



Parental Support for the Training Motivation of Beginner Fencing Athletes

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Abstract

This study aims to determine the level of parental support for the training motivation of beginner fencing athletes in Kendal Regency. The method used is a survey with a descriptive quantitative approach. The sample consisted of 45 beginner fencing athletes selected through quota sampling. Data were collected using a Likert scale questionnaire that had been tested for validity and reliability. The results showed that parental support was in the moderate category with an average score of 2.54 or 56%, while athlete training motivation was in the good category with an average score of 2.72 or 60%. These findings indicate that although parental support is not yet optimal, athletes still show strong enthusiasm and commitment in their training. This study highlights the importance of parental involvement, particularly in the form of emotional and instrumental support, in enhancing motivation and athletic performance among beginners. It is recommended that parents become more actively involved in their children's training activities and maintain regular communication with coaches.

How to Cite

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INTRODUCTION

Fencing is a modern martial art sport that uses weapons as the main tools in competition. This sport emphasizes agility and techniques such as thrusting, parrying, and cutting using weapons (foil, épée, or sabre), relying on hand agility, speed, and strategy. According to Rasyono (2019), fencing is a martial art that has evolved into a competitive sport requiring technical skills and agility.

An individual who practices fencing is referred to as an athlete, namely someone who consistently undergoes training and participates in competitions to enhance their abilities and achieve accomplishments. A beginner fencing athlete is someone who has just entered the sport and is still in the early stages of introduction and basic skill development (Dirhamzah, 2024). To achieve optimal performance, a beginner athlete needs various forms of support, including from family and coaches.

In Indonesia, fencing is not yet a widely popular sport across all regions. In Central Java Province, several regencies such as Demak, Purworejo, and Purwokerto still have a limited number of fencing athletes. One of the regions beginning to develop fencing is Kendal Regency. However, the number of fencing athletes in this regency remains low, at only around 60 individuals. This indicates that public interest in fencing remains limited.

Based on observations, apart from the lack of adequate facilities and infrastructure, some factors are being met, such as physical condition, as athletes follow a regular training program. Internally, aspects like motivation and talent have developed as they began to participate in fencing training. Over time, with consistent practice, fencing athletes in Kendal Regency have developed sufficient basic techniques, indicating that internal factors have been well established. Their talents are also evident during scheduled training sessions. Therefore, it is worthwhile to examine how family behavior and other key psychological variables influence and encourage children in pursuing sports (Prasetyo, 2023).

From this motivation, it can be concluded that motivation arises from within oneself to achieve certain goals, and can also be driven by external encouragement. However, the best motivation comes from within, as it is not forced, and each individual has different reasons for striving toward their goals. According to George and Jones (Setiadiputra, 2017), there are three elements in work motivation: the direction of

behavior, the level of effort, and the level of persistence.

In achievement motivation among children and early adolescents, there are intrinsic and extrinsic motivational factors. Intrinsic motivation is a strong internal drive that causes individuals to participate (Sumarsono, 2021). Athletes with intrinsic motivation typically exhibit mature personalities, honesty, sportsmanship, perseverance, self-confidence, discipline, and endurance. Meanwhile, extrinsic motivation originates from external sources that encourage participation in sports, such as support from coaches, friends, parents, teachers, groups, national pride, rewards, bonuses, or money (Terok, 2022).

Parental social support is also important because it contributes to enhancing athletic performance. This support includes the presence of others who provide assistance, encouragement, acceptance, and attention, thereby improving individual well-being. Most athletes desire their parents to be involved in supporting their sports experiences. In reality, during competitions, most parents do not accompany their children, and they rarely communicate with coaches about their children's progress in fencing (Arum, 2019).

