



The Relationship Between Social Support and Push Bike Exercise Motivation

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Keywords

Social support;
Motivation;
Pushbike

Abstract

This study was motivated by differences in the levels of motivation among children aged 2–8 years in participating in push bike training at the Pushbike Academy in Purworejo, which are believed to be influenced by social support from their surroundings. The study aims to analyze the relationship between social support from parents, coaches, and peers and children's motivation for push bike sports. The study employed a mixed-methods approach with a descriptive research design. The research subjects were parents of children aged 2–8 years who participated in push bike training and coaches as supporting informants. Data collection techniques included observation, interviews, questionnaires, and documentation, while data analysis utilized descriptive statistics (SPSS) and qualitative analysis (NVivo). The results showed that social support, particularly direct involvement, emotional support, and instrumental support from parents, was significantly associated with increased motivation in children to participate in push bike training on a sustained basis. It was concluded that family social support plays a crucial role in enhancing children's motivation for physical activity from an early age.

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INTRODUCTION

Sport is a form of physical and mental activity that benefits individuals by helping them maintain and improve their health following such activities. Sport is defined as a practice aimed at training the human body, both physically and spiritually (Penjas, 2024). Generally speaking, people tend to view sport as an activity undertaken deliberately to improve or maintain physical health. Therefore, any individual engaged in physical movement can be categorised as a participant in sport (Ramadhan & Bulqini, 2018). In line with this, according to (Turang, 2021), sport has now evolved into a trend or lifestyle for the majority of the population, and has even become a primary necessity in daily life. Sport is considered a vital need because it is inseparable from the basic requirements for carrying out daily motor activities. Essentially, sport consists of a series of systematic and programmed physical movements designed to maintain and enhance motor capacity, with the primary aim of sustaining and improving an individual's quality of life (Lengkana et al., 2020).

Push Bike has seen significant growth since it was first introduced in Indonesia in mid-2010 (Azis et al., 2024). This sport falls under the category of recreational sports specifically designed for young children. Push Bike is a highly beneficial physical activity for young children, offering various challenges while creating a high level of enjoyment among participants to take part in competitions through events or championships that emphasize the 2- to 6-year-old age group, for both male and female participants (Kajian et al., 2024). According to (Yulianti et al., 2024), push bike or balance bike is a pedal-less cycling activity designed to help children develop balance, coordination, and body control skills before they learn to ride a pedal bike. This activity provides children with the opportunity to build leg muscle strength, develop gross motor skills, and boost self-confidence through safe and enjoyable movement exploration. In the context of physical education for early childhood, the push bike serves not only as a play tool but also as a learning medium that supports simultaneous physical and cognitive development (Saharia & Yudha, 2023).

Motivation is a key factor influencing children's participation in sports activities. Children with high motivation tend to be more active, enthusiastic, and consistent in attending practice sessions compared to those with low motivation (Desember et al., 2024). Children's motivation for sports is influenced by various factors, both internal and external. One external factor that plays a major role in increasing children's motivation for sports is social support from their surroundings, particularly parents, coaches, and peers (Ryan & Deci, 2020).

Social support plays a crucial role in boosting motivation for sports, especially among children who are in the midst of social and emotional development. Social support can take the form of emotional, informational, and instrumental support from parents, coaches, peers, and the surrounding community (Urhahne & Wijnia, 2023). Parents play a crucial role in guiding and supporting children in their daily lives. It is the primary responsibility of parents to create a conducive environment to optimize a child's potential, intelligence, and self-confidence, while understanding the child's developmental stages and the individual needs for developing each child's intellectual potential (Pendidikan, 2024). According to (Dini, 2022), parental support in encouraging children to participate in sports they are interested in is highly significant, particularly because parents have a major influence on children's development—whether through moral encouragement, providing necessary facilities for practice, or fostering a supportive social environment. Thus, social support functions as an external factor that reinforces children's internal motivation, encourages active participation, and enhances persistence in engaging in sports on an ongoing basis (Vienlencia, 2021).

