



## **The Relationship between Interpersonal Communication and Futsal Athletes' Competitive Motivation**

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### **Article History**

Received September 2025

Accepted October 2025

Published Vol.14 No.(3) 2025

### **Keywords:**

Interpersonal Communication; Competitive Motivation; Futsal

### **Abstract**

This study aims to determine the relationship between interpersonal communication and the motivation to compete in futsal athletes. This study uses a quantitative descriptive method with a correlational design. The population in the study were 29 members of the futsal extracurricular at the Modern Islamic Boarding School of Mathla'ul Huda, sampling using a total sampling technique. The instrument in the study used a questionnaire scale of interpersonal communication and a scale of motivation to compete which were arranged based on the indicators of each variable. Data were collected by distributing questionnaires to all respondents, then analyzed using the SPSS 23.0 program with the Pearson Product Moment correlation test. The results of the study showed a significant relationship between interpersonal communication and the motivation to compete in futsal athletes. The conclusion is that the more effective communication, whether through clear instructions, emotional support, or positive feedback, the higher the motivation of athletes in facing the match. This finding confirms that quality interpersonal communication plays a crucial role in increasing motivation, competitive spirit, and supporting the achievements of futsal athletes.

### **How to Cite**

Hadiansah, M. R., Saputra, M. Y., & Febrianty, M. F. (2025). The Relationship between Interpersonal Communication and Futsal Athletes' Competitive Motivation. *Journal of Physical Education, Sport, Health and Recreation*, 14 (3), 950-955.

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## INTRODUCTION

As a vital aspect of human life, communication serves as a means of exchanging information, understanding, and social interaction. (Nanlohy, Siahaan (2021), communication is a strategic tool for providing instructions, providing motivation, and building effective working relationships between athletes and coaches. Sports communication is lively and interactive, with verbal and nonverbal cues indicating the effectiveness of a relationship (Pederson et al., 2017).

One form of communication is interpersonal communication. This communication occurs face-to-face, allowing for immediate feedback and contributing to building trust, openness, and mutual respect between coach and athlete (DeVito, 2016). Quality interpersonal relationships not only facilitate the delivery of technical instructions but can also enhance an athlete's abilities, motivation, enthusiasm, and commitment to competition.

In futsal, interpersonal communication is crucial. Because futsal is an indoor game with fewer players and a faster pace, the chances of scoring are greater. This makes communication between coaches and athletes crucial for clarifying strategies, strengthening coordination, and maintaining athlete focus throughout the match. (Syafaruddin, 2019). Without effective communication from the coach to the athlete, both on and off the field, it can impact the athlete's motivation during the competition.

Motivation in sports is a psychological aspect that plays a crucial role for coaches, teachers, and sports administrators, as it is the foundation for motivating and directing a person's actions and behaviors in sports, significantly determining an athlete's success. Motivation drives consistent training, increases morale, and fosters mental resilience when facing pressure on the field (Abdilah et al., 2015). By understanding the factors that can increase motivation, we can develop strategies to increase motivation and achieve goals (Ryan & Deci, 2020). Conversely, low motivation can reduce performance and hinder skill development.

Previous research has shown that coach communication plays a crucial role in increasing athlete motivation in both individual and team sports (Jowett & Isoard-Gautheur, 2019; Sideridis, 2018). However, most of this research focuses on other sports or the technical aspects of the game, while research specifically examining the relationship between interpersonal communication and motivation is still very limited. This indi-

cates a research gap that needs to be addressed.

The novelty of this research focuses on futsal athletes in Islamic boarding schools. The context of Islamic boarding schools is unique because, in addition to physical training, athletes are also shaped by religious values, discipline, and togetherness. In this context, communication with coaches serves not only as technical guidance but also as a means of moral and emotional development. Therefore, interpersonal communication has a significant effect on futsal athletes' competitive motivation..

