



Parental Support in Building Children's Motivation for Pushbike Sports

Danang Sukma Prayoga^{1*}, Fery Darmanto²

¹²Universitas Negeri Semarang, Semarang, Indonesia

Keywords

Parental support;
Children's motivation;
Pushbike sport

Abstract

This study aims to analyze the role of parental support in fostering children's motivation to participate in pushbike activities in Pekalongan City. The study employs a qualitative descriptive approach supported by quantitative descriptive data. Data collection was conducted through questionnaires, interviews, observations, and documentation, involving parents and children participating in pushbike activities. Quantitative data analysis was performed using descriptive statistics with the aid of SPSS, while qualitative data analysis utilized NVivo through visualizations such as word clouds, mind maps, project maps, and hierarchy charts. The results indicate that parental support plays a significant role in enhancing children's motivation to participate in pushbike sports. Emotional support, manifested through attention, encouragement, and guidance, helps boost children's self-confidence and comfort during training and competitions. Instrumental support through the provision of facilities and training needs also contributes to children's enthusiasm for sports. Additionally, direct parental involvement, positive instructional approaches, peer interactions, and conflict resolution help create an environment that supports children's physical, social, and psychological development. Thus, parental support is a key factor in building children's motivation to participate in pushbike sports in Pekalongan City.

* Corresponding author :

E-mail: danangsukmaa2633@students.unnes.ac.id

INTRODUCTION

Parental support is a form of involvement, attention, and assistance provided to children during their growth and development, encompassing emotional, social, and physical aspects. This support can take the form of emotional, instrumental, informational, and social support that directly influences the development of a child's motivation and self-confidence (Saputri, 2022). This aligns with the view of Gao, (2024), who stated that parental support has a significant influence on children's motivation, participation, and sustained engagement in sports activities. Positive parental support creates a safe and comfortable environment for children to thrive, enabling them to feel more confident in participating in sports and other social activities (Puspita, 2024). Additionally, parental involvement that supports children's autonomy plays a role in fostering a healthy motivational climate, allowing children to enjoy the sports process without excessive pressure (Burke et al., 2023).

In the context of early childhood sports, motivation is one of the key factors determining the continuity of children's participation in training and competitions. Motivation is an internal or external drive that encourages individuals to engage in an activity and maintain their involvement in it (Wen, 2023). Motivation in young children is not only related to achieving success but is also influenced by enjoyment, positive experiences, and comfort during sports activities (Spray V. E., 2022). Children who receive positive support from their parents tend to have stronger intrinsic motivation because they feel valued, supported, and secure during training. Conversely, support that is overly demanding or coercive can cause stress and reduce children's interest in sports (Azid, 2023).

One sport that is increasingly popular among young children is the pushbike sport. Pushbike sport uses a pedal-less bicycle designed to develop children's balance, motor coordination, confidence, and movement control (Mercê et al., 2023). This sport has developed not only as a recreational activity but also as a medium for motor and social learning in early childhood. Pushbike sport is considered suitable for children's developmental characteristics because it is implemented through a fun, play-based, and non-coercive approach (Blommenstein & van der Kamp, 2022). In addition to providing physical benefits such as improved balance and body coordination, pushbike sport also contributes to children's psychological development, particularly in building self-confidence, courage to try new things, and social interaction skills with peers (Costa et al., 2021).

The role of parents in pushbike sport is essential because young children are still highly dependent on family guidance. Parents not only provide training facilities but also offer encouragement, attention, and emotional support while their children participate in sports activities. This support can influence how children perceive pushbike training, whether as an enjoyable activity or as a burden that creates stress (Fletcher, 2021). Consistent parental support can increase children's motivation to attend training sessions, take on new challenges, and sustain long-term participation in pushbike sport (Ferdows, 2022).

