission, decrease training motivation, decrease fitness, and don't look fit. It can be concluded that synchronous online learning takes too long and sits a lot that is not matched with regular physical activity among athletes, which can cause a decrease in mental toughness from various aspects at a high level. However, there is one aspect that is included in the level category low but still conditional. The role of the coach is becoming more and more critical because they can diligently control the physical and psychological development of the athlete.

Keywords: mental toughness, online learning, student-athlete.

Published Online: February 16, 2023

ISSN: 2796-0048

DOI: 10.24018/ejsport.2023.2.1.60

A. F. Pambudi

Department of Physical Education, Health, and Recreation, Universitas Negeri Yogyakarta, Indonesia

(e-mail: arisfajarpambudi@uny.ac.id)

H. Setyawan*

Department of Physical Education, Health, and Recreation, Universitas Negeri Yogyakarta, Indonesia

(e-mail: hendra7777setyawan@uny.ac.id)

W. I. Rizkiyanto

Department of Physical Education, Health, and Recreation, Universitas Negeri Yogyakarta, Indonesia

(e-mail: willyihsan@uny.ac.id)

I. Gani

Department of Physical Education, Health, and Recreation, Universitas Negeri Yogyakarta, Indonesia

(e-mail: ismailgani@uny.ac.id)

M. S. Antoni

Department of Physical Education, Health, and Recreation, Universitas Negeri Yogyakarta, Indonesia

(e-mail: sigitantoni@uny.ac.id)

*Corresponding Author

I. INTRODUCTION

A severe global health catastrophe is brought on by the coronavirus disease (COVID-19), which was brought on by SARS-COV2, beginning in Wuhan, China, in December 2019. (Chen Wang *et al.*, 2020). The World Health Organization (WHO) received its first cluster of pneumonia cases on December 30, 2019. One month later, the COVID-19 epidemic was labeled a public health emergency of worldwide concern and became a pandemic (WHO, 2020). Regarding the total number of cases recorded and the fatality rate, COVID-19 quickly eclipsed earlier recent pandemics like SARS and MERS (Murphy, 2020). People experience fear because of pandemics because they threaten human survival (LeDoux, 2012; Mobbs *et al.*, 2015). People worry about contracting COVID-19, encountering contaminated surfaces, and being close to affected people. Avoiding people and withdrawing from everyday activities could result from fear of infection (Polizzi *et al.*, 2020). Some people have often worried about the health of their loved ones, particularly the elderly or those with physical illnesses (Fiorillo & Gorwood, 2020). Governments have employed several tactics, including social exclusion, isolation, and quarantine, to stop the spread of COVID-19 (Devi, 2020). These tactics and how they are presented to society may heighten fear reactions (Brooks *et al.*, 2020; Devi, 2020; van Bavel *et al.*, 2020). Additionally, social isolation causes people to drift away from their loved ones, friends, coworkers, places of employment, and educational institutions.

Social segregation tactics have been used since the COVID-19 outbreak to lessen the virus's spread.

Closing educational institutions were one of these tactics (Murphy, 2020; Cuiyan Wang *et al.*, 2020). On July 17, UNESCO (2020) claimed that 140 nations had begun closing their educational establishments. According to Cuiyan Wang *et al.* (2020), this technique produced ambiguity and anxieties about academic achievement, which may have had a negative impact on the students' psychological well-being. In a short time, online learning systems were adopted in place of traditional face-to-face classes, which could have presented additional difficulties for the students. The institutions, the teaching staff, and the students all need to incorporate technology into the classroom while using online learning systems (Ali, 2020). Online learning is also done with synchronicity using video conferencing like google meet and zoom meeting platforms.

As a result of this learning, there is an increase in the frequency of sitting students and students in front of laptops or smartphones devices. Whereas previously, they were used to the free movement space during the practicum in the field, especially as students and athletes in students' sports development organizations in the Special Region of Yogyakarta (BAPOMI DIY). This causes a decrease in the mobility of athletes who are also students due to the unpleasant learning situation. The effect of sitting does affect not only the physiological side but also the psychology that includes mental toughness so that it will affect the athlete's performance during training and competition. This research explores the decrease in mental toughness due to the frequency of synchronous online learning BAPOMI DIY's students and athletes, with a focus on aspects: 1) self-confidence (self-concept); 2) burnout (depersonalization); 3) grit (consistency of interest); 4) motivation (training/competing); and 5) symptoms of depression (emotional condition).

