

# Study of character development and achievement of wrestling athletes through structured education and training: an autobiography study

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## ABSTRACT

The sport of wrestling requires a combination of strong physique, good technique, and mental toughness, making it one of the most challenging sports. This study uses a narrative qualitative approach with an autobiographical study method. This study focuses on one main subject, namely the author herself, Rizma Ayu Putri Pamungkas, a national wrestling athlete and student of the Faculty of Sports Science, State University of Malang. The research design used is narrative-descriptive, namely the chronology of life experiences, interviews with informants, document observation, thematic coding, reflection and interpretation. Research results. shows that experience as an athlete not only shapes achievement, but also forms a strong, disciplined, and responsible character. Interpretation of the narrative shows a strong relationship between a structured training system, social support, and ongoing personal development. Athletes are not only judged by medals, but also by their ability to manage stress, injuries, and social and academic pressures. This study shows that achievement in wrestling, especially by female athletes, is the result of synergy between structured physical training, strong social support, and formal education that supports the cognitive development and character of athletes. Further research is recommended to include more subjects from various backgrounds to expand the generalizability of the findings.

**Keywords:** Study; Achievement; Wrestling Athlete; Education; Autobiography

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## INTRODUCTION

The influence of sports on character development and mental resilience is widely recognized, particularly in disciplines such as wrestling that demand exceptional physical strength, discipline, and psychological endurance. Beyond its competitive dimension, wrestling serves as a medium for cultivating core values such as perseverance, self-control, and determination. The synergy between formal education and structured training becomes essential in shaping athletes who are not only skilled but also possess strong character an aspect that is especially relevant for women's wrestling, a field that has historically received limited attention (Ayuningtias & Nurrochmah, 2022).

Wrestling is one of the most demanding combat sports, requiring athletes to master technique, maintain physical readiness, and demonstrate mental toughness under pressure. Previous studies emphasize that psychological resilience and fighting spirit are critical determinants of success in wrestling (Cieśliński, 2021; Guskowska & Wojcik, 2021). This underscores the importance of developmental approaches that integrate physical, psychological, and educational components to support athletes' long-term performance.

The journey of Rizma Ayu Putri Pamungkas who progressed from a young student to a bronze medalist at PON XXI 2024 illustrates how structured training combined with educational support can foster both achievement and personal growth. Her experience highlights the multifaceted factors influencing athlete development, such as physiological readiness, mental resilience, and social support (Bintoro & Nugraheningsih, 2021; Supriadi et al., 2022). Studies also show that mental toughness plays a significant role in optimal performance among elite athletes, demonstrating its relevance in wrestling (Ranjbar et al., 2023; Simandjuntak et al., 2024).

In the broader context of athlete development, integrating sports education into formal learning environments contributes to cultivating a positive mindset and intrinsic motivation, which are important for sustaining long-term performance (Aditya et al., 2024). Family support has also been shown to play a vital role in shaping athletes' stress management and motivation (Nurajab, 2024). Meanwhile, autobiographical approaches offer a unique lens through which athletes' experiences can be explored more deeply, providing insights unattainable through traditional quantitative designs (Rintaugu et al., 2022).

Based on the above findings, it is very clear that the combination of a good educational background, strong social support, and structured training programs and increased mental resilience are important foundations in athlete development, especially in women's wrestling in Indonesia. However, there is still room for further research to explore a comprehensive understanding of the impact of interactions between these factors, especially in relation to the autobiographical approach which has not been widely explored.

Despite these developments, research on women wrestlers in Indonesia remains limited, particularly studies that examine their lived experiences using a narrative or autobiographical approach. Existing literature largely relies on quantitative or experimental methods (Abidin & Jatmiko, 2022; Mulyono et al., 2021; Silaban et al., 2022), leaving a gap in understanding the personal, educational, and social dynamics that shape female athletes' development.

This study addresses that gap by employing a qualitative narrative autobiography to examine the developmental journey of an Indonesian female wrestler. This approach provides an authentic and reflective account of the athlete's experiences, illustrating how formal education, structured training, and multidimensional social support collectively contribute to character formation and athletic success. Additionally, this study aims to inspire younger generations especially young women to pursue achievements in non-mainstream sports such as wrestling.