Based on preliminary observations conducted in the Pekalongan City pushbike community, parental involvement in supporting children's participation varies considerably. Some parents actively accompany their children during practice sessions, provide motivation, prepare equipment, and participate in competitions alongside their children. However, other parents demonstrate limited involvement due to work demands, time constraints, or economic conditions. These differences in parental support appear to influence children's enthusiasm, confidence, and consistency in participating in pushbike training. Children who receive intensive support tend to be more active, confident, and enthusiastic during training compared to those who receive less parental guidance.

Several previous studies have demonstrated that parental support significantly influences children's motivation in sports activities. Fadluoh, (2024) found that parental support positively correlates with achievement motivation in children participating in swimming. Kurniawati Y. W., (2023) reported that emotional support, recognition, and direct assistance from parents play an important role in maintaining adolescents' motivation and training consistency in badminton. Similarly, Jahrir M. Q., (2024) revealed that moral support, facilities, and parental guidance contribute to children's interest and commitment in

gymnastics. Akines, (2024) also stated that consistent support from family and coaches enhances intrinsic motivation, mental resilience, and performance among young athletes.

However, studies examining parental support and children's motivation in pushbike sport remain limited, particularly among early childhood participants. Most previous studies have focused on more popular and competitive sports such as swimming, badminton, and gymnastics, while research on pushbike sport has received little scholarly attention. In addition, prior studies have predominantly employed quantitative approaches that emphasize statistical relationships between variables without exploring the contextual experiences of children and parents in early childhood sports participation. Therefore, this study offers novelty by specifically examining the influence of parental support on children's motivation in pushbike sport within the context of early childhood participation in Pekalongan City.

Based on the discussion above, the research question of this study is: Does parental support influence children's motivation to participate in pushbike sport in Pekalongan City? This study aims to determine the influence of parental support on children's motivation to participate in pushbike sport in Pekalongan City and to describe the forms of support provided by parents during children's training activities.

The hypothesis of this study is that there is a positive relationship between parental support and children's motivation to participate in pushbike sport in Pekalongan City. The greater the parental support provided, the higher the children's motivation to participate in pushbike training and activities.

METHODS

This study employs a qualitative approach with a descriptive research design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the phenomenon of parental support in fostering children's motivation to participate in pushbike sports, based on experiences, perceptions, and social interactions observed in the field. A descriptive study was chosen to systematically describe the forms of parental support, children's motivation, and the dynamics of the relationship between parents, children, and coaches in pushbike sports activities in Pekalongan City. In addition to using a qualitative approach, this study is also supported by simple quantitative data collected through a questionnaire to strengthen the descriptive findings of the research.

The primary instrument in this study was the researcher (human instrument), who played a role in the data collection, processing, and interpretation. To support the data collection process, the researcher used supporting instruments in the form of interview guidelines, observation sheets, research questionnaires, voice recorders, photographic documentation, and field notes. The questionnaire was designed using a rating scale that included indicators of parental support and children's motivation in participating in pushbike sports. The questionnaire was distributed online via Google Forms.

The subjects of this study were parents whose children actively participated in pushbike sports in Pekalongan City, while the research focus was on the role of parental support in building children's motivation to participate in pushbike sports. The research informants consisted of 15 respondents, including 13 parents and 2 pushbike coaches. Informants were selected using purposive sampling, taking into account the parents' active involvement in their children's training activities as well as the children's experience in participating in pushbike sports.

The data in this study consists of primary and secondary data. Primary data was collected directly through in-depth interviews, observations, and the distribution of questionnaires to respondents. Interviews and observations were used to obtain qualitative data regarding the children's experiences, the forms of parental support, and their motivation during pushbike training. Meanwhile, quantitative data was obtained from the results of questionnaires filled out via Google Forms by 15 respondents. Secondary data was obtained through activity documentation, training photos, activity schedules, and other supporting documents related to the study.

Data collection methods included observation, interviews, documentation, and questionnaires. Observations were conducted directly at the pushbike training site to observe

the nature of parental support, social interactions, and children's motivation during training sessions. Interviews were conducted using a structured questionnaire designed to align with the research focus. The interviews aimed to gather information regarding the experiences, perspectives, and forms of support provided by parents to their children. The questionnaires were distributed online via Google Forms to the study participants to obtain supporting data regarding the level of parental support and children's motivation. Documentation was used as supporting data in the form of activity photos, interview recordings, and field notes throughout the research process.

