



The Relationship Between Peer Support and Mental Well-Being of Badminton Athletes

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Abstract

This study aimed to examine the relationship between peer support and the mental well-being of badminton athletes at the Mutiarani Badminton School Club in Majalengka. The study employed a quantitative approach with a correlational design involving 20 athletes selected through total sampling. Data were collected using Likert-scale questionnaires measuring peer support and athletes' mental well-being, supported by interviews with coaches and assistant coaches. Data analysis was conducted using descriptive statistics and the Pearson Product Moment correlation test. The findings revealed a significant positive correlation between peer support and athletes' mental well-being ($r = 0.742$, $p < 0.05$), indicating a strong relationship. The coefficient of determination showed that peer support contributed 55% to athletes' mental well-being. Interview results also indicated that social support among athletes enhanced motivation, self-confidence, emotional stability, and enthusiasm during training and competition. These findings imply that fostering positive peer relationships within sports environments is important for maintaining and improving athletes' psychological well-being and performance.

Keywords: peer support, mental well-being, badminton athletes, social support, sports psychology

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A. Introduction

Mental well-being is an important factor in supporting athlete performance in competitive sports. In addition to physical abilities, athletes are required to possess psychological readiness, including self-confidence, emotional control, motivation, and the ability to manage anxiety during training and competition (Weinberg & Gould, 2023). In badminton, athletes frequently experience psychological pressure due to intense competition schedules, performance demands, and high expectations for achievement. These conditions may lead to stress, emotional fatigue, decreased concentration, and burnout, which can negatively affect athletic performance (Zhengming et al., 2024). Adolescent athletes are particularly vulnerable because they are still undergoing emotional and social development (King, 2019). Several studies have also shown that mental health issues in athletes can lead to burnout, stress, and decreased motivation during sports activities (Wiyata et al., 2022). Therefore, attention to an athlete's mental health is crucial to support optimal athletic performance.

One external factor that may influence athletes' mental well-being is social support. Social support can be obtained from coaches, family, and peers who interact directly with athletes in the training environment. Among adolescent athletes, peer support is considered highly important because athletes spend considerable time with teammates during practice and competitions (Sarafino & Smith, 2018). Positive peer relationships may increase self-confidence, emotional stability, motivation, and the ability to cope with competitive pressure (Putri & Ramadhani, 2021). In the sports context, peer support can be expressed through encouragement, cooperation, emotional assistance, and positive communication during training and matches.

Previous studies have widely discussed psychological factors in sports Zakiyah et

al. (2026) found that psychological resilience and achievement motivation contribute to badminton performance. Lestari et al. (2026) reported that social support and self-confidence improve athlete performance through mental toughness, while Rasyid et al. (2026) showed that mental toughness reduces competition anxiety among badminton athletes. In addition, Kim and Hyeon Ju (2022) revealed that adolescent badminton athletes often experience psychological difficulties during training and competition. However, previous studies mainly examined anxiety, resilience, motivation, and mental toughness among elite or student athletes, while limited studies specifically explored the relationship between peer support and mental well-being among adolescent badminton athletes in regional training clubs.

This study addresses the research gap by specifically examining the relationship between peer support and mental well-being among adolescent badminton athletes at a regional badminton club, namely the Mutiarani Badminton School Club in Majalengka. Unlike previous studies that focused mainly on internal psychological factors, this study emphasizes peer support as an external social factor influencing athletes' mental well-being. In addition, this study integrates quantitative correlational analysis with interview findings from coaches and assistant coaches to provide a broader understanding of athletes' psychological conditions within the club environment.

Therefore, this study aims to determine the relationship between peer support and the mental well-being of badminton athletes at the Mutiarani Badminton School Club in Majalengka. The findings are expected to contribute to sports psychology literature and provide practical implications for coaches and sports institutions in developing supportive social environments that enhance athletes' psychological well-being and performance.

B. Methods

This study employed a quantitative approach with a correlational research design to examine the relationship between peer support and the mental well-being of badminton athletes at the Mutiarani Badminton School Club in Majalengka. The correlational design was selected because the study aimed to analyze the statistical relationship between variables without manipulating the research subjects (Sugiyono, 2022). The participants consisted of 20 active badminton athletes selected using a total sampling technique, in which all members of the population were included as research respondents. Peer support was treated as the independent variable, while athletes' mental well-being served as the dependent variable.