The purpose of this research is to scientifically document the career trajectory of a female Indonesian wrestler and to illustrate how educational and training systems influence athlete development. Through autobiographical narration, this study also seeks to enrich the body of knowledge in sports education and offer motivational insights for emerging female athletes.

## METHODS

This study employed a qualitative narrative approach with an autobiographical method to examine the author's developmental experiences as a wrestling athlete. The autobiographical method was selected because it enables the researcher who simultaneously serves as the research subject to reconstruct significant life events, internal reflections, and processes of identity formation that are not easily accessible through surveys or experimental designs. This approach is also widely recommended in sport psychology as a means to capture athletes' personal meaning-making and long-term developmental trajectories ( McAdams in Lavin et al., 2022). To mitigate potential biases that may arise from autobiographical inquiry, several methodological strategies were implemented, including reflexive journaling, member checking, triangulation, and the creation of an audit trail to document interpretive decisions throughout the research process.

The researcher positioned herself as an insider researcher, given that she simultaneously served as both the subject and the investigator in this study. This dual role allowed for access to rich, first hand experiential insights; however, it also posed the potential risk of subjective bias. To address these concerns, several strategies were implemented to maintain methodological rigor. Reflexive journals were utilized to document emotional responses, underlying assumptions, and reflective notes following each writing session. Member checking was conducted by involving key informants such as coaches, parents, lecturers, and teammates to verify the accuracy of events and interpretations presented in the narrative. Additionally, an audit trail was systematically maintained, consisting of detailed records of coding decisions, thematic development, and the sources of supporting evidence, thereby enhancing the transparency and trustworthiness of the research process.

The primary participant was the author herself, whose lived experiences formed the core narrative of the research. To strengthen the credibility of the findings, additional supporting information was obtained from several informants selected through purposive sampling, based on their direct involvement in and knowledge of the author's athletic career. These informants included coaches, family members, teachers, lecturers, and fellow athletes who had observed various stages of the author's development. Their insights were used to validate key events, clarify contextual details, and provide external perspectives on the author's training process, emotional experiences, academic athletic balance, and long-term performance trajectory.

Data were collected through three complementary techniques: autobiographical narrative, semi structured interviews, and document analysis. The autobiographical narrative served as the primary data source, in which the researcher reconstructed her life experiences chronologically using personal memory, reflexive journal entries, and various supporting materials such as certificates, medals, training logs, and competition records. To validate and enrich the narrative, semi-structured interviews were conducted with all selected informants. Each informant participated in one to two interview sessions lasting approximately 30 to 60 minutes, conducted through a hybrid format combining face to face and online meetings. All interviews were audio recorded and subsequently transcribed. The interviews were guided by key questions aimed at verifying critical developmental phases, responses to injury and competitive stress, and strategies for balancing academic responsibilities during intensive training periods. In addition, document analysis was carried out using

Rizma Ayu Putri Pamungkas, Siti Nurrochmah.

a range of supporting evidence, including photographs, certificates, match videos, training schedules, competition archives, and the Rachman Camp training program, all of which contributed to strengthening the credibility and contextual depth of the findings.

The data analysis procedure in this study employed thematic narrative analysis conducted through a series of systematic and interrelated steps. The process began with familiarization, in which the researcher repeatedly read the autobiographical narratives, interview transcripts, and supporting documents to gain a comprehensive understanding of the data. Following this stage, initial coding was performed through line-by-line examination of the texts, generating preliminary codes such as “early motivation,” “fear of failure,” “coach discipline structure,” “academic pressure,” “injury recovery struggle,” “family sacrifice,” and “mental resilience during championship.” These initial codes were subsequently grouped into broader analytical categories, including Family Social Support, Training System and Coaching Style, Psychological Challenges, Academic–Athletic Balance, Injury and Recovery, and Technical Development. The next stage involved the development of overarching themes by identifying recurring patterns across data sources. The final themes that emerged consisted of Structured Training as a Foundation for Technical Mastery, Mental Resilience Formed Through Successive Competitive Challenges, Family and Institutional Support as Continuous Motivational Drivers, Integration of Formal Education and Athletic Identity, and Identity Formation Through Sport-Related Experiences. To ensure verification and credibility of the findings, the analysis included member checking through informant validation of narrative summaries, source triangulation across coaches, parents, teachers, and peers, document triangulation involving photos, certificates, logs, and match videos, as well as peer debriefing conducted through ongoing consultation with the thesis supervisor (Putri & Rasyid, 2025).