II. METHODS

A. Research Design

This research is simultaneous/combined quantitative and qualitative research, but the weight of the method is different. the primary method is used to obtain the main data, and the second method is used to obtain data to support the data of the primary method (Creswell, 2009). This study aims to explore the decrease in mental endurance due to the frequency of sitting in synchronous online learning in BAPOMI DIY students and athletes, focusing on aspects: 1) Self-confidence (self-concept); 2) Burnout (depersonalization); 3) Grit (consistency of interest); 4) Motivation (training/competing); and 5) Depressive symptoms (emotional state). The research was conducted in July-September 2022. Data collection in this study is carried out by distributing questionnaires to BAPOMI DIY athletes who are also students.

B. Research Participants

Fifty BAPOMI athletes from various sports statuses as students at DIY were recruited through purposive sampling, considering that they were still implementing synchronous learning when this research was conducted (Table I). This research also enrolled six assistants and trainers in BAPOMI DIY for the qualitative sample.

TABLE I: DISTRIBUTION OF BAPOMI ATHLETES

No	Sports	Number of athletes
1	Athletics	6
2	Basketball	13
3	Volleyball	9
4	Badminton	4
5	Hockey	3
6	Karate	1
7	Rock climbing	3
8	Martial arts	2
9	Swimming	2
10	Rugby	1
11	Gymnastics	1
12	Football	1
13	Taekwondo	1
14	Boxer	1
15	Court Tennis	1
16	Table tennis	1
Total		50

C. Research Instrument

A quantitative instrument was developed from the content of the mental endurance material. The quantitative instrument uses a Likert scale of 1–5, with response options of 1=Never, 2=Rarely, 3=Sometimes, 4=Often, and 5=Always. The instrument is prepared based on theory and has been consulted with experts. The score for each answer item obtained is then added up and then converted to a value with

the formula:

$$Presentage = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100 \quad (1)$$

TABLE II: CRITERIA FOR DECREASING MENTAL TOUGHNESS LEVELS

Percentage	Category
81–100 %	Very High
61–80 %	High
41–60 %	Medium
21–40 %	Low
0–20 %	Very low

Scores were calculated using percentages to determine the criteria for mental endurance decline. The percentage calculation formula is adapted from Riduwan's (2015) percentage formula (Table II). The instrument has been tested for validity (Product Moment Pearson Correlation) and reliability (Cronbach's Alpha) before being used in research. The results of the validity test of aspects of mental toughness, covering: (X1) self-concept; (X2) depersonalization; (X3) consistency of interest; (X4) motivation to practice/competition; and (X5) emotional condition, based on the Product Moment Pearson Correlation test, all question items have r-count values greater than the r-table value of 0.279 at the 5% significance level, so all question items are declared valid. Furthermore, the results of the reliability test based on Cronbach's alpha test, the self-concept variable has a Cronbach's alpha value of 0.938 > 0.60, depersonalization has a value of 0.959 > 0.60, consistent interest has a value of 0.947 > 0.60, motivation to train/compete has a value of 0.948 > 0.60, and emotional state has a value of 0.893 > 0.60. Thus, it can be concluded that all question items are declared reliable or consistent.

D. Statistical Analysis

Quantitative data analysis was conducted using descriptive statistical tests. Qualitative data collection was conducted through semi-structured interviews regarding the decline in mental toughness of BAPOMI DIY athletes. Interviews were conducted with coaches and trainers of the athletes. Data analysis is carried out by carrying out four important steps using the Miles and Huberman model analysis: a) Collecting data; b) Data reduction; c) Presenting data; and d) Concluding. (Miles & Huberman, 1994). Following this theory, the researcher organizes the qualitative data carefully in the form of a description to produce the correct interpretation.

III. RESULTS

In this study, five aspects were explored to find out the extent of the mental endurance of BAPOMI DIY athletes: 1) Self-confidence (self-concept); 2) Burnout (depersonalization); 3) Grit (consistency of interest); 4) Motivation (training/competing); and 5) Symptoms of depression (emotional state) since synchronous online learning was conducted during the Covid 19 pandemic.