Instrumental support is a form of social support that plays a crucial role in enhancing children's motivation, sense of security, and participation in physical activities, particularly cycling. During childhood and early adolescence, the availability of physical equipment—such as high-quality bicycles, helmets, knee pads, and other safety gear—directly influences children's comfort and confidence during physical activities. Adequate equipment not only helps reduce the risk of injury but also provides a sense of security that can boost children's courage to actively engage in sports activities (Id & Ha, 2024). Additionally, instrumental support from parents in the form of providing sports equipment demonstrates the family's attention and involvement in the child's activities, thereby strengthening both intrinsic and

extrinsic motivation for sports. (Merc et al., 2024) The availability of safe and high-quality sports equipment has a positive correlation with children's levels of physical participation, as children tend to feel more comfortable, protected, and confident when using equipment that meets safety standards. Thus, instrumental support through the provision of adequate physical equipment is a crucial element in creating a positive sports experience for children.

Previous research indicates that social support plays a crucial role in enhancing achievement motivation, both in academic and athletic contexts. A study conducted by (Wiprayana et al., n.d.) demonstrated that social support influences academic achievement motivation and athletic motivation among athletes. In line with these findings, (Prasetyo & Yunarta, 2023) also found that social support from parents, coaches, and peers significantly influences academic and athletic achievement motivation among student-athletes in Jombang Regency. In addition to social support factors, internal psychological factors also play a role in enhancing sports motivation. This is evidenced by research (Efficacy, 2023), which shows that self-efficacy has a significant influence on the achievement motivation of adolescent athletes. Furthermore, a study (Lengkana et al., 2020) revealed that peer social support and body image have a positive and significant relationship with sports motivation among members of a street workout community in Bali, contributing 38.6%, while the remainder is influenced by other factors outside the scope of the study. Additionally, a study (Olahraga et al., 2025) indicates that parental involvement plays a crucial role in enhancing motivation, skills, and athletic performance in young children, taking into account social, economic, and cultural aspects. Based on several previous studies,

Based on the results of initial observations conducted at the Academy Pushbike Purworejo, training sessions are held regularly every week with parents serving as the primary supervisors during the training process. However, some children still exhibit varying levels of motivation in participating in the training. This situation indicates that social support plays a crucial role in shaping children's sports motivation from an early age. Therefore, research on the relationship between social support and push bike sports motivation among children aged 2–8 years at the Academy Pushbike Purworejo is essential to provide an empirical understanding of the role of social support in enhancing children's sports motivation and to serve as a foundation for the development of early childhood sports training.

Based on a review of previous research, it is evident that studies examining the relationship between social support and exercise motivation in children aged 2–8 years, particularly in the context of push bike riding, remain very limited. Most prior studies have primarily focused on adolescents and adults, with research subjects engaged in competitive sports, and have not integrated the variables of social support and exercise motivation into a comprehensive analytical framework for young children. Therefore, this study is important to address the existing research gap, while strengthening the understanding of the role of family social support in enhancing sports motivation from an early age and providing practical contributions to the development of children's sports coaching in Indonesia.

The research question in this study is: Is there a relationship between social support and motivation for push bike sports among children aged 2–8 years at the Purworejo Push Bike Academy? The objective of this study is to analyze the relationship between social support provided by parents, coaches, and the social environment and motivation for push bike sports among children aged 2–8 years at the Purworejo Push Bike Academy.

METHODS

This study employs a mixed-methods approach with a descriptive research design (Setiawan, 2025). The mixed-methods approach was chosen because the study combines qualitative and quantitative data to provide a more comprehensive understanding of the relationship between social support and motivation for push-bike sports among children aged 2–8 years at the Purworejo Pushbike Academy.

The focus of this study is to examine the relationship between social support and motivation for push bike activities among children aged 2–8 years at the Purworejo Pushbike Academy. The social support examined includes emotional, instrumental, informational, and reward-based support provided by parents, coaches, and the children's social environment.