Validation of the autobiographical narrative in this study was supported through semi-structured interviews with parents, coaches, lecturers, and fellow athletes, which served to confirm the accuracy of the author’s recalled experiences. Visual documentation such as certificates, medals, training schedules, and the Rachman Camp training program was also employed as corroborating evidence (Ranjbar et al., 2023). Indicators of athletic development were interpreted narratively and included consistency in training, medal attainment at various competitive levels, the ability to manage stress and injury, and the balance maintained between academic responsibilities and professional athletic duties. Measures of performance success encompassed both objective outcomes, such as medal achievements at the XXI PON, and observable character growth, such as discipline, mental toughness, and sportsmanship. These elements were integrated into the thematic coding process, wherein narrative segments were classified into core themes related to character formation, coaching influence, physical and psychological challenges, and the integration of education and training. Data validity was reinforced through source triangulation comparing the author’s narrative with informant interviews and document triangulation involving photos, certificates, logs, and competition records (Irwan, 2020; Utami, 2022). The narrative was then organized chronologically and analyzed to reveal the underlying meanings shaping the author’s identity and achievements as an athlete..

**Table 1. Physical and Technical Training Program**

| Exercise Components         | Form of Exercise                                                     | Frequency/Week | Objective                            |
|-----------------------------|----------------------------------------------------------------------|----------------|--------------------------------------|
| Upper Body Muscle Strength  | Bench press, pull-ups, deadlifts, takedown drills, clinch techniques | 3x             | Increases thrust and locking ability |
| Cardiorespiratory Endurance | Jogging 5 km, sprint intervals, skipping, circuit training           | 4x             | Increase stamina during competition  |

|                                        |                                                                             |                        |                                                             |
|----------------------------------------|-----------------------------------------------------------------------------|------------------------|-------------------------------------------------------------|
| Agility & Coordination                 | Ladder drills, shuttle runs, mat footwork                                   | 3x                     | Speed up reactions and control movement on the mat          |
| Flexibility                            | Static & dynamic stretching, light yoga                                     | Every training session | Prevent injuries, increase range of motion                  |
| Wrestling Technique & Tactics Training | Insertions, slams, counterattacks, sparring 2-3 rounds                      | 5x                     | Improve technical accuracy and competition readiness        |
| Match Simulation                       | Practice matches with a duration of 2x3 minutes, official competition rules | 1-2x                   | Adjusting the rhythm of the game, building mental endurance |
| Mental Training & Strategy             | Visualization, relaxation, technical briefing and match video review        | 2x                     | Improve focus, anticipate opponent tactics                  |
| Nutrition and Weight Management        | High protein diet, reduced calories before weigh-in, regular monitoring     | Daily                  | Maintaining weight in the competition category (62 kg)      |

## FINDINGS

The narrative reconstruction of the athlete's life journey shows that Rizma Ayu Putri Pamungkas grew up in a modest family environment and was introduced to wrestling at an early age through her father, who also served as her first role model in sport. Supporting documents including certificates, photographs, and training records demonstrate her consistent participation and improvement from adolescence to adulthood. Interviews with coaches and parents confirmed that her discipline, sense of responsibility, and work ethic were shaped through structured and progressive training routines initiated during childhood.

During the preparation phase for PON XXI, the athlete encountered notable physical challenges, including a shoulder injury and accumulated fatigue, as well as psychological obstacles such as performance pressure during national selection and feelings of inferiority within a male-dominated sporting context. Coping strategies, including journaling, peer support, and guidance from supervisors, were reported to help her manage these pressures effectively. Testimonials from lecturers indicated that she maintained regular attendance and academic participation despite intensive training camps, facilitated by communication between coaching staff and educational institutions.