A. Confidence (Self Concept)

This study shows the results of the respondent's answer score (N=50) on the aspect of self-confidence (self-concept) were (see Table III): since the synchronous online learning, they feel not optimistic about practicing by 61.6%, since the synchronous online learning, they were not sure if they can finish the match with a maximum of 62 %, since the synchronous online learning, they were not optimistic about winning the match at 60.8%, and because of the synchronous online learning, they were not sure that they would get the maximum result in the match at 61.2%. The average on the aspect of self-confidence (self-concept) was 61.4%. These descriptive statistics show decreased mental toughness in the aspect of self-confidence (self-concept) of BAPOMI DIY athletes. In this aspect, the results of qualitative data from the coach's statements provide information about the athlete's condition since the synchronous online learning was conducted: "During online learning, athletes were tired because there were more tasks, interest in training decreased compared to offline learning because there was less focus, and the role of the coach became more and more complex because it was necessary to diligently control the physical and psychological development of athletes since online learning."

Qualitative data resulting from the statements of the trainers of athletes providing information about the condition of athletes since the synchronous online learning was:

"Athletes were often late and often had excuses to get permission, their motivation to train decreased because events were also rare during the pandemic, and their fitness decreased, their faces don't look fit."

TABLE III: CONFIDENCE (SELF CONCEPT)

X1	Questions	Answers										Mean	Item %
		Never		Rarely		Sometimes		Often		Always			
		f	%	f	%	f	%	f	%	f	%		
X1.1	Since synchronous online learning, I don't feel optimistic about practicing	6	12.0	12	24.0	12	24.0	12	24.0	8	16.0	3.08	6.6
X1.2	Since synchronous online learning, I'm not sure I'll be able to finish the game optimally.	9	18.0	6	12.0	13	26.0	15	30.0	7	14.0	3.10	62
X1.3	Since synchronous online learning, I am less optimistic about winning the game	10	20.0	6	12.0	13	26.0	14	28.0	7	14.0	3.04	60.8
X1.4	Since synchronous online learning, I'm not sure if I'll get a realistic result in the competition.	12	24.0	5	10.0	9	18.0	16	32.0	8	16.0	3.06	61.2
Percentage %											61.4		

B. Burnout (Depersonalization)

TABLE IV: BURN OUT (DEPERSONALIZATION)

X2	Pertanyaan	Answers										Mean	Item %
		Never		Rarely		Sometimes		Often		Always			
		f	%	f	%	f	%	f	%	f	%		
X2.1	Since synchronous online learning, I don't care about my fellow athletes.	17	34.0	11	22.0	10	20.0	8	16.0	4	8.0	2.42	48.4
X2.2	Since synchronous online learning, I'm cynical about my athlete friends during training	18	36.0	12	24.0	12	24.0	4	8.0	4	8.0	2.28	45.6
X2.3	Since synchronic online learning I'm cynical about my athlete friends in the arena	17	34.0	13	26.0	8	16.0	8	16.0	4	8.0	2.38	47.6
X2.4	Since synchronous online learning, the team atmosphere has prevented me from practicing freely.	12	24.0	8	16.0	14	28.0	10	20.0	6	12.0	2.80	56
X2.5	Since synchronous online learning, the team atmosphere has prevented me from being free in the game	12	24.0	11	22.0	14	28.0	8	16.0	5	10.0	2.66	53.2
Percentage %											50.16		

The results of the answer score of the respondents (N=50) on the aspect of burnout (depersonalization) (see Table IV) were: since the synchronous online learning, they didn't care about their fellow athletes by 48.4%, since the synchronous online learning they were cynical about my fellow athletes during training by 45.6% since synchronous online learning they were cynical with fellow athletes in the competition arena by 47.6%, because team atmosphere synchronous online learning makes them weren't accessible in training by 56%, and since team atmosphere synchronous online learning makes them not accessible in the match at 53.2%. The average aspect of burnout (depersonalization) was 50.16%. These descriptive statistics showed a decrease in mental toughness in the aspect of burnout (depersonalization) of BAPOMI DIY athletes. In this aspect, the results of qualitative data from the coach's statements provide information about the athlete's condition since the synchronous online learning was:

"During online learning, athletes are tired because there are more tasks, tired because they sit in front of the laptop a lot, concentration decreases because there are many lecture tasks, and the coach's role becomes more and more complex because it is necessary to actively control the athlete's physical and psychological development since online learning."