According to Boedi Siswanto (2019), parental involvement is a very powerful influence that can last for years and increase children's participation and performance in various fields. Zawawi (2021) also emphasizes that the role of parents is the most crucial component in a child's developmental process, including in sports activities, as the direct interaction they provide can serve as both physical and emotional support. Evidence shows that children of involved parents are more inclined toward engaging in broad activities such as music, art, gardening, and sports activities that are shaped by parental beliefs and attitudes. In this regard, sports psychology also plays an important role in understanding athletes' behavior in sports. Sports psychology is the study of human behavior and experiences in sports and their interactions with others and stimulating social situations (Juriana, 2018).

Therefore, the aim of this study is to describe and conclude the role of parental support in the achievement motivation of beginner fencing athletes, particularly in Kendal Regency, which is currently developing its potential in the sport of fencing.

The problem formulation in this study focuses on identifying and describing the extent to which parental support contributes to enhancing the training motivation of beginner fencing

athletes in Kendal Regency. This formulation is based on the understanding that parental support is a significant form of social support that greatly influences a child's psychological development and motivation to train, particularly in the field of sports. Considering that beginner athletes are still in the process of character formation and self-discovery, the presence and role of parents in providing emotional, financial, and motivational support are highly essential.

The novelty of this research lies in its specific focus on the region and population studied, namely beginner fencing athletes in Kendal Regency a region that has received little attention in the field of sports psychology, especially in the context of motivation and social support. Moreover, this study not only observes the relationship between the two variables but also attempts to measure the percentage contribution of parental support to athletes' motivation, thereby generating relevant quantitative data for the development of youth athlete training programs. This research also provides practical value by offering data-based recommendations to coaches, schools, and parents in creating a supportive environment that fosters children's athletic achievement in fencing.

METHOD

This study is a survey research with a quantitative descriptive approach, aimed at examining the influence of parental support on the training motivation of beginner fencing athletes in Kendal Regency (Sugiyono, 2018). The focus of this research lies on two variables: parental support as the independent variable and training motivation as the dependent variable. The population of this study consists of all fencing athletes in Kendal Regency, totaling 60 athletes. The sampling technique used quota sampling, which involves selecting samples based on a predetermined quota from the population that meets specific characteristics. The sample size in this study was 45 beginner fencing athletes who fulfilled the criteria set by the researcher.

Data collection was conducted using a closed ended questionnaire in the form of a Likert scale with four response options: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). The instrument used was tested for validity and reliability using the SPSS application. For the parental support variable (X), there were 15 valid questionnaire items with correlation coefficients (r -count) greater than the table value (r -table) of 0.3494. Similarly, for the training motivation

variable (Y), all 15 statement items were also declared valid. The reliability test results showed a Cronbach's Alpha value of 0.926 for parental support and 0.931 for training motivation, indicating that both variables are reliable as they exceed the minimum threshold of 0.6. Therefore, the questionnaire is deemed appropriate as a measurement tool in this study.

The data analysis technique used in this study is quantitative descriptive analysis based on percentages, which is calculated using the following formula (Jannah N, 2017):

$$P = F/N \times 100$$

Explanation:

P = Percentage sought

F = Frequency or raw data

N = Total number of research samples

After the data analysis is conducted, the results are then classified according to the following **Table 1**.

Table 1. Classification of Assessment

Percentage	Category
80 – 100 %	Very Good
60-79 %	Good
40-59 %	Fair
20-39 %	Poor
0-19 %	Very Poor

RESULTS AND DISCUSSION

Table 2. Respondent Characteristics

Respondent Characteristics		Number of Respondents	Percentage (%)
Gender	Male	22	48,9
	Female	23	51,1
Age (years)	13	20	44,4
	14	12	26,7
	15	13	28,9
Weapon Category	Degen	14	31,1
	Floret	13	28,9
	Sabel	18	40,0

Based on **Table 2**, the respondents in this study consisted of 22 male athletes (48.9%) and 23 female athletes (51.1%), indicating relatively balanced participation with a slight dominance of females. In terms of age, the majority were 13 years old with 20 individuals (44.4%), followed by 15 years old with 13 individuals (28.9%), and 14 years old with 12 individuals (26.7%). This indicates that most athletes are in early adolescence, a crucial phase in motivation development whe-

re social support, especially from parents, plays a significant role. Meanwhile, based on weapon category, the majority of respondents used the sabre with 18 individuals (40.0%), followed by épée with 14 individuals (31.1%), and foil with 13 individuals (28.9%), reflecting diverse interests in weapon choice among beginner athletes.