Data analysis in this study was conducted using both qualitative and descriptive quantitative methods. Interview data were first transcribed verbatim, followed by data reduction, coding, thematic grouping, data presentation, and drawing conclusions. Qualitative data analysis was supported by NVivo software to facilitate the process of thematic grouping and the visualization of relationships between data categories.

Meanwhile, the questionnaire data were analyzed using the Statistical Product and Service Solutions (SPSS) software. The analyses conducted included descriptive statistical analysis and descriptive frequency analysis of respondents' answers. Descriptive statistical analysis was used to determine the minimum, maximum, mean, median, mode, standard deviation, variance, skewness, and kurtosis of the research data. Meanwhile, frequency analysis was used to identify trends in respondents' answers regarding the forms of parental support and children's motivation for participating in pushbike sports. The results of the analysis were then presented in the form of tables, histograms, and descriptive narratives to facilitate the interpretation of the research data. Data validity was ensured through source triangulation and methodological triangulation by comparing the results of interviews, observations, documentation, and questionnaires, ensuring that the data obtained possessed a high level of validity and credibility.

RESULTS AND DISCUSSION

This study was conducted to determine how parental support influences children's motivation to participate in pushbike sports in Pekalongan City. The researcher collected data on Thursday, April 3, 2026. Data collection was conducted through interviews and the distribution of questionnaires via Google Forms to 15 respondents, consisting of parents and coaches, and was supplemented by documentation. Questionnaire data were analyzed using SPSS, while interview data were analyzed using NVivo software.

Research Findings

Results of Descriptive Statistical Analysis (SPSS)

Table 1. Descriptive Statistics

Variabel	N	Range	Min	Max	Mean	Median	Mode	Std Deviation	Variance	Skewness	Kurtosis	Sum
AA	14	1	3	4	3.07	3.00	3	0.267	0.071	3.742	14.000	43
RA	14	1	3	4	3.57	4.00	4	0.514	0.264	-0.325	-2.241	50
AK	14	2	2	4	3.50	4.00	4	0.760	0.577	-3.470	0.158	49
ES	14	2	2	4	3.36	3.50	4	0.745	0.555	-0.731	-0.637	47
SN	14	2	2	4	3.29	3.00	3	0.726	0.527	-0.516	-0.732	46
LF	14	2	2	4	3.43	4.00	4	0.756	0.571	-0.967	-349	48
AM	14	1	3	4	3.57	4.00	4	0.514	0.264	-0.325	-2.241	50
MT	14	3	1	4	2.43	2.00	2	0.756	0.571	0.280	0.294	34
BK	14	1	3	4	3.79	4.00	4	0.426	0.181	-1.566	0.501	53
DP	14	1	3	4	3.50	3.50	3	0.519	0.269	0.000	-2.364	49
IT	14	1	3	4	3.43	3.00	3	0.514	0.264	0.325	-2.241	48
YS	14	1	3	4	3.79	4.00	4	0.426	0.181	-1.566	0.501	53
HT	14	2	1	3	2.57	3.00	3	0.756	0.571	-1.526	0.936	36
AD	14	1	3	4	3.50	3.50	3	0.519	0.269	0.000	-2.364	49
IV	14	1	3	4	3.71	4.00	4	0.469	0.220	-1.067	-1.034	52

Table 1 shows that the sample size (N) for each variable is 14. The minimum value ranges from 1 to 3, and the maximum value reaches 4, indicating that respondents' answers tend to fall into the moderate to high categories. The mean values for all variables range from 2.43 to 3.79. The highest mean is found in the BK and YS variables at 3.79, while the lowest mean is found in the MT variable at 2.43.

