

Accessing The Imagery Mental Training among Athletes in Kolej Profesional MARA Indera Mahkota

Khalijah Hussain, Wan Ahmad Munsif Wan Pa

Faculty of Education, Universiti Kebangsaan Malaysia, Bangi Selangor, Malaysia

Corresponding Author Email: munsif@ukm.edu.my

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Abstract

The purpose of this study was to evaluate the impact of mental imagery training on individual athletes by administering an English-language version of the Sport Imagery Ability Measure (SIAM) questionnaire. Respondents who were actively involved in the MARA Indera Mahkota Professional College accounted for 32 individual athletes. One of the imaging activities used to distinguish between applying imagery training and physical training is visualization and scenario picturing. methods for performing data analysis with the SPSS version 27 statistical package for the social sciences. Data were gathered by having athletes visualize four scenarios and then respond to questions (SIAM-M) after they had completed physical activity alone. A psychological training method called imagery is utilized to enhance athletic performance and has a positive impact on athletic training regimens. The study's findings therefore demonstrate a notable distinction between imaging training and physical training alone. The findings of this study are anticipated to support instructors and coaches in directing the application of vision training in sports training regimens and offer concrete evidence that the benefits of imagery training extend beyond simple physical training. The study's uncontrollable constraints include the researcher's inability to direct individuals' listening, comprehension, and response during imagery training. Furthermore, the examiner has no influence on the attitudes and level of earnestness of the participants during the testing procedure. Discussions and suggestions for more research are included in the concluding section.

Keywords: Sports, Sports Imagery Ability, Mental Imagery, and Athlete (SIAM-M)

Introduction

Mental imagery training combines both mental and physical training (Parnabas, 2015). Athletes must use imagery to strengthen their mental skills (Tangkudung & Mylsidayu, 2017). Mental imagery training can change the way players mentally reproduce their sporting experience (Komarudin, 2014). Coaches in Malaysia are still at a low level of using imagery training to measure sports performance which causes athletes to lack information about their sport. Fauzee et al (2009) said that some athletes lack knowledge and ability to perform certain skills, even though they admire and emulate professional athletes. Lack of knowledge

can affect the performance of an athlete during a competition. Therefore, the use of imaging training in sports is important for athletes to improve their performance during competitive events.

According to past research, imagery refers to the use of sensory perception to construct or mimic encounters in the mind. Although they do not physically see a tennis ball, feel their muscles move, or hear the sound of a racket hitting the ball, they experience all of these sensory stimuli in their consciousness (Burton & Raedeke, 2008). Activation of the same brain region occurs when internal imaging is used, as shown by (Lotze & Halsb, 2006; Munzert et al., 2009). Imaging is a cognitive method that can be effectively honed and used as a strategy to improve performance in sports training, in line with the principles of sports psychology training as described by (Weinberg et al., 2008; Cumming and Ramsey, 2009).

This research aims to improve athlete performance satisfaction through psychological training using an imaging approach. This research uses motivational imagery to help athletes control emotions and arousal levels including tension, arousal, anxiety and pleasure. Typically, an athlete uses visualization to stay focused, confident, and error-prone following confidence. This working paper explains the idea of images and their function to aid research. Audio and video modeling is used by certain researchers to improve athletic performance. In conclusion, athletes need intervention programs to improve their abilities and performance, not just physical exercise. Physical exercise is a common method of body training, but past studies have shown that audio and video modeling accelerates learning and improves performance.

Problem Statement

The lack of information related to the appropriate presentation of talents and their corresponding behavior is likely due to a lack of knowledge or skill using visual skills during training sessions and competitions. However, there is a lack of research conducted in Malaysia regarding the effectiveness of gender-focused imagery on athlete performance. Furthermore, the study conducted by Roni et al (2021) only examined the effects of applying image training specifically in the context of the sport of pentaque, without taking into account athletes from other sports more broadly.

Roni et al (2021) conducted research demonstrating the beneficial effects of using visualization training on athletes, particularly in relation to the accuracy of the throws made by pentaque competitors. Additionally, Isar et al (2022) conducted research specifically targeting archery athletes. Research shows that the use of visualization training can effectively reduce the level of anxiety experienced by archers, thereby improving their performance.