Meanwhile, children's sports motivation is assessed based on their level of enthusiasm, active engagement, perseverance, and willingness to participate in push bike training activities on an ongoing basis.

This study was conducted at the Academy Pushbike in Purworejo, Central Java. The study site was selected because it is one of the early childhood sports communities that actively organizes regular push bike training sessions. The study was conducted from February to March 2025.

The subjects of this study were children aged 2–8 years who participated in push bike activities at the Purworejo Pushbike Academy, as well as the parents and coaches involved in the training sessions, who served as supporting informants. The focus of the study was the form of social support provided to the children and their motivation to participate in push bike activities.

Data collection methods in this study included observation, interviews, questionnaires, and documentation. Direct observation was conducted of children's activities during push bike training sessions to assess their level of engagement, enthusiasm, and perseverance in physical activity. Interviews were conducted with parents and coaches to gather information regarding the forms of social support provided to the children. Questionnaires were used to measure the level of social support and the children's motivation for sports based on established research indicators. Additionally, documentation was used as supporting data in the form of activity photos, training notes, and archives of the push bike community's activities.

The validity of the data in this study was ensured through source triangulation and methodological triangulation. Source triangulation was conducted by comparing information obtained from parents, coaches, and direct observations of the children. Meanwhile, methodological triangulation was conducted by combining observation, interviews, questionnaires, and documentation to ensure that the data obtained was more valid and reliable.

The data analysis techniques used in this study were descriptive, incorporating both qualitative and quantitative methods. Interview data were analyzed using NVivo software through a process of data coding, theme identification, and mapping of relationships between categories to obtain an overview of the forms of social support and motivation for cycling among children. Meanwhile, the questionnaire data were analyzed using descriptive statistics via SPSS to determine trends in the levels of social support and push bike motivation among children aged 2–8 years at the Academy Pushbike Purworejo. The results of this analysis were then comprehensively interpreted to explain the relationship between social support and children's sports motivation.

RESULTS AND DISCUSSION

Results of the Questionnaire Analysis Using SPSS

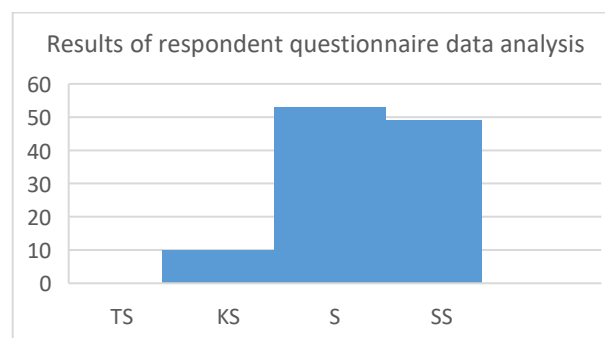
The data obtained from the questionnaire was then analyzed using SPSS software to provide an overview of the research variables. In this study, the researcher sought to examine the influence of parental and coach support on children enrolled in a pushbike club in Purworejo Regency, specifically whether such support has a significant impact on the children's development or motivation during training. The research findings, based on SPSS calculations, can be described as follows:

Table 1. Descriptive Statistics

Descriptive Statistics								
	N	Range	Min	max	mean	Std. Devi- ation	Variance	
	Statistic	Statistic	Statistic	Statistic	Statistic	Sdt. Errorr	Statistic	Statistic
yu	14	2	2	4	3.29	221	825	681
yl	14	1	2	3	2.57	137	514	264
uc	14	2	2	4	3.29	194	726	527
ul	14	2	2	4	3	182	679	462
di	14	1	2	3	2.5	139	519	269
be	14	2	2	4	3.07	165	616	379
as	14	1	3	4	3.57	137	514	264
ag	14	1	3	4	3.5	139	519	269

Based on the results of the descriptive statistical analysis of 14 respondents for the variables yu, y1, uc, ul, di, be, as, and ag, it was found that the total number of data points analyzed was 14 valid data points for each variable, with no missing data. The highest mean value was found in the as variable (3.57), followed by the ag variable (3.50), and the yu and uc variables, which each had a mean value of 3.29. Meanwhile, the variables be (3.07) and ul (3.00) fall into the moderate category, while the variables y1 (2.57) and di (2.50) show the lowest mean values compared to the other variables. In general, the range of mean values between 2.50 and 3.57 indicates that respondents' perceptions of the research indicators tend to fall into the moderate to high category.