The athlete's competitive record documented achievements ranging from regional championships (2014–2019) to medals in PORPROV (2019–2023) and ultimately a bronze medal at PON XXI 2024. Training logs and documents show that her preparation for PON XXI followed a periodized training structure lasting approximately three months, involving twice-daily sessions focused on strength, endurance, technique, and mental readiness.

**Table 2. Thematic Coding Results**

| Theme                               | Narration Excerpt                                                                                                                                  |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Character Building                  | <i>"I learned to be disciplined from morning to night training... When my friends were playing, I chose to train and that changed my mindset."</i> |
| The Role of Coaches and Parents     | <i>"My father always said, losing is not a disgrace, giving up is what is embarrassing. I carry that sentence with me until now."</i>              |
| Physical & Psychological Challenges | <i>"I almost retired because of an injury before the National Championship, but the coach's support made me stay."</i>                             |
| Integration of Education & Training | <i>"Morning lectures, afternoon and evening practice, then studying again. I am used to dividing my time strictly."</i>                            |

A training evaluation conducted collaboratively by the coaching staff and the researcher used a 1–10 performance scale based on observable indicators: execution quality, endurance in sparring sessions, movement efficiency, range of motion, and weight stability. The scoring was performed by two coaches, with operational definitions described in the physical-ability indicator table (Table 4). These data show improvements across all physical components (Table 3).

**Table 3. Evaluation of Improvement of Physical Abilities of Athletes**

| Physical Components          | Before Practice<br>(Score 1–10) | After Training Program<br>(Score 1–10) | Improvement |
|------------------------------|---------------------------------|----------------------------------------|-------------|
| Upper Body Muscle Strength   | 5                               | 9                                      | Significant |
| Cardiorespiratory Endurance  | 6                               | 9                                      | Tall        |
| Agility & Motor Coordination | 5                               | 8                                      | Good        |
| Body Flexibility             | 6                               | 8                                      | Good        |
| Weight Control (Stability)   | 7                               | 9                                      | Optimal     |

**Table 4. Indicators of increasing physical abilities**

| Physical Components            | Form of Exercise                                                                                          | Exercise Objectives                                                  | Outcome Indicators (Athlete Improvement)                                                      |
|--------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 1. Upper body muscle strength  | Weight training (bench press, pull-ups, dumbbell press), drill takedown and clinch                        | Optimizing thrust and locking power in wrestling techniques          | Able to execute throwing and locking techniques more effectively during sparring and matches. |
| 2. Cardiorespiratory endurance | Long distance running (3–5 km), 60 m sprint, skipping, circuit training                                   | Increase endurance during full match                                 | Able to compete for a full 2×3 minutes without excessive fatigue at PON XXI                   |
| 3. Agility & coordination      | Foot drills, shuttle runs, ladder drills                                                                  | Increases reaction speed, directional changes, and mat control.      | Quick reaction during defense and counterattack, able to dodge and attack effectively         |
| 4. Body flexibility            | Dynamic warm-up, static stretching, light yoga                                                            | Reduces the risk of injury and increases the body's range of motion. | No major injuries during the program, technique range increased                               |
| 5. Control weight              | Structured eating pattern, high protein diet & measured calories, supervision of trainer & nutrition team | Keeping weight in the 62 kg competition class                        | Stable weight $62\text{ kg} \pm 0.5\text{ kg}$ until match day at PON XXI                     |

## DISCUSSION

The findings of this study reinforce the argument of Andini, (2020) that adherence to structured and goal-directed training programs is strongly associated with peak athletic performance. Rizma's preparation for PON XXI demonstrates the effectiveness of periodized and target-based training in generating measurable physical and technical improvements beyond what is typically produced through routine non-periodized practice. This is consistent with the Long-Term Athlete Development (LTAD) model, which emphasizes that elite performance results from prolonged, systematic, and age-appropriate training cycles.