Not only that, the study by Di Corrado et al (2019) also states that individual athletes and team athletes have unique talents and traits related to sports-focused mental imagery. Statistical studies have mostly confirmed the hypothesis that athletes engaged in solo sports have superior imaging capacity compared to those engaged in team sports. More precisely, among the tennis group, there were higher scores recorded for the variables External Visual Imaging, Internal Visual Imaging and Kinesthetic Imaging. This conclusion was not present in the previous investigation.

Whereas, according to Lin et al (2021), the use of imaging training has been shown to improve the performance of athletes and especially reduce their level of anxiety during competitive events. However, experts emphasize that athletes are prone to making mistakes during competition, which may be influenced by internal and external influences. In fact,

athletes with a pessimistic attitude may even cause a decline in their performance during the competition.

Imaging skills have a large impact in improving cognitive and learning abilities, as well as influencing motivation and behavior in general and specific contexts (Rhodes & May, 2021). General arousal motivation imagery is used to control emotions and arousal levels, such as enhancing and managing a person's response to stress, stimuli, anxiety and arousal. Psychological training techniques, such as imagery and visualization, are used in some sports to enhance physical training and accelerate performance improvement (Lange-Smith et al., 2023).

Athletes can develop self-confidence in sports by exposure to external stimuli, such as visual, aural, video or demonstrations. Athlete performance can be enhanced not only through physical training, but also by incorporating important imaging training to optimize results. Image training provides further assistance to athletes, however this aspect is rare and not widely used. Exercises that do not use visual training are less comprehensive and systematic.

The purpose of this study was to identify, evaluate and compare the effects of physical training alone and imagery training (intervention) on individual athletes in the Crown Prosecution Service.

The study was conducted to achieve the following objectives

- a) Identify the effects of physical training on athletes.
- b) Measure the difference between physical training and imagery training of individual athletes using inference analysis
- c) Identify the relationship between imagery training and gender.

There are three research questions that have been successfully studied as follows

- (a) Does physical training alone affect athletes?
- b) Is there a difference between physical training and imagery training of individual athletes through inference analysis?
- c) Are there differences in effect between imagery training and gender?

The null hypothesis is tested directly through statistical procedures. The three null hypotheses that have been identified in this study are as follows:

HO 1: There is no significant effect of physical training alone on athletes.

HO 2: There is no significant difference between the value of physical training versus imagery training to athletes

HO 3: There were no significant differences between imaging training and gender.

The interest of this study can be used to manage sports training programs in the Ministry of Youth and Sports, National Sports Council, National Sports Institute, Malaysian Sports School, Project Sports School, Normal School, IPTA, or IPTS in Malaysia. The findings of this research could inform psychological training programs. This could help sports psychologists and coaches find out more. Mental training uses auditory imagery and video modeling to help athletes learn visually individually or in groups. Athletes' anxiety may also decrease, increasing their confidence in competitive situations. This study helped colleges create early athletic training programs because it showed that image training was important for athletes and athletes realized its importance.

Literature review

Gumilar Mulya (2020) conducted a study on the effects of visualization and coordination training on the abilities of competitors in petanque tournaments. The authors categorized imagery training into five different categories: Cognitive Specific (CS), General Cognitive (CG), Motivational Specific (MS), Motivational General Arousal (MGA) and Motivational General Mastery (MGM). The study findings reveal a significant increase in the ability and encouraging effect of petanque on the athlete's running ability.

A study has been conducted on the use of imaging abilities in several sports activities, including pole vaulting, shot put, golf, ping pong, badminton, judo, and boxing (Kacperski et al., 2016). The results of the study showed that imaging training had effectively improved the performance of athletes by using appropriate verbal cues to help them in driving competitive situations. Imaging training has been used in several sports, including horse racing, gymnastics, hockey, netball, and rugby, to improve player performance (Cumming & William, 2013).

According to Feltz & Landers (1983), the use of imagery training improves athletic performance and serves as a valuable practical instrument in the domain of psychological skill training. The study showed that imaging training had a significant effect on specific skills in various sports, such as serve skills in tennis, hitting skills in golf, kicking skills in football, skiing skills in mountain skiing, kayaking skills, diving skills, trampoline jumping skills, running skills, hill climbing skills and punching skills in hockey (Vealey & Greenleaf, 2006).