Furthermore, the range values for all variables fall between 1 and 2, indicating that the variation in respondents' answers is relatively small. Standard deviation values ranging from 0.514 to 0.825 suggest that the data distribution is homogeneous and does not show significant deviations from the mean. Additionally, the minimum score of 2 or 3 and the maximum score of 3 or 4 indicate that respondents' responses are concentrated in the medium to high categories. Overall, the results of this descriptive analysis show that the level of social support for children in the Purworejo Regency pushbike club falls into the fairly high category and contributes positively to children's development.

**Figure 1.** Results of respondent questionnaire data analysis.

Based on the histogram above, which includes 14 questions and 8 respondents, it can be seen that the distribution of respondents' answers to the questionnaire is dominated by categories with high frequencies. Ten respondents selected "Not Very Often," 53 selected "Often," and the highest number, 49, selected "Very Often."

This indicates that the majority of respondents tend to provide answers at a high frequency. Overall, the data distribution pattern shows a positive trend, with more respondents falling into the "Often" and "Very Often" categories compared to the other

categories. The significant difference between the low and high categories indicates that the variable measured in the questionnaire has a strong level of intensity among respondents.

Results of the Interview Analysis Using NVIVO

The analysis of interview data in this study was conducted qualitatively using NVivo software to facilitate the systematic management, coding, and grouping of data. The transcribed interview data was then imported into NVivo for open coding to identify the main themes emerging from the informants' statements. Subsequently, codes with similar meanings were grouped into broader categories to form research themes relevant to the study's focus. The use of NVivo in this study helped enhance the precision of data analysis, facilitated the interpretation process, and ensured the traceability of relationships among the categories and themes derived from the interview data.

The results of the word frequency analysis show that the most frequently occurring words in the interview data are "child," "practice," "parent," "I," "champion," and "development." The prevalence of the word "child" indicates that all of the informants' narratives focused on children's participation in push-bike activities as the primary subject of the study. Meanwhile, the frequent occurrence of the word "practice" suggests that regular practice is a key factor in shaping children's motivation for sports.

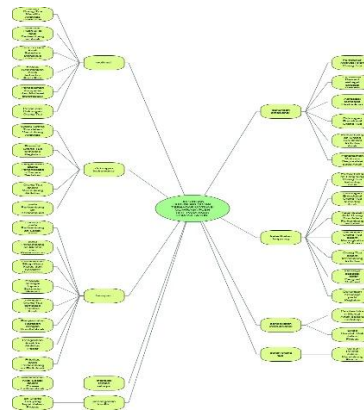


Figure 2. Mind map

The findings presented above indicate that the overall picture of the research reveals nine key elements in the study of the relationship between sports support and motivation for push-bike riding among children aged 2–8 years at the Purworejo Academy, namely: Motivation, Emotional support, Instrumental support, Direct involvement, Expectations, Instructional approach, Peer interaction, Parental role, and Conflict resolution.

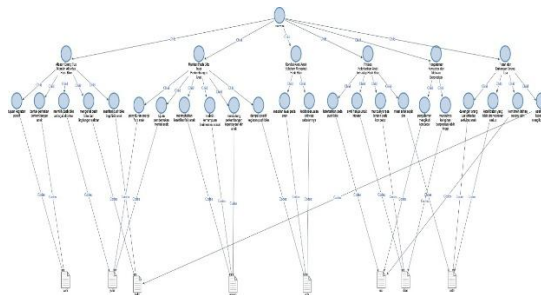


Figure 3. Project Map The relationship between motivation and social support

The results of the analysis indicate that children's motivation to participate in push bike sports is shaped by the interaction between internal factors and external factors stemming from the family environment, as well as training and competition experiences. Parental support is the most influential factor in strengthening children's motivation, while the benefits

of push bike activities and the experience of competing serve as supporting factors that reinforce children's sustained engagement in sports.