Data were collected using a Likert-scale questionnaire consisting of 18 items measuring peer support and 18 items measuring athletes' mental well-being. The instrument indicators were developed based on theories of social support and sports psychology ((Sarafino & Smith, 2018). In addition, interviews with coaches and assistant coaches were conducted to provide supporting information regarding athletes' psychological conditions during training and competitions.

The research procedures included preliminary observation, instrument preparation, questionnaire distribution, data collection, statistical analysis, and

interpretation of findings. Preliminary observations were conducted to identify the social interactions and psychological conditions of athletes within the badminton club environment.

Data analysis was performed using the Statistical Package for the Social Sciences (SPSS) version 26 and Microsoft Excel. Descriptive statistics were used to identify the mean, minimum score, maximum score, and standard deviation of each variable. Before hypothesis testing, the data were tested for normality using the Shapiro–Wilk test and for linearity using the Test for Linearity at a significance level of 0.05.

The relationship between peer support and athletes' mental well-being was analyzed using the Pearson Product Moment correlation test because the data were numerical and normally distributed. Statistical significance was determined at $p < 0.05$. In addition, the coefficient of determination (R^2) was calculated to identify the contribution of peer support to athletes' mental well-being.

C. Result and Discussion

Result

This study involved 20 badminton athletes from the Mutiarani Badminton School Club in Majalengka. Descriptive statistical analysis was conducted to identify the distribution of peer support and athletes' mental well-being scores.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean	SD	Min	Max
Peer Support	20	60.70	4.29	53	68
Mental Well-Being	20	58.10	4.03	53	68

Source: SPSS Output Results (2026)

The results indicate that the peer support variable had a mean score of 60.70 with a standard deviation of 4.29, while mental well-being had a mean score of 58.10 with a standard deviation of 4.03. The relatively low standard deviation values indicate that the data distribution was homogeneous and that respondents had relatively similar perceptions regarding peer support and mental well-being.

The findings suggest that athletes generally experienced positive peer support and maintained good psychological well-being during training and competitions. Positive social interactions among athletes may contribute to emotional stability, motivation, and self-confidence in sports activities.

Before conducting hypothesis testing, normality and linearity tests were

performed to ensure that the data met the assumptions required for Pearson Product Moment correlation analysis.

Table 2. Normality Test Results (Shapiro–Wilk)

Variable	Sig. Value	Interpretation
Peer Support	> 0.05	Normal Distribution
Mental Well-Being	> 0.05	Normal Distribution

Source: SPSS Output (2026)

The Shapiro–Wilk test results showed variables, indicating that the data were significance values greater than 0.05 for all normally distributed.

Table 3. Linearity Test Results

Variables	Sig. Deviation from Linearity	Interpretation
Peer Support – Mental Well-Being	> 0.05	Linear Relationship

Source: SPSS Output (2026)

The linearity test showed that the significance value of deviation from linearity was greater than 0.05, indicating a linear relationship between peer support and mental well-being.

The Pearson Product Moment correlation test was conducted to examine the relationship between peer support and athletes’ mental well-being.

Table 4. Pearson Correlation Test Results

Variables	N	r	Sig. (2-tailed)	Interpretation
Peer Support – Mental WellBeing	20	0.742	0.000	Strong Positive Correlation

Source: SPSS Output (2026)

The analysis revealed a correlation coefficient value of 0.742 with a significance value of 0.000 ($p < 0.05$). This result indicates a statistically significant and strong positive relationship between peer support and athletes’ mental well-being.

and competition. The strength of the correlation also indicates that social interaction among athletes plays an important role in supporting psychological well-being in sports settings.

These findings imply that athletes who receive higher levels of peer support tend to demonstrate better emotional stability, confidence, and motivation during training

The coefficient of determination analysis was conducted to identify the contribution of peer support to athletes’ mental well-being.

Table 5. Coefficient of Determination Results

Variable	R	R ²	Contribution
Peer Support on Mental Well-Being	0.742	0.550	55%

Source: Research Data Processing (2026)

The coefficient of determination value ($R^2 = 0.550$) indicates that peer support contributed 55% to athletes’ mental well-being, while the remaining 45% was influenced by other factors such as family support, coaching style, intrinsic motivation, competitive experience, and environmental conditions.

athletes’ psychological well-being. Positive peer relationships may help athletes reduce anxiety, improve emotional control, and increase motivation during sports participation.