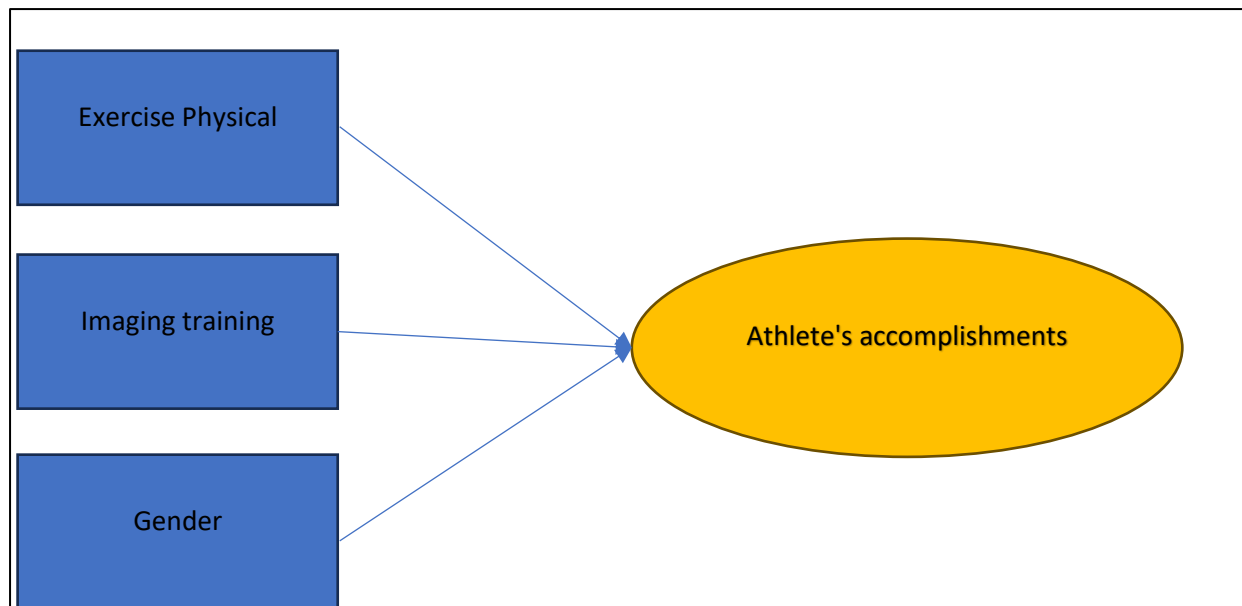
Subsequently, the use of imaging training resulted in improved performance among a group of 78 taekwondo athletes from different universities (Parnabas, 2015). In the Sari (2015) study, no significant differences were found for any of the variables based on gender and medals won. A variety of significant positive correlations were observed between images and intrinsic motivation.

Fortes et al (2022) menilai kesan latihan selama seminggu terhadap kemahiran membuat keputusan pesaing semasa pertandingan. Penyelidik telah menggunakan program imej kognitif umum untuk meningkatkan prestasi atlet secara visual, seperti yang ditunjukkan oleh kajian ini. Dapatan kajian ini menunjukkan bahawa penggunaan latihan imejan membawa kepada peningkatan prestasi lulus.

According to a study conducted by Lacano et al (2021), the group that received imaging training saw significant improvements in physical performance ranging from 2% to 9%. In contrast, the control group exhibited a reduction in performance. Training drawings allow athletes to carefully plan their fitness training using their mental stamina.

Theoretical Framework and Conceptual Framework

According to the Health and Performance Model, exercise improves performance and well-being. This idea states that consistent physical exercise improves aspects of physiology and psychology, improving athletic performance and well-being (Holtzman & Ackerman, 2021). Whereas, social cognitive theory emphasizes observational learning and social effects on behavior. Research uses this theory to study how gender-related social and cultural variables affect image training. This suggests that gender-related social factors can influence perceptions of image training, expectancy and self-efficacy (Schunk and Dibenedetto, 2020). This conceptual framework can be seen as Figure 2.1 below.