From a psychological standpoint, the athlete's application of visualization, relaxation strategies, and sustained coach–athlete communication is consistent with established mental toughness frameworks (B. et al., 2024; Magfiroh & Jannah, 2022). Moreover, the systematic implementation of match simulations served as a key mechanism for enhancing competitive readiness, thereby strengthening her capacity to regulate pressure and maintain performance stability during high-stakes events.

In terms of social support, the results broaden the understanding of sport-related support systems as discussed by (Subrata, 2023). Rizma's athletic development was sustained by a multilayered support system that extended beyond familial and coaching assistance, encompassing educational institutions, KONI, and the PGSI. This integrated, multi-institutional framework not only facilitated logistical aspects such as academic accommodations and administrative flexibility but also reinforced psychological stability. Such findings highlight the critical role of a comprehensive and

coordinated support ecosystem in fostering optimal athlete performance and long-term developmental progression.

The main contribution of this study lies in its narrative and reflective approach through autobiographical methods, which effectively capture affective dimensions such as motivation, emotional struggle, and personal meaning-making that are often overlooked in quantitative approaches. The findings resonate with previous studies emphasizing the need for reflective, experience-centered accounts to understand athlete development (Priambudi & Mashud, 2023; Abidin & Jatmiko, 2022). In the context of wrestling, this narrative approach enables deeper understanding of how athletes interpret training demands, setbacks, and competitive roles.

Another contribution of this study is the identification of academic–athletic integration as a meaningful developmental factor, particularly for female athletes in a sport that receives limited attention. The Findings provide factual evidence of the subject’s ability to balance university coursework and competitive preparation, and the Discussion interprets this integration as a replicable developmental model. This aligns with research highlighting how structured education and training play a significant role in supporting athlete success (Jeon, 2024; viaScience, 2023; Andrianto, 2024; Putri & Rasyid, 2025).

The implications of this study span several domains. First, the findings illustrate that higher education can enhance rather than hinder athletic achievement by providing conceptual understanding of training methods, recovery strategies, and psychological stress management (B. et al., 2024; Haryono & Nugraha, 2023). Second, the results support the notion that disciplined training combined with psychological strategies can mitigate emotional fatigue during major competition phases (Rintaugu et al., 2022). Third, the emphasis on female athlete development reinforces the idea that when provided with equitable support and competitive opportunities, female athletes can excel in physically demanding sports (Kurbana et al., 2024).

Despite its strengths, this study has several limitations. The focus on a single participant the author as an athlete means that the results are reflective and cannot be generalized statistically (Apriantono et al., 2023; Gunawan et al., 2022). In addition, although thematic coding was used, the absence of a detailed coding tree limits methodological transparency and replicability. The physical performance scores (1–10) reported in the Findings represent expert judgment by the coach based on observations during training rather than lab-based physiological measures, which limits the scale’s psychometric validity (Kusuma & Suwiwa, 2023). Finally, the study did not incorporate biometric or laboratory performance data, which could have strengthened the objective validity of the findings. Future studies may benefit from integrating narrative methods with standardized assessments and a broader participant base (Subarja et al., 2022).

## CONCLUSION

This study shows that achievement in wrestling, especially by female athletes, is the result of synergy between structured physical training, strong social support, and formal education that supports the cognitive and character development of athletes. In the case of Rizma Ayu Putri Pamungkas, all of these factors contributed significantly to her success in winning a bronze medal at the 21st PON in 2024. Training that is designed periodically and carried out consistently has been proven to be able to improve key physical abilities such as muscle strength, endurance, agility, flexibility, and weight control, which is reflected in Rizma’s improved performance in various national competitions. The approach to training female athletes, especially in non-mainstream sports such as wrestling, should be holistic, covering physical, mental, social, and academic aspects. A

coaching system is needed that supports long-term well-being and character building, including gender-based psychological assistance and mentoring programs. Further research is recommended to include more subjects from various backgrounds to expand the generalizability of the findings. Longitudinal and comparative studies between sports are also important to understand the dynamics of achievement, gender influences, and resource distribution in sports.

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## CONFLICT OF INTEREST

The author declares that there is no conflict of interest that could influence the implementation and results of this research.

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