In general, a mean score close to 4 indicates that respondents gave a positive assessment of parental support in motivating children to participate in pushbike sports in Pekalongan City. This is further supported by the median and mode, which are dominated by the numbers 3 and 4, indicating a tendency for responses to fall into the high category.

Standard deviation values ranging from 0.267 to 0.760 indicate that the data distribution is relatively homogeneous and that respondents' answers are fairly consistent. Furthermore, the skewness values, which are mostly negative, indicate that the data distribution is dominated by high-value responses. The percentile results also show that the majority of respondents rated the items in the high category, particularly at the 50th and 75th percentiles, which fall within the range of 3 to 4.

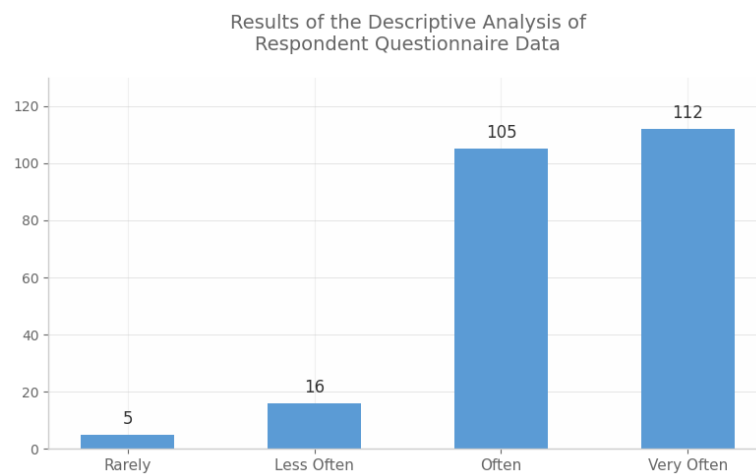


Figure 1. Descriptive Analysis of Respondent Questionnaire Data

Based on **Figure 1**, which presents the results of the descriptive analysis of questionnaire data from 15 respondents and 14 questions, it can be seen that the distribution of respondents' answers is dominated by categories with high frequencies. In detail, the total number of responses in the "not often" category was 5, in the "not very often" category was 16, in the "often" category was 105, and in the "very often" category was 112.

Results of Data Visualization Analysis (NVivo)

Word Cloud Frequency



Figure 2. Word Frequency

Based on the results of the interview data analysis using features in the NVivo software shown in **Figure 2**, one of the features used to display data visually is the Word Frequency Query. This feature helps researchers identify the words that appear most frequently and hold significant meaning in the study. During data collection, a set of words was obtained and displayed in a visual form (word cloud). The word "child" was the most dominant word and was frequently mentioned by the informants. In addition, there were other words that also appeared quite frequently, such as "that", "if", "I", "which", "person", "training", "play", "parents", "cost", "competition", and "activity".

