



The Relationship Between Parental Support, Peer Environment, and Coaching Parenting Patterns with The Motivation to Practice in Adolescent Soccer Athletes

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Abstract

This study aims to determine how parental support, the peer environment, and the coach's parenting style relate to the motivation of adolescent soccer athletes to practice. This study is a quantitative descriptive study. The population used was 30 SSB BIONSA soccer athletes. The sampling technique in this study used the total sampling technique. The sample in this study was 30 SSB BIONSA soccer athletes. The instruments used were the Parental Support Questionnaire, Peer Support Questionnaire, Coach Parenting Style Questionnaire, and Training Motivation Questionnaire. Based on the results of the study, parental support has a significant relationship with a significant value of 0.04, the peer environment does not have a significant relationship with a significant value of 0.57, and coach parenting style has a significant relationship with a significant value of 0.00, so it can be concluded that parental support has a significant relationship with the motivation to practice of adolescent soccer athletes, the peer environment does not have a significant relationship with the motivation to practice of adolescent soccer athletes, and coach parenting style has a significant relationship with the motivation to practice of adolescent soccer athletes.

How to Cite

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INTRODUCTION

High-performance sports demand high levels of dedication, commitment to intensive training, and respect for the rules and opponents, all of which reflect the noble values of competitive culture and excellence (Febrianty, 2020). Thus, sports serve not only as a means of physical development but also as a vehicle for character building and the preservation of strong cultural values (Prasetyo et al., 2022).

One of the components that helps athletes achieve success is motivation. To achieve their best in sports, both internal and external motivation are crucial. Athletes must understand how external motivation works. (Nurajab, 2022). Football is a sport where athletes must be motivated to achieve. This is because motivation is the foundation every athlete must possess to achieve success (Wahyudi & Donie, 2019).

Social support is a component that influences the desire to achieve. The presence and support of these people may help individuals solve their problems (Putri, 2014). The degree to which a person feels supported by his or her social relationships, including emotional, informational, or tangible support that can be provided by parents, siblings, peers, and other family members (Effendi et al., 2019).

Parental support is the interaction parents engage in to support their children, including behaviors that demonstrate positive affection or encouragement, whether physical or verbal. It encompasses four aspects: emotional support, instrumental support, autonomous support, and directive support (Basriyanto et al., 2019). Parental involvement has the most significant influence on sport enjoyment and performance throughout development. Young athletes rely more heavily on parental input and comparative social resources (Novan et al., 2022).

Friends and parents are primary sources of support. Feelings of being valued, loved, and recognized within a group, as well as the assistance received from individuals or groups, are known as peer social support (Omchan, 2019). Based on a positive approach, the interaction between coach and athlete is crucial to achieving good performance. Conversely, the relationship between a coach and his or her athletes during training generates numerous experiences that impact the athletes' performance. Coaches have the ability to influence and determine the athletes' personality development (Supriyanto, 2016).

Although research on athlete motivation has existed, none has specifically focused on

the relationship between parental support, peers, and coaching styles and motivation to practice in adolescent soccer athletes. Therefore, this study is highly urgent to understand how these factors contribute to motivation to practice in adolescent soccer athletes.

In theory, parental support, peers, and coaching styles should be driving factors in training motivation. However, in practice, many athletes lose motivation due to these factors. Existing research has not explored how these factors contribute to athlete motivation. Therefore, this novelty in the research to fill this gap by exploring how parental support, peers, and coaching styles can act as either driving factors or inhibitors of training motivation in adolescent soccer athletes..

A 2021 study by Kurniawan et al., entitled "The Relationship Between Parenting Styles and Coaches' Parenting Styles and Motivation to Achieve Sports Achievement in Basketball," stated that parenting styles implemented by parents and coaches can influence athletes' motivation to achieve in basketball and focused on the psychological interactions between athletes, parents, and coaches in supporting the development of intrinsic and extrinsic motivation, which play a crucial role in athlete performance.