This research is relevant to the characteristics of today's younger generation, particularly Gen Z, who are accustomed to fast-paced and digital interactions. This requires coaches to adapt their communication styles to remain relevant, responsive, and supportive to their athletes. (Kassing & Pappas, 2017). Adapting Communication regarding the dynamics of this generation adds novelty to research and answers training problems in the modern sport era. From a theoretical perspective, this study enriches the sports communication literature by providing empirical evidence on the relationship between interpersonal communication and competitive motivation in futsal athletes. This correlational approach allows for objective analysis of the relationships between variables, thus strengthening our understanding of the importance of interpersonal communication in enhancing competitive motivation (Sugiyono, 2017).

In the field process, this research contributes to the development of effective communication strategies for coaches in developing the motivation of futsal athletes in facing matches. Clear instructions, verbal Encouragement and positive feedback provided by coaches can increase athletes' motivation, self-confidence and competitive spirit. (Alvarez et al.,(Alvarez et al., 2020). It is no coincidence that the first attempts to make this knowledge available to sports practitioners as part of basic and advanced training programs for coaches have shown such an interesting and favorable response. It seems that coach-athlete communication will remain, as in our own practical experience, as it has always been. With a background in Islamic boarding school education, provides a unique perspective on the dynamics of interpersonal communication applied by coaches to increase athlete motivation during competition. This population selection is considered relevant because it involves intense and diverse interactions between coaches and athletes in the context of futsal, which is expected to provide in-depth insights into the influence of

communication on their motivation.

## METHODS

This study employed a quantitative descriptive method. The method used in this research is quantitative descriptive. This research is suitable for examining clearly defined problems, involving a large population, and intending to test hypotheses. (Sugiyono, 2021). The research design used was correlational. A correlational research design is a type of non-experimental research design used to identify and measure the relationship between two or more variables without manipulating the independent variable. This study aims to determine the direction and strength of the relationship between variables, whether it is positive (change in the same direction) or negative (change in the opposite direction), or whether there is no correlation between interpersonal communication (X) and competitive motivation (Y). (Sugiyono, 2015)

The population used in this study were 29 members of the futsal extracurricular activity at the Modern Islamic Boarding School of Mathla'ul Huda. They were chosen as the research population because they are a group directly involved in sports activities that prioritize communication aspects between coaches and athletes, especially in competitive situations. Their characteristics, consisting of teenagers with an Islamic boarding school educational background, provide a unique perspective on the dynamics of interpersonal communication applied by coaches in increasing athlete motivation during competitions. This population selection is considered relevant because it involves intense and diverse interactions between coaches and athletes in the context of futsal, which is expected to provide in-depth insights into the influence of communication on their motivation. (Nanda, 2017).

The research instrument used a questionnaire with a Likert scale with four answer choices: Very Appropriate, Appropriate, Not Appropriate, and Very Not Appropriate. The use of a Likert scale without a neutral option aims to encourage respondents to choose one of the poles, either positive or negative. The use of a Likert scale without a neutral option aimed to encourage respondents to take a firm stance, thus making the data clearer and easier to analyze (Sugiyono, 2018; Taufiqqurrachman, 2022).

The interpersonal communication scale is based on (DeVito, 2011) theory, which encompasses five aspects: openness, empathy, supportiveness, positiveness, and equality. The competitive

motivation scale refers to the achievement motivation theory (Mutakhir, 2015), which encompasses five aspects: responsibility, need for feedback, creativity and innovation, risk consideration, and timeliness in completing tasks.

Validity testing was carried out using item-total correlation with the help of the SPSS 23.0 for Windows program (Fadluloh et al., 2024). Items are declared valid if the  $r$  value  $\geq 0.30$  (Azwar, 2015). The test results show that out of 60 items on the interpersonal communication scale, 44 items are valid and 16 items are invalid, while out of 40 items on the competitive motivation scale, 35 items are valid and 5 items are invalid. The reliability of the instrument was tested using the Cronbach's Alpha technique. The test results show a reliability coefficient of 0.91 for interpersonal communication and 0.93 for competitive motivation, both of which are included in the very high reliability category (Arikunto, 2006; Azwar, 2015).