Mind Map

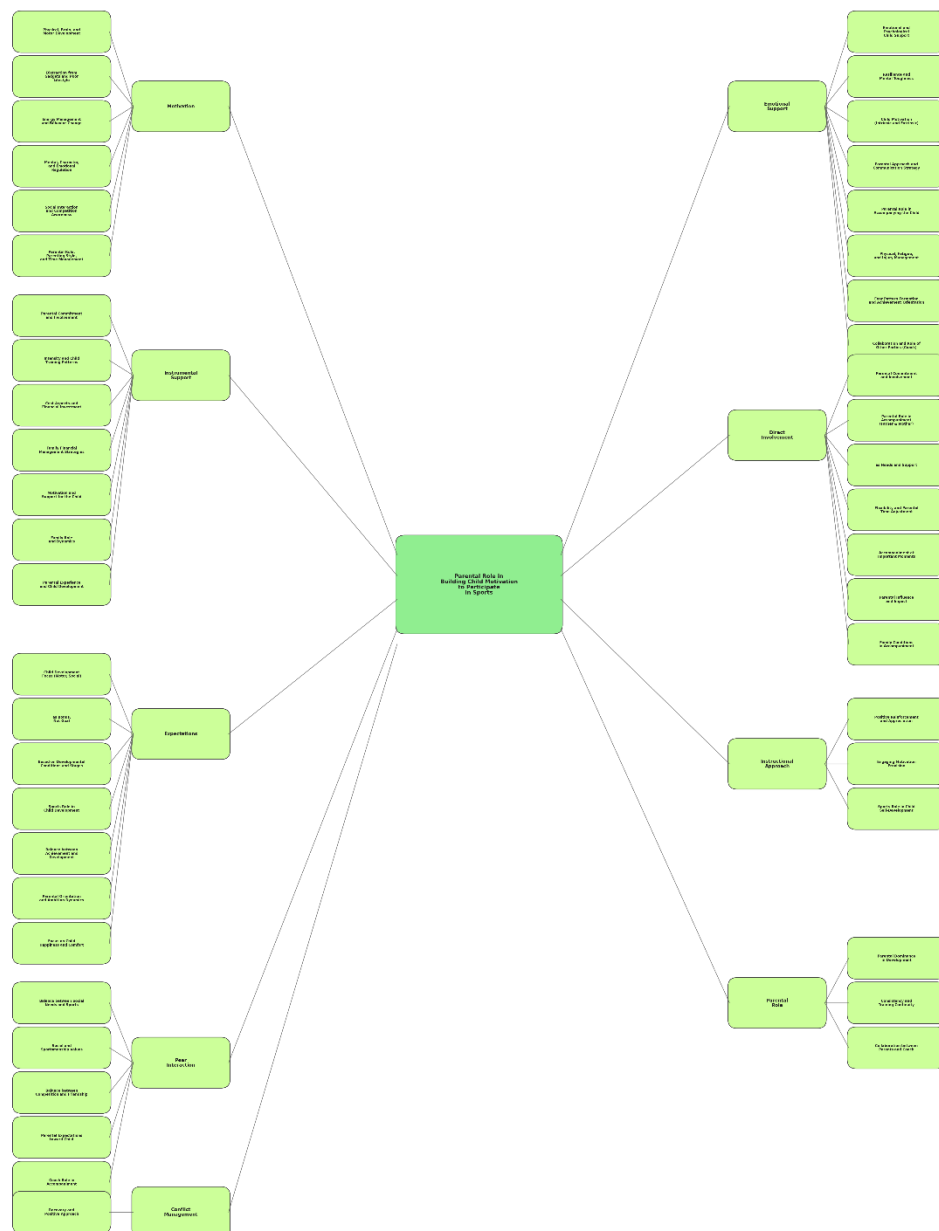


Figure 3. Mind Map

Based on **Figure 3**, it is evident that the relationship between social support and children's motivation to participate in pushbike sports in Pekalongan City is composed of several interrelated elements. The visualization illustrates nine key elements in this study:

motivation, emotional support, instrumental support, direct involvement, expectations, instructional approach, peer interaction, parental role, and conflict resolution. All of these elements are interconnected in shaping children's motivation to participate in pushbike sports. These results indicate that children's motivation is influenced not only by internal factors but also by social support from parents, coaches, and the surrounding environment, which play a crucial role in fostering children's development and enthusiasm for sports.

Project Map 1 (Motivation)

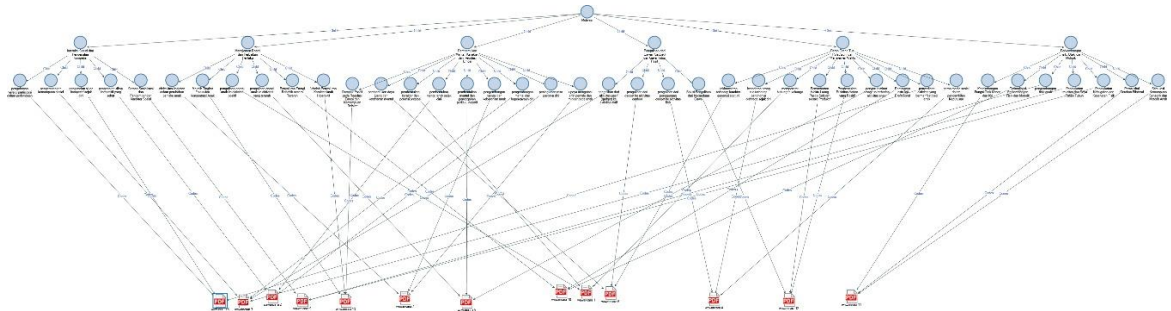


Figure 4. Project Map 1 (Motivation)