Based on the review of previous research, there is a research hypothesis: "There is a significant relationship between parental support and motivation to practice for adolescent soccer athletes. There is a significant relationship between the peer environment and motivation to practice for adolescent soccer athletes. There is a significant relationship between the coach's parenting style and motivation to practice for adolescent soccer athletes." This hypothesis is based on the assumption that parental support, peer environment, and the coach's parenting style can influence the motivation to practice and the performance of athletes.

The aim of this study was to determine whether there is a relationship between parental support, friendship environment, and coaching parenting patterns with the motivation to train in adolescent soccer athletes.

METHODS

The quantitative approach is a research method that uses data, specifically numerical values, with an emphasis on the objective of measuring results and statistical analysis. The numbers used in statistical analysis come from objective measurements of units of analysis called variables (Yani Balaka, 2022). The correlation method

is a study conducted to describe two or more facts and characteristics of the objects being studied. The research is conducted to compare the similarities and differences between two or more facts based on a specific framework (Syahrizal & Jailani, 2023).

Design is a very important thing in research, because research design functions to simplify the steps that must be taken in research and can also be used as a guide so as not to deviate from certain provisions (Kurniawan et al., 2021). So the flow used is as follows:

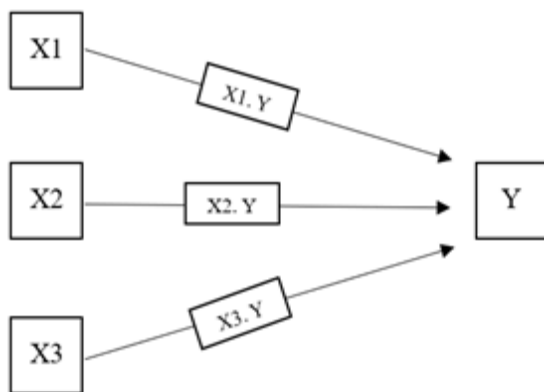


Figure 1. research design

The population in this study was 30 adolescent soccer athletes. The researcher selected this population because their age matched the research targets and they understood the research context. The sample size for this study was 30 adolescent soccer athletes with homogeneous characteristics. Therefore, total sampling was used due to the limited sample size.

The instruments in this study adapted the parental social support questionnaire from Lengkana et al. (2020), the peer social support questionnaire from Rahmattia (2023), the coach parenting questionnaire from Kurniawan et al. (2021), and finally the training motivation questionnaire from Apriliyani & Pramono (2023).

The data analysis process was conducted systematically using several approaches and methods to gain a deep understanding of the research problem. The purpose of this analysis was to answer the research questions, test hypotheses, and draw conclusions relevant to the research objectives. All results were presented objectively and accompanied by interpretations that supported an understanding of the phenomena being studied.

RESULTS AND DISCUSSION

The results of field data collection include

four variables, consisting of three independent variables, namely parental support, peer environment, coach parenting patterns and one dependent variable, namely training motivation. Furthermore, each variable is symbolized by X1 for parental support, X2 peer environment, X3 for coach parenting patterns and Y for training motivation. This study involved the entire population, consisting of 30 football athletes who were members of the BIONSA SSB.

Table 1. Descriptive Statistical Test

Variable	N	Mean
Parental Support	30	80.73
Peer Environment	30	51.80
Coaching Styles	30	93.07
Training Motivation	30	77.87

The analyzed test results obtained a value of parental support with a value of N = 30, resulting in a minimum score of 65, a maximum score of 95, an average score of 80.73, and a standard deviation score of 8.02. Furthermore, the results of the statistical description analysis of the peer environment with a value of N = 30 resulted in a minimum score of 42, a maximum score of 63, an average score of 51.80, and a standard deviation score of 5.37. Then the results of the statistical description analysis of the coach's parenting pattern with N = 30 resulted in a minimum score of 87, a maximum score of 109, an average score of 93.07, and a standard deviation score of 5.13. The final results of the statistical description analysis of training motivation with N = 30 resulted in a minimum score of 63, a maximum score of 93, an average score of 77.87, and a standard deviation score of 8.14.