Research type, sample and study context

The design of the studies conducted is characterized by a quantitative and descriptive approach. Using a simple random sampling method. The sample size for this research consisted of 35 students who only participated in the most recent individual sport. Respondents were selected using a sample method that included 32 individuals involved in chess, FIFA, jogging, individual badminton, individual ping pong, and archery. This individual actively represents the college in the competition.

The study instrument used the Malay version of the Sport Imagery Ability (SIAM-M) questionnaire was used in this method. The questionnaire has been adapted and modified to align with the specific objectives of this research. Part A of the survey collects information about the demographics of the respondents, including gender, age and specific sports. Part B of the survey uses a scale from 1 to 10. There were five fitness workouts, five practice sessions, five preliminary matches and five winning matches. The athletes were instructed to answer a SIAM-M questionnaire, followed by engaging in a sports video-based visualization exercise. The duration to use the image is 60 seconds. Next, participants were asked to provide secondary reactions to 20 elements that provide the foundation of the visual dimension, including fitness activities, training sessions, preliminary matches, and successful matches. The SIAM-M questionnaire uses a scale of 1 to 10.

Data Collection Instrument

Data collection to conduct a survey for this study, please obtain consent from respondents by submitting a consent form for their participation in the research project. Participants were allocated a twenty-minute period to complete a questionnaire on athletes engaged in physical training. After that, they were allowed one hour to answer the same questionnaire after being shown pictures of athletes participating in their particular sport, as stated in the questionnaire. Respondents were also given the opportunity to ask about any questions that might be vague or incomprehensible. The question-answering session is divided into two parts: the first session involves answering a questionnaire, while the next session requires an assessment of the competence of each athlete. The data collection procedures in this investigation are summarised in Table 3.1.

This is Table 3.1

Details of the data collection process

The process	Details
Distribution of the Consent Form	Forwarded to respondents for participation in the study
A Time for Question and Answer	- Physical training for 20 minutes. - Imaging training: one hour
Sessions of Explanation	Respondents were given the opportunity to ask if there were any questions unclear
Division of the Session	Two sessions: Answering a survey Visualization after doing the exercise

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) software, specifically version 27, and Microsoft Excel was used to analyze the imaging data. Respondents' backgrounds were analyzed using statistics of frequency (f) and percentage (%) in this research. The t-test is used to see the difference between physical training and post-imaging training.

Table 4.1 shows 15 male athletes (46.9%) and 17 female athletes (53.1%). The majority of respondents (96.9%) were aged 18 to 21 years, with 31 athletes and one between 21 and 23. From a sports engagement perspective, 3 people played for less than a year, 2 for 1 to 3 years and 27 for over 3 years. Four open-level athletes, eight university-level athletes, twelve state-level athletes, seven national-level athletes, and one international-level athlete, all of whom have been recognized by the U.S. Olympic Committee.

Table 4.3

Descriptive analysis of the demographic data of the respondents

Demographics	Frequency	Percentage (%)
Gender		
Men	15	46.9
Women	17	53.1
Number of years		
18-21	31	96.9
21-23	1	3.1
Period		
Less than a year	3	9.4
1-3 Year	1	6.3
Over three years.	27	84.4
Levels		
Opened	4	12.5
Universities	8	25.0
State	12	37.5
Nationality	7	21.9

Analysis of the inference between physical training alone and its comparison after mental training Imaginary imagery

HO 1: There is no significant effect of physical training alone on athletes.

HO 2: There is no significant difference between the value of physical training versus imagery training to athletes

Table 4.4 is the results of a study showing changes in athletes who had answered the question (SIAM-M) athletes who had done physical training (pre) and after doing mental imagery training (post) depending on the question situation.

According to Table 4.4, the min fitness score for physical activity is $m=36.47$, $S.P=8.68$. After the intervention, the min value of the postal test increased to $m=38.66$, $S.P=8.31$. During training, the min score increased from $m=37.44$, $S.P=9.030$ in physical training to $m=38.03$, $S.P=9.16$ after mental imagery training. Next, for the first match, the pre-test min value is $m=35.26$, $S. P=8.40$, and subsequent imaging training increased this value to $m=36.06$, $S. P$ is 8.66 . For the same success condition, the min value during physical exercise alone is $m=40.03$, $S. P=7.195$, and increases in the postal test to $m=40.97$, $S. P$ is equal to 6.513 . Imaging training affects the response, although it is less effective than physical training. Since athletes benefit from physical exercise alone, the first null hypothesis is rejected.