The results of the Motivation Project Map visualization in Figure 4 show that children's motivation to participate in pushbike sports is influenced by enjoyment, enthusiasm for training, a desire to compete, and parental support. Children's motivation appears to increase when parents show interest in and appreciate their children's progress in pushbike sports.

Project Map 2 (Emotional Support)

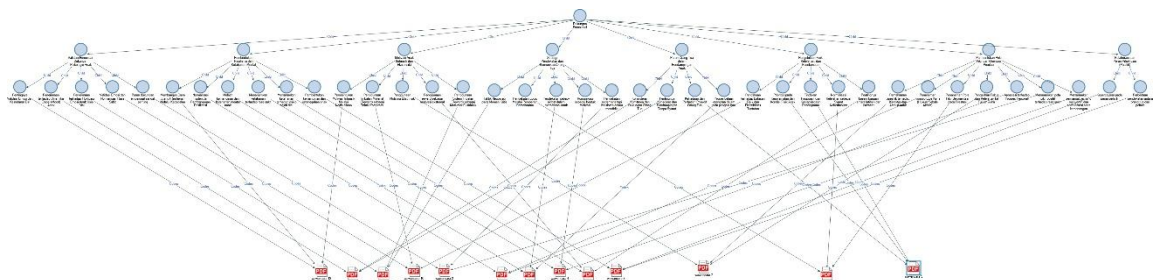


Figure 5. Project Map 3 (Emotional Support)

As shown in **Figure 5**, parents provide support through attention, motivation, guidance, and a sense of security to their children while they participate in pushbike activities. This emotional support plays a role in boosting self-confidence, maintaining the children's psychological well-being, and aiding in character development and emotional regulation. These findings indicate that parents' emotional involvement plays a crucial role in supporting children's motivation and development in pushbike activities.

Project Map 3 (Instrumental Support)

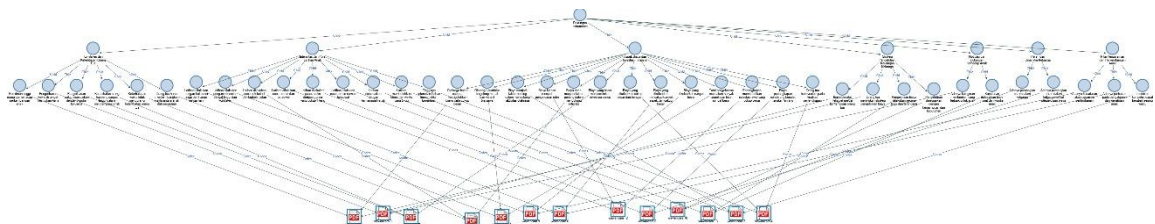


Figure 6. Project Map 2 (Instrumental Support)

As shown in **Figure 6**, parents play a crucial role in supporting their children's pushbike activities by providing the necessary resources for training and competitions. This support includes providing sports facilities, arranging training schedules, covering costs, and being involved in decision-making regarding their children's activities. These results indicate that instrumental support is not limited to material assistance but also encompasses parents' consistent commitment and involvement in fostering their children's development and motivation to participate in pushbike sports.