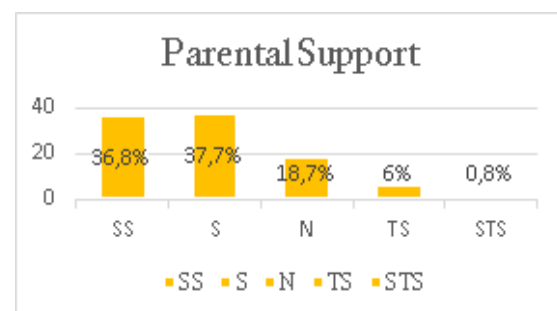


Figure 2. Percentage of Parental Support Questionnaire Results.

The results of the parental support questionnaire produced a response scale of 5, with the statement "strongly agree" having a frequency of 221 and a percentage of 36.8%, a response scale

of 4 with the statement "agree" having a frequency of 226 and a percentage of 37.7%, a response scale of 3 with the statement "neutral" having a frequency of 112 and a percentage of 18.7%, a response scale of 2 with the statement "disagree" having a frequency of 36 and a percentage of 6.0%, and a response scale of 1 with the statement "strongly disagree" having a frequency of 5 and a percentage of 0.8%.

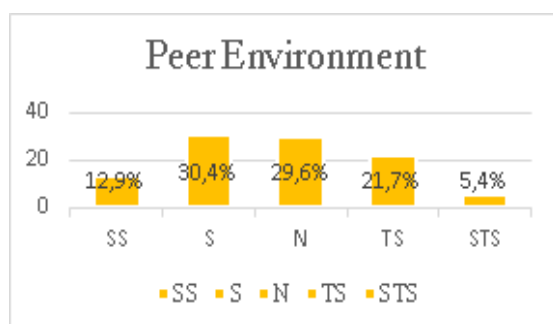


Figure 3. Percentage of Peer Support Questionnaire Results.

The results of the peer support questionnaire produced an answer scale of 5, with the statement "strongly agree" having a frequency of 62 and a percentage of 12.9%, an answer scale of 4 with the statement "agree" having a frequency of 146 and a percentage of 30.4%, an answer scale of 3 with the statement "neutral" having a frequency of 142 and a percentage of 29.6%, an answer scale of 2 with the statement "disagree" having a frequency of 104 and a percentage of 21.7%, and an answer scale of 1 with the statement "strongly disagree" having a frequency of 26 and a percentage of 5.4%.

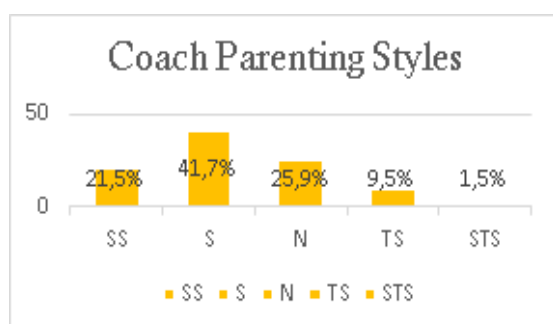


Figure 4. Percentage of Coach Parenting Questionnaire Results.

The results of the coach parenting questionnaire produced a response scale of 5, with the statement "strongly agree" having a frequency of 161 and a percentage of 21.5%; a response scale of 4, with the statement "agree" having a frequency of 313 and a percentage of 41.7%; a response

scale of 3, with the statement "neutral" having a frequency of 194 and a percentage of 25.9%; a response scale of 2, with the statement "disagree" having a frequency of 71 and a percentage of 9.5%; and a response scale of 1, with the statement "strongly disagree" having a frequency of 11 and a percentage of 1.5%.