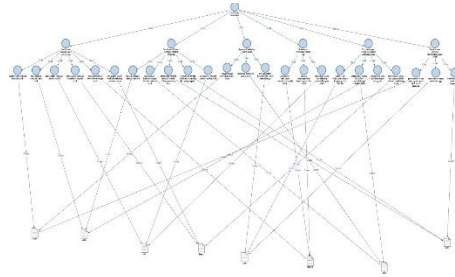


Figure 4. Project Map The relationship between emotional support and social support

The results of the analysis indicate that parental emotional support plays a significant role in enhancing children's motivation to participate in push bike activities. This support is manifested through verbal encouragement, recognition of the child's efforts, accompaniment during practice, and the instillation of positive values such as perseverance and self-confidence. Thus, parental emotional involvement is a key factor supporting the child's sustained participation in push bike activities from an early age.

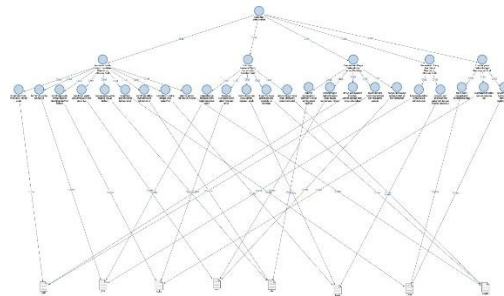


Figure 5. Project Map The relationship between instrumental support and social support

The results of the analysis indicate that parental instrumental support serves as a crucial external factor in enhancing children's motivation to participate in push bike activities. This support is not limited to providing training facilities and equipment but also includes time commitment, financial readiness, and consistent guidance throughout the training process. With adequate instrumental support, children demonstrate higher levels of participation and stronger motivation to engage in push bike sports on an ongoing basis.

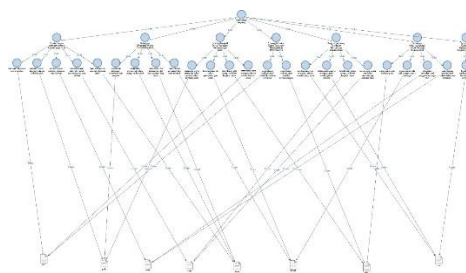


Figure 6. Project Map the relationship between direct involvement and social support

The results of the analysis indicate that direct parental involvement is a key factor contributing to increased motivation in children to participate in push bike sports. This involvement is manifested through regular supervision during practice, the provision of emotional support, monitoring of the child's progress, and family cooperation in supporting the child's sports activities on an ongoing basis. With consistent direct parental involvement,

children demonstrate higher levels of participation and stronger motivation in participating in push bike activities from an early age.

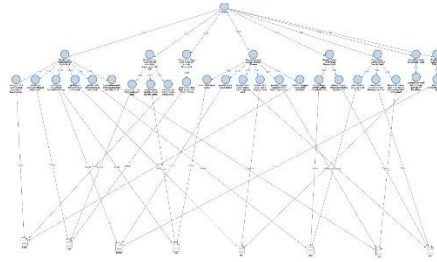


Figure 7. Project Map The relationship between hope and social support

The results of the analysis indicate that parents' expectations regarding push bike activities encompass various aspects of child development, namely social, mental, character, achievement, and physical abilities. These expectations serve as motivating factors that reinforce children's motivation to participate in push bike activities on an ongoing basis. A parental approach that prioritizes the child's developmental process demonstrates constructive support in fostering children's motivation and participation in sports activities from an early age.