Table 3. Percentage of Parental Support for Training Motivation of Fencing Athletes in Kendal Regency

Variable	Score (N)	Percentage	Category
Parental Support	2,54	56%	Moderate
Athletes' Training Motivation	2,72	60%	Good

Based on the results of the descriptive analysis presented in **Table 3**, it was found that parental support for beginner fencing athletes in Kendal Regency obtained an average score of 2.54 with a percentage of 56% , which falls into the moderate category. This category indicates that most parents have shown some level of attention to their children's sports activities; however, the support provided is not yet fully consistent or evenly distributed. For example, the questionnaire results revealed that many parents only occasionally attend their children's training sessions or competitions and have not regularly provided direct guidance or motivation. Emotional support, such as encouragement and praise, is generally present, but instrumental support such as providing fencing equipment and transportation remains limited.

Meanwhile, the training motivation of fencing athletes received an average score of 2.72 with a percentage of 60%, which falls into the good category. This category indicates that beginner athletes in Kendal Regency already possess a fairly strong internal drive to train regularly and demonstrate enthusiasm in following coaches' instructions and in striving for achievement. The questionnaire results showed that most athletes enjoy practicing fencing and have long-term goals in the sport, whether for regional or national-level competitions. Factors influencing this motivation include peer support at the club, a positive relationship with coaches, and recognition or appreciation for their achievements during training and competitions.

The results of the descriptive analysis show that parental support for beginner fencing athletes in Kendal Regency falls into the moderate

category, with an average score of 2.54 or 56%. Meanwhile, the athletes' training motivation is in the good category, with an average score of 2.72 or 60%. These findings indicate that although parental support is not yet optimal, the athletes still demonstrate a fairly high motivation to train.

Parental support plays a vital role in developing athlete motivation, especially during early adolescence (ages 13–15), which is a crucial phase in forming character and athletic commitment. Such support can take the form of emotional, instrumental, informational, and appreciative assistance. Research by Jannah et al. (2022) found a strong correlation between parental support and athletes' training motivation, with a correlation coefficient of 0.609, indicating that the higher the support provided, the higher the athletes' motivation to train.

In fencing, parental support can manifest in various ways, such as encouraging children when they feel anxious, providing training facilities, rewarding achievements, and communicating with coaches about the child's progress. However, the data show that some aspects of support are still lacking, such as accompaniment during training sessions and attention to the difficulties faced by the athletes. This aligns with the findings of Kurniawati & Satwika (2022), who emphasized the importance of emotional and instrumental support from parents in fostering adolescent athletic performance.

The high training motivation of athletes, despite moderate parental support, may be influenced by other factors, such as support from coaches and peers. Foekh's (2022) study revealed that peer support significantly contributes to adolescent athletes' self-confidence, which in turn can enhance training motivation.

This study underscores the importance of parents' role in supporting the training motivation of beginner fencing athletes. Although current parental support is categorized as moderate, increasing support particularly in emotional and instrumental aspects could further motivate athletes to train harder and achieve higher performance. Therefore, it is recommended that parents become more actively involved in their children's training activities, provide recognition for their efforts and achievements, and maintain good communication with coaches to monitor the child's overall development.

CONCLUSION

Based on the research results, it can be concluded that parental support for the training

motivation of beginner fencing athletes in Kendal Regency falls into the moderate category. This reflects that although most parents have provided emotional and informational support, such as listening to their children's concerns and giving advice, forms of instrumental support like direct accompaniment during training and active communication with coaches are still relatively low. Meanwhile, the training motivation of beginner fencing athletes is categorized as good, indicating that the athletes have a fairly high enthusiasm and commitment in training, especially in terms of discipline, concentration, and openness to parental support.

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