Project Map 4 (Direct Involvement)

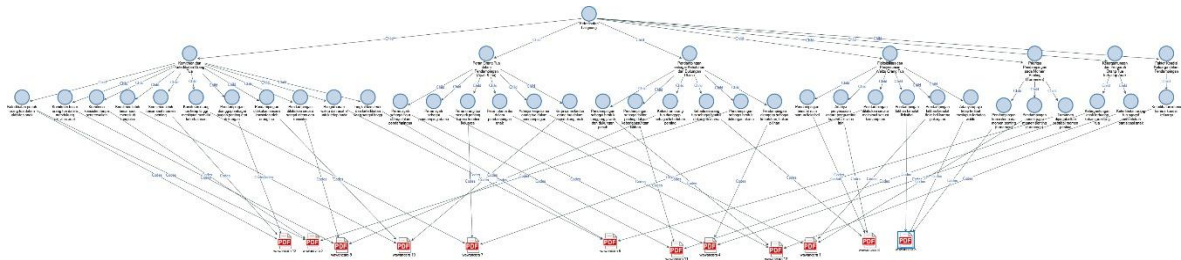


Figure 7. Project Map 4 (Direct Involvement)

As shown in **Figure 7**, parents are actively involved in their children's pushbike activities, such as accompanying them during practice and competitions, providing guidance, and organizing their children's activities. This involvement demonstrates parents' commitment to supporting their children's development and well-being while they participate in the sport. These findings confirm that direct parental involvement plays a crucial role in boosting children's enthusiasm, motivation, and consistency in training.

Project Map 5 (Hope)

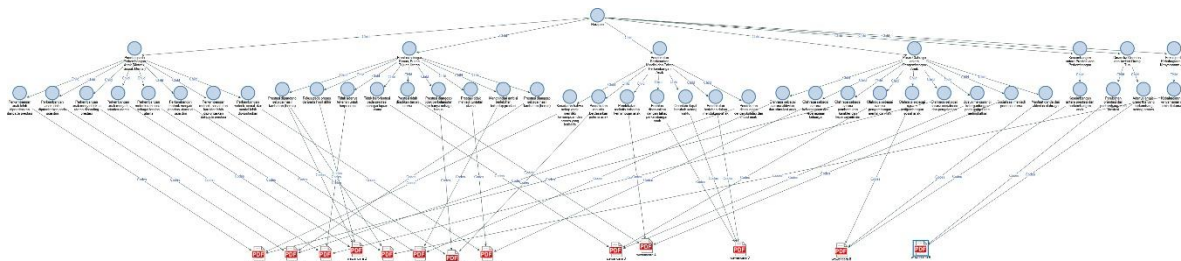
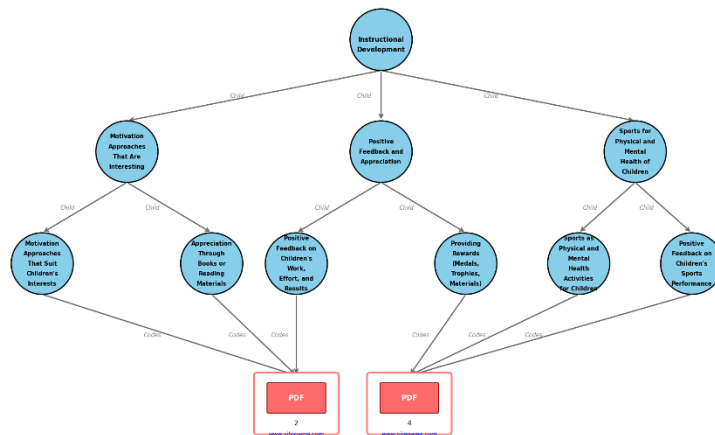
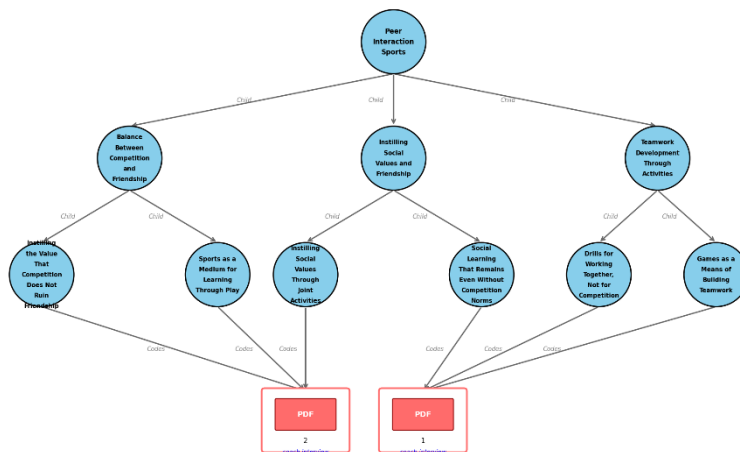