Qualitative data resulting from the statements of trainers of athletes providing information about the condition of athletes since the synchronous online learning was:

"Athletes feel bored, come to practice often late and often ask for permission, motivation to practice decreases because events are also rare during the pandemic, their fitness decreases, and their faces look unfit."

C. Grit (Interest Consistency)

The results of the answer scores of the respondents (N=50) on the aspect of grit (consistency of interest) were (see Table V): synchronous online learning, they found it difficult to maintain their interest in training by 61.2%, since synchronous online learning they found it difficult to consistently maximize the training

duration that has been set by 64.8%, since synchronous online learning they found it difficult to consistently maintain interest in training in the long term by 63.6%, and since synchronous online learning, they found it difficult to maintain interest in competing by 61.2%. While the average for the aspect of grit (consistency of interest) is 62.7%. These descriptive statistics show a decrease in mental toughness in the aspect of grit (consistency of interest) of BAPOMI DIY athletes. In this aspect, the qualitative results of the data from the trainer's statements provide information about the athlete's condition was:

"The interest in training has decreased compared to the time of study because of the lack of focus and enthusiasm, and the role of the coach has become more and more complex because he has to diligently control the physical and mental development of athletes since online learning."

The qualitative results of the data from the statements of the athletes' parents provide information about the athlete's condition during brave learning as follows:

"Athletes feel fed up, are often late to practice, sometimes have permission to do lecture assignments, come to practice often late and often practice for permission, motivation to practice decreases because events were also rare during the pandemic."

TABLE V: GRIT (CONSISTENCY OF INTEREST)

X3	Questions	Answer										Mean	Item %
		Never		Rarely		Sometimes		Often		Always			
		f	%	f	%	f	%	f	%	f	%		
X3.1	Since synchronous online learning, I find it difficult to maintain interest in training	11	22.0	5	10.0	12	24.0	14	28.0	8	16.0	3.06	61.2
X3.2	Since synchronous online learning, I've found it difficult to consistently maximize the set training duration.	7	14.0	6	12.0	14	28.0	14	28.0	9	18.0	3.24	64.8
X3.3	Since synchronous online learning, I have found it difficult to consistently maintain interest in practicing in the long term.	7	14.0	6	12.0	15	30.0	15	30.0	7	14.0	3.18	63.6
X3.4	Since synchronous online learning, I find it difficult to consistently maintain interest in competing.	11	22.0	5	10.0	13	26.0	12	24.0	9	18.0	3.06	61.2
Percentage %											62.7		

D. Motivation in Practice and Compete

The results of the respondent's answer score (N=50) on the motivation aspect in practice and competition were (see Table VI): since the synchronous online learning, they were less active in asking about the next training schedule by 73.2%, considering their synchronous online learning it is difficult to follow training methods that were arranged differently than usual by 66%, because of synchronous online learning, they were less motivated to practice by 81.2%, because of synchronous online learning they were less motivated to compete by 78%, since synchronous online learning they found it difficult to adjust event preparation tournament by 71.6%, since synchronous online learning, they felt unmotivated to be an athlete by 68.4%, and since synchronous online learning, they were less interested in non-academic achievement by 73.6%. While the average motivation (training and competing) is 73.14%. These descriptive statistics showed decreased mental toughness in the motivation aspect (training and competing) of BAPOMI DIY athletes. In this aspect, the results of qualitative data from the coach's statements provide information about the athlete's condition since the synchronous online learning was:

"Interest to practice decreased compared to offline learning due to lack of focus and lack of enthusiasm."

Qualitative data resulting from the statements of the trainer of athletes providing information about the condition of athletes since the synchronous online learning was:

"Athletes feel bored, were often late for training, sometimes get permission to do coursework, came to practice often late and often have excuses for permission, and the motivation to train falls because events were also rare during the pandemic."