The t-value for all conditions was negative, indicating there was a difference in the min-value for physical training alone and following mental imagery training when the study respondents received training. The p-value indicates a significant difference between the four conditions. The fitness activity t (31) is equal to -3.63 , p is equal to $.001$. The next training session: t (31) is equal to 3.22 , p is equal to $.003$. The match starts with t (31) $=-2.52$, $p=.017$ and ends with t (31) $=-2.09$, $p=.045$. The second null hypothesis that physical training and athlete imagery are equivalent must be rejected since the p-value for all four cases is less than 0.05 .

Analysis of the inference between imagery and gender training

Ho 3: There is no significant difference between imaging training and gender.

Table 4.5 shows the data obtained in studying the relationship between imagery training and gender.

According to the data in table 5, the t-value for the effect of imaging training on the sex of male and female athletes in fitness activities was 2.26 , with a significant level of $p=0.034$. The observed significance level is less than 0.05 ($p < 0.05$). Thus, the null hypothesis is disproved. There are significant differences in fitness activities by gender. The training imaging situation of the training session has a t-value of 1.864 and a degree of significance $p=0.071$. Since the threshold of significance exceeds 0.05 ($p > 0.05$), the null hypothesis is accepted. Thus, it can be concluded that gender does not have a large effect on the scenario of the training session.

The t-value of the initial matching construct depending on gender is 1.134 , with a mean of $p=0.194$. Since the value of P is greater than 0.05 ($p > 0.05$), the null hypothesis is accepted, indicating the absence of a meaningful difference. The imaging construct during the match was successfully characterized by a t-value of 1.951 and a significance level of $p=0.060$. Given that the threshold of significance exceeds 0.05 , the null hypothesis is

accepted, indicating that there is no statistically significant difference between the sexes for this item.

Findings

Imaging is an excellent cognitive training method for athletes who want to improve their performance. The main determinant of the effectiveness of imaging in enhancing sports performance is in the skill of using images of athletes in line with a specific context and objective. Qintarazany et al (2021) emphasize that physical exercise contributes significantly to the physical growth and fitness of athletes. Conducting descriptive analysis will provide detailed information on changes in the athlete's physical performance before and during physical training. For example, a definite increase in strength, speed, or stamina can be seen. However, the discourse should include variables that may affect the outcome, such as the type of training, the level of intensity, and the duration of training.

To achieve the main goal of the research, which is to assess the effects of physical activity alone, the mean values for both before and after the intervention were considered. According to the study conducted, the average score for the fitness activity scenario while performing physical activity alone was 36.47, with a standard deviation (S.D) of 8.68. Following the intervention, the mean score on the post-test has risen to min 38.66, with a standard deviation of 8.31. This indicates that there is a significant increase in the first element after the implementation of the intervention. This is consistent with research conducted by (Lacono et al., 2021). Consistent involvement in visual training exercises by athletes has been shown to improve their physical fitness by enabling them to mentally visualize movement, the environment and other elements of the sport. In addition, athletes have the ability to improve their mental endurance, including traits such as focus and stamina, which are important elements of physical training. Exercising using visual stimuli improves their ability to focus and direct their attention towards achieving their fitness objectives.

With regard to training sessions, the study found that the average score increased significantly from 37.44 (S.P=9.030) during physical training alone to 38.03 (S.P=9.16) when participants engaged in mental imagery training. This is further supported by research conducted by (Fortes et al., 2020). A study conducted with 33 teenage athletes, all under the age of 17, revealed that those who underwent imagery training improved their decision-making abilities by simulating a real-life game of volleyball. This is because training images may be integrated into mental training, allowing the athlete to practice the action mentally without actually performing it physically. It can enhance cognitive associations with physical exercise.