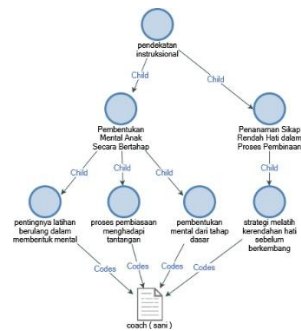


Figure 8. Project Map The relationship between instructional approaches and social support

The results of the analysis indicate that the coach's instructional approach plays a significant role in fostering children's mental resilience through progressive training, exposure to challenges, and the instillation of character values such as humility. This systematic and sustained coaching approach positively contributes to children's mental readiness to consistently participate in push bike activities from an early age.

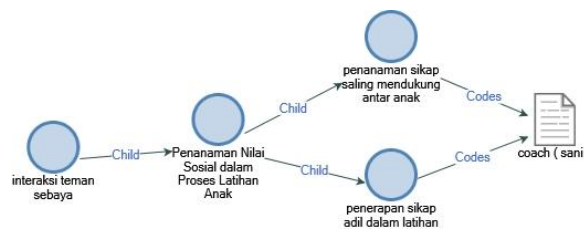


Figure 9. Project Map The relationship between peer interactions and social support

The results of the analysis indicate that peer interactions during push bike training sessions serve as a key factor in instilling social values in children, particularly in fostering attitudes of mutual support and fairness throughout the training process. Positive social interactions among children contribute to the development of social skills and enhance their comfort in participating in training activities on an ongoing basis.

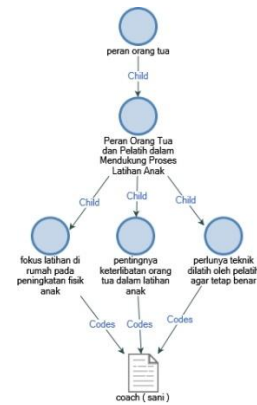


Figure 10. Project Map The relationship between parental roles and social support

The results of the analysis indicate that collaboration between parents and coaches plays a crucial role in supporting the success of children's training in push bike activities. Parents' role in providing additional practice at home and their active involvement during training sessions, supported by technical guidance from coaches, contributes to the continuous improvement of children's physical abilities and skills. With good cooperation between parents and coaches, the process of developing children's athletic skills can proceed optimally and in a focused manner from an early age.

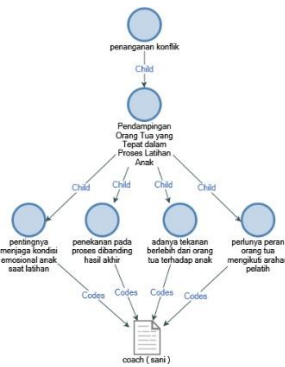


Figure 11. Project Map The relationship between conflict resolution and social support

The results of the analysis indicate that appropriate parental guidance plays a significant role in managing conflicts during children's push bike training. This guidance is reflected in efforts to maintain the child's emotional stability, an emphasis on the importance of the training process over the final outcome, the provision of appropriate attention, and good cooperation between parents and coaches. This constructive guidance approach contributes to the creation of a positive training environment and supports the development of the child's motivation to participate in sports activities on an ongoing basis.