The results of the respondent's answer score (N=50) on the aspect of depression symptoms (emotional state) were (see Table VII). Since the synchronous online learning, they felt deep sadness by 68.8%, since the synchronous. online learning, they have felt joy gone by 70.8%; since synchronous online learning, they felt indifferent 58.8%, and since synchronous online learning, they felt anxious 84%. The average level of depression symptoms (emotional state) is 70.6%. These descriptive statistics show decreased mental toughness regarding depression symptoms (emotional state) of BAPOMI DIY athletes. In this aspect, the results of qualitative data from the coach's statements provide information about the athlete's condition since the synchronous online learning was conducted as follows:

TABLE VI: MOTIVATION IN PRACTICE AND COMPETITION

X4	Questions	Answer										Mean	Item %
		Never		Rarely		Sometimes		Often		Always			
		f	%	f	%	f	%	f	%	f	%		
X4.1	Since synchronous online learning, I am less active in asking for the next training schedule	0	0	7	14.0	23	46.0	0	0	20	40.0	3.66	73.2
X4.2	Since synchronous online learning, I find it difficult to follow the training methods that are organized differently than usual	0	0	17	34.0	11	22.0	12	24.0	10	20.0	3.30	66
X4.3	Since synchronous online learning, I have been less motivated to practice.	0	0	2	4.0	13	26.0	15	30.0	20	40.0	4.06	81.2
X4.4	Since synchronous online learning, I'm less motivated to compete	0	0	2	4.0	11	22.0	27	54.0	10	20.0	3.90	78
X4.5	Since synchronous online learning, I find it difficult to adjust my preparation for championship events.	0	0	15	30.0	11	22.0	4	8.0	20	40.0	3.58	71.6
X4.6	Since synchronous online learning, I don't feel excited about being an athlete.	0	0	19	38.0	11	22.0	0	0	20	40.0	3.42	68.4
X4.7	Since synchronous online learning, I am less interested in non-academic achievements	0	0	4	8.0	18	36.0	18	36.0	10	20.0	3.68	73.6
Percentage %											73.14		

E. Symptoms of Depression (Emotional Conditions)

TABLE VII: SYMPTOMS OF DEPRESSION (EMOTIONAL STATE)

X5	Questions	Answers										Mean	Item %
		Never		Rarely		Sometimes		Often		Always			
		f	%	f	%	f	%	f	%	f	%		
X5.1	Since synchronous online learning, I have felt a deep sadness	2	4.0	2	4.0	28	56.0	8	16.0	10	20.0	3.44	68.8
X5.2	Since synchronous online learning, I feel like I've lost my joy.	2	4.0	4	8.0	19	38.0	15	30.0	10	20.0	3.54	70.8
X5.3	Since synchronous online learning, I feel apathetic	2	4.0	19	38.0	19	38.0	0	0	10	20.0	2.94	58.8
X5.4	Since synchronous online learning, I feel anxiety	2	4.0	2	4.0	5	10.0	16	32.0	25	50.0	4.20	84
Percentage											70.6		

“During online learning, athletes are tired because of more tasks, and the coach’s role becomes more and more complex because they have to actively control the athlete’s physical and psychological development since online learning.”

Qualitative data resulting from the statements of parents of athletes providing information about the condition of athletes since the synchronous online learning was carried out is as follows:

“Athletes feel bored, are often late for training, motivation to train decreases because events are also rare during the pandemic, and their fitness decreases, their faces look unfit.”

IV. DISCUSSION

Based on the quantitative analysis of the aspect of self-confidence (self-concept), it shows that the respondents’ answers to most of the question indicators are in the high category, with values above 61%. The average self-confidence (self-concept) level of the athletes based on quantitative descriptive statistics is in the high category (61.4%). This is supported by the qualitative data of the answers that represent questions from coaches who stated that: “During online learning athletes are tired because there are more tasks, their interest in training decreases compared to offline learning because there is less focus, and the role of the trainer becomes more and more complex because they have to diligently control physical and psychological development of athletes since online learning.” As for the statement of the athlete’s trainer, they gave evidence that: “Athletes are often late and often make excuses for permission, the motivation to

practice decreases because events are also rare during the pandemic, and their fitness decreases, their faces do not look fit.” Research conducted by Husodo (2022) shows that self-concept and anxiety have a bound relationship, which will also impact the growth and development of athletes, especially when facing competition.