Initially, the average score for the pre-match test was 35.26, with a standard deviation of 8.40. After the respondents underwent imaging training, the mean score for the post-test increased to 36.06, with a standard deviation of 8.66. This is further supported by extensive research conducted by (Simonsmeier et al., 2021). Researchers have shown that visualization training can increase self-confidence and stimulate neurocognitive activity during training. As a result, this allows the athlete or person to excel in the first match scenario. Researchers have shown that athletes who can visualize their mental state before the start of a match can improve their neurocognitive capacity. Eventually, the athletes can strengthen their muscles for the initial conditions of the competition, thus improving their coordination and motor reflexes. Researchers have also confirmed that the ability of athletes to visualize events

before the start of a match through mental endurance allows them to increase their confidence, thus allowing them to start the match with complete confidence

For the successful match scenario, the average score during physical training alone was 40.03, with a standard deviation of 7.195. This score also improved in the postal test, where the average was 40.97, with a standard deviation of 6.513. Research conducted by Lin et al (2021) explores ways athletes can improve their performance, especially in competitive match scenarios. A total of 55 swimmers have been registered by the researchers to take part in this investigation. The objective of this research was to study the effects of the use of imagery training on athletes' capacity for mental visualization, addressing issues of anxiety and their sports performance. Lin et al (2021) found that athletes who engaged in visualization training could improve their performance and especially reduce levels of anxiety during competition. The results of the study from Lin et al (2021) are in line with the research conducted, as it suggests that athletes may experience increased levels of anxiety during successful match conditions. The individual is worried about making mistakes that could ultimately hinder their chances of winning the tournament in which they have participated (Budnik-Przybylska et al., 2021). By using visualization training, fear may be reduced, allowing the athlete to face competitive sc The null hypothesis was refuted by the study results, which were obtained under the condition that all participants had no prior experience with imaging training. This shows that respondents are satisfied with just doing physical exercise, which in turn affects their overall performance and well-being. The research showed that respondents believed mental imagery training had a different impact than physical training alone, although there was a difference in the min value. This supports an earlier study by Lacano et al. This is a list of all the different ways Fortes et al (2021) is credited in the database. Previous studies have shown that physical exercise alone and after intervention have different benefits. Imaging training helps athletes visualize their movements during physical activity, developing mental strength. This approach helps athletes focus and endure, increasing their fitness focus and strength. In addition, capacity is considered. The researchers included the analysis because of a modest increase in the average score compared to previous investigations. The researchers suggest this may be due to the study participants' unfamiliarity with visual training. Therefore, this issue requires more investigation and the performance of the same group after a longer imaging training should be tested. This supports Gould et al. Claim (2014) that imaging training only works when athletes do it regularly. Selian et al (2023) found that visualization training did not improve mental performance in less fortunate people, suggesting a larger investigation.enarios with confidence.

In achieving the three objectives of this study, there were significant differences in fitness activities based on gender. Furthermore, the results of the study showed that the average score for physical fitness activity of male athletes outperformed that of female athletes, as determined by the min value. As a result, men's perception of engaging in fitness activities is increased compared to women's. In contrast to the study conducted by Sari (2015), which examined the link between image training and its impact on athletes related to gender, the researchers did not see a significant link between these two factors. One of the variables that affects this issue is the differences in mental ability and motivation levels of individuals across the sexes. . Researchers have shown that the use of limited study samples can also influence the findings of the association between imaging training and gender. This is because small samples may not accurately depict the full sex. This suggests that the imagery for the men's success contest is higher than the women's.

This research has shown that there is no statistically significant correlation between gender and the effects of image training on the three constructs, other than physical activity. According to Sari (2015), studies show that gender alone does not affect the effectiveness of image training. Indeed, an individual's abilities and psychological resilience are key determinants that may affect the effectiveness of image training in individuals, regardless of gender. This is related to research conducted by Olsson et al (2008), which found that there was no statistically significant difference between gender in the implementation of imaging training. Based on the findings of research studying the correlation between image training and gender, it can be concluded that male athletes exhibited higher average scores across all four categories of training. However, it is important to note that this trend does not apply to fitness activities, thus rejecting the null hypothesis. Therefore, it is important to conduct a comprehensive investigation including gender variables in further research. Future studies may investigate such variables as self-confidence levels in imaging.