The research procedures include observation, literature study, problem formulation, instrument construction, validity and reliability testing, distribution of questionnaires to respondents, data collection, data processing, and data analysis. Data analysis was conducted in several stages, namely: (1) descriptive statistical testing to describe interpersonal communication and competitive motivation data, (2) normality testing with Kolmogorov-Smirnov to ensure data distribution, (3) homogeneity testing to check for variance similarity, and (4) Pearson Product Moment correlation analysis to determine the relationship between interpersonal communication and competitive motivation. The criteria for hypothesis testing are if the significance value is  $< 0.05$  then the hypothesis is accepted (Ghozali, 2018; Priatno, 2016).

## RESULTS AND DISCUSSION

The analyzed test results show that interpersonal communication scores with a value of  $N = 29$  produce a minimum score of 116, a maximum score of 165, an average score of 137.41 and a standard deviation score of 13,308. Furthermore, the analyzed test results show that competitive motivation with a value of  $N = 29$  produces a minimum score of 86, a maximum score of 132, an average score of 108.07 and a standard deviation score of 11,765.

Based on Normality test, it is known that the significance value  $(0.20) > 0.05$ , which means  $H_0$  is accepted. Therefore, it can be concluded that all data are normally distributed.

Based Homogeneity test, it is known that

the significance value  $(0.52) > 0.05$ , which means  $H_0$  is accepted. Therefore, it can be concluded that all data are homogeneous.

Based on the results of the analysis in table 4.6, it is known that the significance value of interpersonal communication is  $0.00 < 0.05$ , which means  $H_0$  is rejected. So it can be concluded that There is a significant relationship between interpersonal communication between coaches and futsal athletes in increasing motivation to compete..

Research has shown a significant relationship between interpersonal communication and competitive motivation. Interpersonal communication is face-to-face communication, therefore, the potential for feedback is significant. In this communication, the recipient of the message can respond directly by providing feedback, thus creating an interaction between the sender and receiver. Therefore, interpersonal communication is crucial between coaches and athletes in competition (Pederson et al., 2017).

Motivation is one of the supporting aspects that will drive the achievement of athlete achievement. Good motivation allows each individual to work better in their group. Every individual who is motivated to train will have a commitment to achieving a level of perfection in their goals. Thus, motivation, both internal and external, is a determining factor in achieving the best ability in sports. the importance of motivation, both internal and external for athletes (Abdilah et al., 2015).

Interpersonal communication is a crucial aspect, especially in sports. This is because good communication, both on and off the field, will positively impact athletes' motivation during competition. (Kim, 2020).

Interpersonal communication plays a crucial role between coaches and athletes in educating their athletes or students. Functionally, interpersonal communication within a relationship involves learning, connecting, playing, and influencing, including influencing motivation. This interpersonal communication function benefits both coaches and athletes by building the athlete's confidence in the coach through professional work practices. The concept of interpersonal communication itself is a reciprocal communication that occurs between two people in a relationship, two people who are connected to each other.

Thus, interpersonal communication is communication with clear instructions, emotional support, and positive feedback which has been proven to have a significant influence on the motivation to compete in futsal athletes.

Motivation is one of the supporting aspects that will encourage the achievement of ath-

lete achievements, good motivation allows each individual to work better in their group, each individual who has the motivation to practice will have a commitment to achieving a level of perfection in their goals.

This finding is in line with the theory that explains that good communication strategies include openness, motivation, and support that function as "fuel" for a quality coach-athlete relationship, which ultimately influences the futsal athlete's motivation to compete. (Davis & Jowett, 2019).

As individuals with open, optimistic, and achievement-oriented personalities, researchers observed that coaches' interpersonal communication, which encompasses openness, emotional support, and motivation, aligns with the athletes' psychological needs to thrive in a positive environment. This approach not only builds harmonious relationships but also fosters a competitive spirit that drives athletes to perform at their best in every match.

According to Self Determination Theory (SDT), effective interpersonal communication can fulfill the basic psychological needs of athletes, indicating that coach behavior that supports athletes' needs through good communication will increase intrinsic and extrinsic motivation in training and matches (Reynders et al., 2019).

This is supported by the opinion that a coaching style that is provided autonomously and supportively, and carried out effectively, can develop life skills and long-term motivation for futsal athletes (Cronin et al., 2022).