The aspect of burnout (depersonalization) is insufficient/moderate category with values below 60%. The average level of burnout (depersonalization) of athletes based on quantitative descriptive statistics is 50.16% (41–60%). This is also supported by the qualitative data of the answers that represent questions from coaches who stated that: “During online learning athletes are tired because of more tasks, tired because they sit in front of the laptop a lot, concentration decreases because of the many lecture assignments, and the role of the trainer becomes more and complex because they have to diligently control the athlete’s physical and psychological development since online learning.” As for the statement of the athlete’s trainer, they gave evidence that: “Athletes feel fed up, come to practice often late and often make excuses for permission, the motivation to practice decreases because events are also rare during the pandemic, his fitness is declining, and his face doesn’t look fit.” The results of research conducted by Madigan & Nicholls (2017) showed that there is a positive relationship between burnout and anxiety when athletes are competing.

On the aspect of grit (consistency of interest), the result shows that the respondents’ answers to all the indicators/details of the question are in the high category, with values exceeding 61%. The average value of the level of athletes’ reduction of grit (consistency of interest) based on quantitative descriptive statistics is 62.7% (in the range of 61–80%), entering the high category. These descriptive statistics show a high decrease in the level of grit (consistency of interest). This is also supported by the qualitative data of answers representing questions from the coaches who stated that: “The interest in training decreased compared to the interesting learning time due to lack of focus and enthusiasm, and the role of the trainer became more and more complete because he had to diligently control the physical and psychological development of athletes during learning. dare.” The statement of the athlete’s trainer gave evidence that: “Athletes feel fed up, are often late to practice, sometimes get permission to do lecture assignments, come to practice often late and often make excuses for permission, motivation to practice decreases because events are also rare during the pandemic.” The result is reinforced (Sofianto & Irawan, 2020) the consistency of the athlete’s interest influences the performance motivation of early-age athletes.

The aspect of motivation in practice and competition is in the high category, with values exceeding 61%. Some small indicators of motivation in practice and competition are in the very high category, with values above 80%. The average value of decreased motivation in training and competing based is 73.14% (in the range of 61–80%), entering the high category. This shows a massive decrease in motivation in training and competing for athletes. This is also supported by the qualitative data of the answers that represent the questions from the coaches who stated that: “The interest in practicing decreases compared to the time of learning because of lack of focus and lack of enthusiasm.” The statement of the athlete’s trainer gave evidence that: “Athletes feel fed up, are often late to practice, sometimes have permission to do lecture assignments, come to practice late and often make excuses for permission, and the motivation to practice decreases because events are also rare during the pandemic.” It’s related to the research of Waruwu (2017) that the athlete’s motivation while training and competing must be maintained at a high level; otherwise, it will be difficult for the athlete to show his best ability.

On the aspect of depression symptoms (emotional condition), it is shown that the respondents’ answers to all the indicators/items of the question are in the high category with values exceeding 61%, and there are some indicators in the very high category with values above 80%. The average value of the level of depression symptoms (emotional condition) of athletes based on quantitative descriptive statistics is 70.6%. These descriptive statistics show the level of depressive symptoms (emotional condition) of athletes in the high category. This also supports the qualitative data of answers representing questions from the coaches who stated that: “During learning from athletes because there are more tasks and the trainer’s role becomes more and more complete because they have to diligently control the athlete’s physical and psychiatric development during brave learning.” The statement of the athlete’s trainer gave evidence that: “Athletes feel fed up, are often late to practice, their motivation to practice decreases because events are also rare during the pandemic, and their fitness decreases, their faces do not look fit.” The research conducted by Gerber *et al.* (2018) showed that the condition of mental endurance is very necessary for or after a pandemic because in conditions both or after a pandemic, the mental endurance of teenagers and adults is very fragile.

V. CONCLUSION

The low mental toughness of self-confidence in BAPOMI DIY athletes due to synchronous online learning is included in the high category. During online synchronous learning, athletes because there are more tasks, the interest in training decreases compared to the time of captivating learning, lack of focus and

lack of enthusiasm, tired because of sitting in front of the laptop a lot, the concentration decreased due to many lecture assignments, the coach's role became more because he had to control the physical and psychological development of athletes diligently. Athletes feel saturated, often late for practice, sometimes permission to do lecture assignments come, often practice permission, the motivation to practice decreases, their fitness decreases, and their face does not look fit. The synchronous online learning is too long, and much sitting that is not balanced with regular physical activity in athletes can cause a decrease in mental toughness from various aspects at a high level, although there is one aspect that falls into the low-level category; still, the condition can lower the athletic performance that he has been pursuing for a long time. The role of the coach is becoming more and more critical because they can diligently control the physical and psychological development of the athlete.