In summary, this study has successfully achieved all three research goals. Initially, this research effectively assessed the effects of physical training on athletes. This research suggests that the lack of previous exposure to the imaging training used in this study could be one of the variables contributing to these results. Remarkably, despite being their first exposure to intervention training using the imaging training approach, the participants achieved higher average scores throughout the implementation of intervention training. This suggests that imaging training has a visible effect on study participants, as seen by mean scores, in line with previous research conducted in this field. Furthermore, the study revealed that the gender component had no significant correlation with the development of image training, except for fitness-related training.

The implications of this research help coaches and teachers of school and college sports. This study shows that visual training is different from physical training for athletes. Image training should be done frequently and for long periods of time to improve performance. Imagery can be done as needed as before the competition. This research could help athletes improve performance and image training. This research has some limitations including limited sample size. Exposure of instrumental questions to the same athletes as the study subjects. A suggestion for future research is that mental imagery training should be used in research to improve athlete confidence and performance. Incorporating imaging training in periodization into a uniquely motivating training program. Expand research to get more authentic results and meet the goals of the study. For the control group, athletes were scheduled to undergo imagery training on a skill or strategy in a sport.

Discussion

Imagery is a technique for mental training that athletes use to improve their performance. The ability of an athlete to use an image that is in line with the situation and goals is the most important factor in observing the image's performance in improving suction. Every sport instructor, no matter how experienced, needs to understand and learn how to use image processing techniques. In summary, the three main research objectives have been achieved through this study. First of all, this study aims to quantify the impact of physical training on athletes. This study indicates that physical training may have an effect on the upper limit of the distribution based on the p-value that is determined by dividing the p-value by 0.05 ($p > 0.05$).

Based on research and analysis results, several implications can be seen through psychology in the workplace. This knowledge is beneficial for both teachers and students in elementary and secondary education. This tool can help athletes increase their performance and easily decrease their image-related fatigue. Latihan imagery is often used by teachers in elementary school classrooms up to the college level; however, due to bias, coaches in upper school classrooms such as SUKMA, SUKAN SEA, SUKIPT, MASUM, or Olympic also use this type of imagery training. In Malaysia, where there is a relatively high rate of expert and skilled in the imagery training, the results of this study somewhat assist psychology by allowing sports to obtain support through the created image. Deterioration in psychological training negatively affects athlete performance.

There are a few limitations to this project that are revealed when it is launched. The first limitation is related to the sample preparation methodology. Before doing the pre- and post-test, the researcher uses a slightly different sample size to estimate the sample size. Disclosure of questions instrument to the end of the study of the same athlete. to the end of the study of the same athlete This is because the investigators use individual athlete samples that are relatively active in KPM Indera Mahkota. Thus, the results of this study are encouraging for attitude and subject seriousness during the process of preparing a report. The second limitation is the subject matter, which is rather small because it affects individual athletes who are actively participating in the Mahkota KPM. That being said, this study can be used as a reference by the KPM Indera Mahkota curriculum unit organization, and it can also be used as a foundation for the mental health training program that aims to address KASUKMA every year. The third limitation is that researchers are unable to fully understand and analysed the subject matter before beginning an image analysis, especially when creating a shadow technique to mimic a situation in order to meet the research objective.

Conclusion

Image-based learning is one of the aspects that supports athletes in their physical training of any kind. Imagery-based learning is an effective method for motivating athletes in addition to spoken instruction. Psychologically, the athlete needs to step in. Researchers must increase the amount of intervention in a structured manner, and each individual's data must be obtained. It is necessary to use mental imagery training modules in the classroom to improve athlete performance and endurance. In this case, visualising via paying attention to picture training requires the use of both audio and video Following the instructions can help the reader adjust the illustration so that it is clearer. Organizing research time to obtain more accurate results and to keep research objectives in mind.

Theoretically the study has been on researcher by previous athlete performance, it will therefore provide a basis for future performance to use as part of the review. This research will provide an important opportunity to advance the performance in improving the skills among the athletes. The result is significant to the existing knowledge with help athlete performance with exercise physical, imaging training and effect gender all plays its role as well.

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