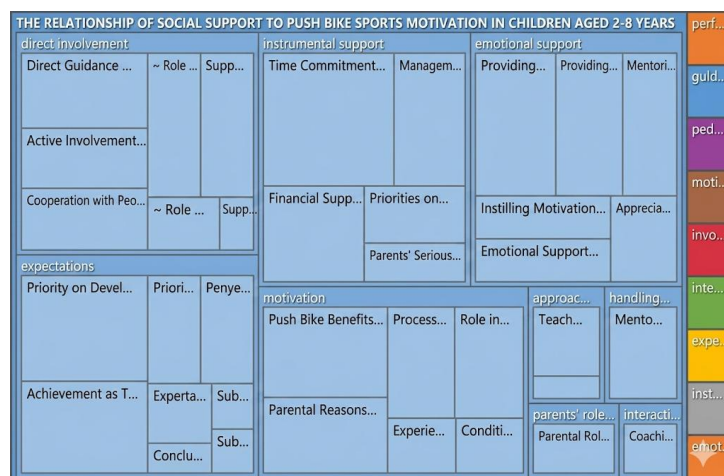


Figure 12. Hierarki Chart

Based on the results of data analysis using NVivo software through the visualization of a hierarchy chart, it was found that children's motivation to participate in push bike activities, aged 2–8 years, is influenced by several interrelated forms of social support, namely direct parental involvement, instrumental support, emotional support, and parental expectations regarding their children's development. These four aspects demonstrate a significant contribution to shaping and strengthening children's motivation to participate in push bike activities on an ongoing basis.

Direct parental involvement is one of the dominant forms of social support in enhancing children's motivation. This involvement is evident through supervision during training sessions, active engagement in the child's developmental process, and parental collaboration in supporting the child's sports activities. The direct presence of parents during training provides a sense of safety and comfort for the child, leading to higher participation in sports activities.

In addition to direct involvement, instrumental support also plays a crucial role in fostering children's motivation. Instrumental support is reflected in parents' commitment of time to accompany practice sessions, the systematic management of practice needs, the provision of practice facilities, and the priority given to their children's sports activities. Such support demonstrates parents' readiness to provide the resources and infrastructure necessary to optimally support their children's participation in push bike activities.

Emotional support from parents is also a key factor in boosting children's motivation. Emotional support is manifested through verbal encouragement, accompaniment during practice, recognition of the child's efforts, and the instillation of positive values in the sports training process. Consistent emotional support can enhance a child's self-confidence and strengthen their enthusiasm for participating in both practice sessions and competitions.

In addition, parents' expectations regarding their children's development also contribute to shaping their motivation for push bike activities. These expectations include enhancing children's social development, mental development, and self-confidence, as well as improving their physical abilities. Although some parents have expectations regarding athletic achievement, the analysis indicates that achievement is viewed more as a secondary goal, while the child's developmental process remains the primary priority in push bike activities.

The results of the NVivo analysis also indicate that children's motivation to participate in push bike activities is influenced by various other supporting factors, such as the benefits of push bike activities for child development, experiences participating in training and competitions, and the children's baseline conditions prior to engaging in sports activities. These factors suggest that children's motivation is not formed in isolation but rather results from the interaction between social support from the family environment and the children's experiences during sports activities.

The results of the NVivo hierarchy chart analysis indicate a strong relationship between parental social support and motivation for push bike sports in children aged 2–8 years. Social support provided consistently through direct involvement, instrumental support, emotional support, and realistic expectations regarding the child's development serves as a key factor in enhancing children's participation and sustaining their engagement in push bike sports activities from an early age.

CONCLUSION

Based on the results of the study, it can be concluded that social support has a significant relationship with push bike motivation among children aged 2–8 years at the Purworejo Pushbike Academy. The social support provided by parents—whether in the form of emotional support, instrumental support, or direct involvement during the training process—plays a crucial role in enhancing children's enthusiasm, self-confidence, and engagement in participating in sports activities on an ongoing basis. The results of the descriptive analysis indicate that the level of social support provided to children falls into the fairly high category, thereby making a positive contribution to the development of children's sports motivation. Additionally, the results of the interview analysis using NVivo indicate that children's motivation to participate in push bike sports is influenced by training experiences, parental involvement, the benefits of sports activities for children's development, and experiences participating in competitions. Thus, family social support is a primary factor in strengthening children's sports motivation from an early age in push bike activities. This study has a limitation in that the age range of the participants is quite broad specifically, 2 to 8 years so differences in developmental characteristics at each age stage may influence variations in children's motivation to exercise. Therefore, future research is recommended to focus on a more specific age group in order to obtain more in-depth and focused results.

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