ACKNOWLEDGMENT

The authors thank BAPOMI DIY, athletes, coaches, and trainers who have agreed to participate in this study.

FUNDING

The authors would like to thank Universitas Negeri Yogyakarta, who supports the funding of this research.

CONFLICT OF INTEREST

The authors do not have any conflict of interest to declare.

REFERENCES

- Ali, W. (2020). Online and remote learning in higher education institutes: A necessity in light of COVID-19 Pandemic. *Higher Education Studies*, 10(3), 16–25.
- Brooks S.K., Webster R.K., Smith L.E., Woodland L., Wessely S., Greenberg N., & Rubin G.J. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *The Lancet*, 395, 912–920.
- D. J., Isoard- Gauthier, S., & Gustafsson, H. (2018). Effects of stress and mental toughness on burnout and depressive symptoms: A prospective study with young elite athletes. *Journal of Science and Medicine in Sport*, 21(12), 1200–1205. <https://doi.org/10.1016/j.jsams.2018.05.018>.
- Devi, S. (2020). Psychological resilience and coping strategies during COVID-19 pandemic lockdown. *Journal of Xi'an University of Architecture & Technology*, 7(4), 2925–2933.
- Fiorillo A., & Gorwood P. (2020). The consequences of the COVID-19 pandemic on mental health and implications for clinical practice. *European Psychiatry*, 63(1), 32, 1–2. <https://doi.org/10.1192/j.eurpsy.2020.35>.
- Gerber, M., Best, S., Meerstetter, F., Walter, M., Ludyga, S., Brand, S., Bianchi, R., Madigan, D. J., Isoard-Gauthier, S., & Gustafsson, H. (2018). Effects of stress and mental toughness on burnout and depressive symptoms: A prospective study with young elite athletes. *Journal of Science and Medicine in Sport*, 21(12), 1200–1205. <https://doi.org/10.1016/j.jsams.2018.05.018>.
- Hapsari, I. (2020). Dual role conflict and psychological well-being of workers who undergo work from home after the Covid-19 pandemic. *Jurnal Psikologi*, 13(1), 37–45. <https://doi.org/10.35760/psi.2020.v13i1.2623>.
- Husodo, B. R., & 2022. (n.d.). The relationship between the self-concept of futsal athletes and the anxiety level of yanitra fc futsal athletes age 16–23 years old. *Jurnal Kesehatan Olahraga*, 10(2). Surabaya: UNESA.
- LeDoux, J. (2012). Rethinking the emotional brain. *Neuron*, 73, 653–676.
- Madigan, D. J., & Nicholls, A. R. (2017). Mental toughness and burnout in junior athletes: A longitudinal investigation. *Psychology of Sport and Exercise*, 32, 138–142. <https://doi.org/10.1016/j.psychsport.2017.07.002>.
- Miles, M. B., & Huberman, M. a. (1994). *Qualitative data analysis. Evaluation and program planning*. (Vol. 19). SAGE Publications, Inc. [https://doi.org/10.1016/0149-7189\(96\)88232-2](https://doi.org/10.1016/0149-7189(96)88232-2).
- Mobbs, D., Hagan, C. C., Dalgleish, T., Silston, B. & Prevost, C. (2015). The ecology of human fear: survival optimization and the nervous system. *Frontiers in Neuroscience*, 9, 55.
- Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 41(3), 492–505. <https://doi.org/10.1080/13523260.2020.1761749>.
- Polizzi, C., Lynn, S.J., Perry, A. (2020). Stress and coping in the time of COVID-19: Pathways to resilience and recovery. *Clinical Neuropsychiatry*, 17 (2), 59–62. doi: 10.36131/cn20200204.
- Riduwan (2015). *Measurement scale of research variables*. Bandung: Alfabeta.
- Wang, Chen, Horby, P.W., Hayden, F. G., Gao, G. F. (2020). A novel coronavirus outbreak of global health concern. *Lancet*, 395, 470–473.
- Waruwu, F. (2017). Analysis of the effect of intrinsic motivation and extrinsic motivation on employee performance. Case study: at Rajawali hospital and stikes Rajawali Bandung (foundation humanity Bandung Indonesia). *Jurnal Manajemen Maranatha*, 16(2), 203. <https://doi.org/10.28932/jmm.v16i2.390>.