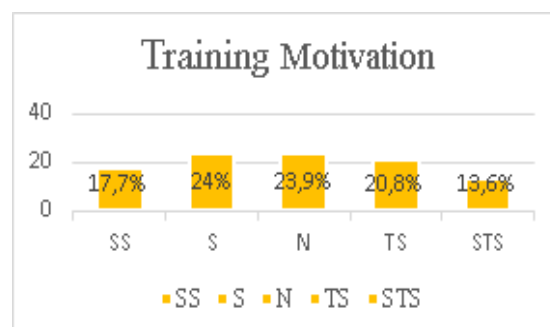


Figure 5. Percentage of Results of the Motivation to Practice Questionnaire.

The results of the training motivation questionnaire produced a response scale of 5, with the statement "strongly agree" having a frequency of 133 and a percentage of 17.7%; a response scale of 4, with the statement "agree" having a frequency of 180 and a percentage of 24.0%; a response scale of 3, with the statement "neutral" having a frequency of 179 and a percentage of 23.9%; a response scale of 2, with the statement "disagree" having a frequency of 156 and a percentage of 20.8%; and a response scale of 1, with the statement "strongly disagree" having a frequency of 102 and a percentage of 13.6%.

Table 2. Correlations Test

Variable	Sig
X1. Y	0.04
X2. Y	0.57
X3. Y	0.00

Based on the results of the analysis in the table above, it is known that the significance value of parental support is $0.04 < 0.05$, which means H1 is accepted; the peer environment is $0.57 \geq 0.05$, which means H0 is accepted; and the coach's parenting pattern is $0.00 < 0.05$, which means H1 is accepted. So it can be concluded that there is a significant relationship between parental support and the motivation to practice for teenage soccer athletes, there is no significant relationship between the peer environment and the motivation to practice for teenage soccer athletes, and there is a significant relationship between the coach's parenting pattern and the motivation to

practice for teenage soccer athletes.

Parents play a crucial role in supporting the development and maintaining the motivation of athletes, especially during adolescence. This support can be seen through their involvement in training activities, such as dropping off and picking up their children, providing encouragement, and showing interest in their progress (Krommidas et al., 2022). Furthermore, the presence of parents during competitions also provides important emotional support, as it can foster self-confidence and increase athletes' competitive motivation (Knight et al., 2016).

Peers play a crucial role in providing emotional support, motivation, and even inspiration for athletes in achieving their training and performance goals. Positive social relationships can create a fun and healthy competitive training environment, thus fostering enthusiasm for training (Brown et al., 2017). However, not all friendships are positive peer pressure or unsupportive peers can actually decrease motivation and disrupt training consistency. Therefore, the quality of friendship interactions deserves greater attention than simply the number or presence of them (Albarelo et al., 2018).

Coaches play a central role in creating a psychological climate that supports the learning process, skill development, and increased athlete motivation. A positive psychological environment can be created through open communication, constructive feedback, and a supportive and empathetic approach. With a safe emotional atmosphere, athletes will be more confident in trying new things, unafraid to make mistakes, and open to the learning process (Cogburn et al., 2017). Furthermore, coaches who understand athletes' psychological needs, such as the need for autonomy, competence, and social connections, can foster intrinsic motivation. Therefore, the role of coaches goes beyond teaching techniques and strategies and also serves as a facilitator for athletes' mental and emotional development toward peak performance (Pesidas & Serrano, 2023).

CONCLUSION

The results of this study indicate that parental support has a positive relationship with training motivation in adolescent soccer athletes. The greater the support provided by parents, the higher the athlete's motivation to train. Conversely, the peer environment was not shown to have a relationship with training motivation. This means that the presence of peers or friendship groups does not directly influence the athlete's

motivation level. Meanwhile, the coach's parenting style has a positive relationship with training motivation, where the application of discipline, providing clear directions, and emotional support from the coach can increase the athlete's enthusiasm for training. Simultaneously, parental support and the coach's parenting style contribute to training motivation in adolescent athletes, while peer environment factors show no influence in this relationship model.

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