The COMPASS model explains that communication strategies such as openness, motivation, emotional support, and reassurance from the coach are important elements that strengthen the relationship between the coach and the athlete. This quality relationship is the foundation for developing competitive motivation in athletes. In line with this, Self-Determination Theory (SDT) explains that effective interpersonal communication is communication that fulfills three aspects: having self-control, feeling capable of completing tasks according to goals, and social relationships. Therefore, the coach's supportive behavior can support the athlete's needs. through appropriate communication has been shown to increase intrinsic motivation and athlete engagement in training and competitions.

This finding is reinforced by research which confirms that effective interpersonal communication is communication that fulfills three aspects: having self-control, feeling capable of completing tasks according to goals, and social relationships, if communicated effectively, not only impacts short-term performance, but also fosters life skills



and long-term motivation in athletes.

Recent research reinforces this link. Positive coach-athlete relationships, mediated by social support and communication, are strongly associated with psychological well-being and motivation (Simons et al., 2023). Researchers also add that intrinsic motivation plays a crucial role as a mediator between the influence of coach communication and athlete motivation (Zeng et al., 2024). Other researchers have also shown that communication built on trust and mutual respect can improve training quality and reduce athlete fatigue during training (Jiahao et al., 2024).

Recent research reinforces the view that a positive coach-athlete relationship, grounded in social support and effective communication, is strongly linked to the athlete's psychological well-being and motivation. The social support provided by the coach not only serves as a source of emotional and instrumental support, but also creates a sense of being valued and cared for, a crucial foundation for the athlete's mental health.

Effective communication, whether in the form of clear instructions or positive feedback, can strengthen interpersonal bonds and build trust. From a sport psychology perspective, social support relationships and good communication can fulfill athletes' psychological needs, such as belonging, competence, and autonomy, which can ultimately foster intrinsic motivation and improve athletes' long-term performance.

Several researchers have stated that intrinsic motivation has an important role in bridging the influence of coach communication on athlete motivation. Effective Communication from a coach, whether through clear instructions, positive feedback, or emotional support, can foster self-confidence and personal satisfaction in athletes. This can foster intrinsic motivation, the drive to achieve that arises from the athlete's own desire to develop and achieve their best performance, rather than solely from pressure from the coach or peers.

Within this framework, intrinsic factors are the primary drivers of athlete potential. Therefore, appropriate coach communication not only directly impacts performance but also indirectly improves the athlete's internal qualities. The context of the current generation of athletes also influences communication patterns. Researchers adapted their communication style to the characteristics of the younger generation (Gen Z athletes) to more effectively maintain athlete engagement and motivation. (Landman et al., 2024).

In the context of today's developments, coach communication is closely linked to the

characteristics of the younger generation, especially Gen Z athletes who grew up in the digital age with fast and widespread access to information. Researchers have found that coaches who adapt their communication style, language, media, and messaging to their athletes tend to be more effective in building positive relationships.

These adjustments are achieved through more open and interactive communication with athletes, as well as the use of technology or digital platforms that are easy for athletes to understand. This approach not only improves understanding of the instructions given but also maintains active engagement and intrinsic motivation among athletes. This aligns with the belief that direct communication can foster a stronger relationship between coaches and athletes, ultimately increasing athletes' motivation and commitment to training and competing.

Therefore, it can be concluded that addressing psychological needs through supportive coaching communication can reduce the risk of burnout while increasing competitive motivation (Shannon et al., 2023).

## CONCLUSION

Based on the researchers' findings, it can be concluded that effective interpersonal communication between coaches and athletes involves more than just conveying technical information. Coaches are also required to build emotional bonds and psychological support for their athletes. Therefore, this positive relationship can create a conducive environment for the growth and development of futsal athletes' competitive motivation, both intrinsic and extrinsic, thereby increasing the chances of achieving optimal performance.

The core findings of this study are: meeting athletes' psychological needs, manifested through supportive coaching communication, is essential for minimizing fatigue and boosting competitive motivation. Supportive communication, including clear instructions, encouraging feedback, and emotional support, directly contributes to a sense of security, calm, and self-esteem in athletes.

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