This finding demonstrates that peer support is a substantial external factor influencing

Discussion

The findings of this study demonstrate that peer support plays an important role in shaping the mental well-being of badminton

athletes. In the context of adolescent sports, peer relationships are not only social interactions but also psychological resources that help athletes cope with competitive pressure, emotional stress, and performance demands. Athletes who receive positive support from teammates tend to feel more emotionally secure, confident, and motivated during training and competitions. This condition reflects the importance of social belonging, in which athletes feel accepted, valued, and emotionally connected within their sports environment.

From a sports psychology perspective, peer support contributes to athletes' mental well-being through several psychological mechanisms. First, emotional support from teammates may reduce feelings of anxiety and psychological pressure during competitions. Athletes who experience emotional security are generally more capable of maintaining focus, emotional control, and confidence under stressful situations. Second, supportive peer relationships help create a positive motivational climate, where athletes encourage each other to improve performance, persist during challenges, and maintain enthusiasm in training sessions. Such a climate is particularly important for adolescent athletes because psychological development during adolescence is strongly influenced by peer acceptance and social interaction (Sarafino & Smith, 2018).

In addition, the findings may also be explained through the concept of collective efficacy, which refers to a group's shared belief in its collective ability to achieve goals. In badminton training environments, athletes who trust and support one another are more likely to develop stronger confidence and psychological resilience. Positive interaction among teammates can strengthen motivation, reduce fear of failure, and improve emotional adaptation during competitions. This finding supports the theory proposed by Sarafino and Smith (2018), which explains that social support improves psychological well-being through

emotional assistance, appreciation, information, and positive interpersonal relationships.

The findings are consistent with previous studies emphasizing the importance of psychological and social factors in sports performance. Lestari et al. (2026), reported that social support and self-confidence contribute to athlete performance through mental toughness, while Rasyid et al. (2026) found that mental toughness helps athletes manage competition anxiety. Similarly, Zakiyah et al. (2026) explained that psychological resilience and motivation are important determinants of badminton performance. The present study extends these previous findings by specifically highlighting peer support as a significant external social factor influencing the mental well-being of adolescent badminton athletes in a regional training club context.

The interview findings with coaches and assistant coaches further strengthen the quantitative results. Coaches observed that athletes who receive encouragement and emotional support from teammates tend to show greater persistence, confidence, and emotional stability during training and matches. A supportive social environment also helps athletes adapt more effectively to competitive pressure and training demands. These findings indicate that peer interaction is not merely a social component of sports activities but also an important psychological factor in athlete development.

This study also has important practical implications for coaches, sports clubs, and athlete development programs. Coaches should not only focus on physical and technical training but also create a positive and supportive social environment within the team. Training programs may include collaborative activities, peer mentoring, team-building exercises, and communication strategies that strengthen interpersonal relationships among athletes. For adolescent athletes, a supportive motivational climate is essential to

maintaining psychological well-being, preventing burnout, and improving long-term sports participation. Sports clubs should therefore integrate psychological and social development into athlete coaching systems to support both performance achievement and mental well-being.

Overall, the findings suggest that peer support is an important protective factor for maintaining athletes' mental well-being in competitive sports environments. Positive peer relationships may help athletes develop emotional stability, resilience, confidence, and motivation, which are essential components for achieving optimal sports performance.

D. Conclusion

This study found a significant and strong positive relationship between peer support and the mental well-being of badminton athletes at the Mutiarani Badminton School Club in Majalengka. Athletes who received higher levels of peer support tended to demonstrate better emotional stability, self-confidence, motivation, and ability to cope with competitive pressure during training and matches.

The findings highlight the importance of peer relationships as a psychological support system in adolescent sports environments. Positive social interactions among athletes contribute to the development of emotional security, motivation, and psychological resilience, which are essential for maintaining athlete well-being and performance.

Practically, the study implies that coaches and sports clubs should create a supportive and positive training environment by strengthening teamwork, communication, and peer interaction among athletes. Psychological and social support should be integrated into athlete development programs alongside physical and technical training.

Future research is recommended to involve larger samples and examine additional variables such as family support, intrinsic motivation, mental toughness, or coaching style to obtain a more comprehensive understanding of factors influencing athletes' mental well-being.

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F. Conflict of Interest

The author declares that there is no conflict of interest in this research.

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