Figure 8. Project Map 5 (Hope)

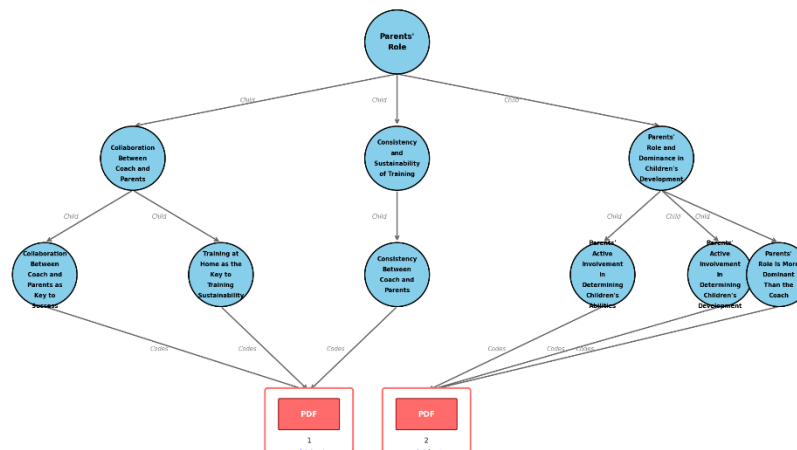
As shown in **Figure 8**, parents have expectations regarding their children's development in pushbike sports, not only in terms of athletic achievement but also in terms of the development of their motor, mental, and social skills, as well as character building. Parents place greater emphasis on the process and the children's experiences during their participation in the sport rather than solely on the final results. These findings indicate that parental expectations serve as a form of support that plays a role in fostering children's motivation and overall development.

Project Map 6 (Instructional Approach)**Figure 9.** Project Map 6 (Instructional Approach)

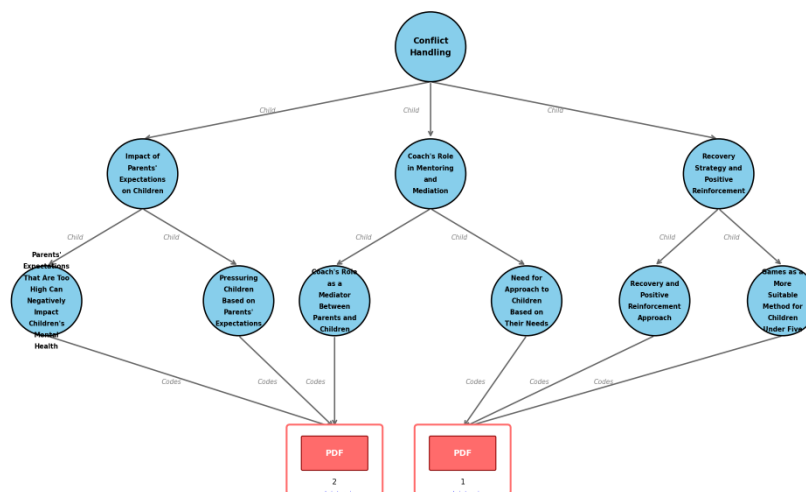
As shown in **Figure 9**, it is evident that coaches and parents employ a motivational and enjoyable approach when guiding children in pushbike activities. This approach involves providing guidance, positive reinforcement, and appreciation, as well as fostering a comfortable training environment to keep children enthusiastic about practicing. These results indicate that the right instructional approach not only helps improve children's skills but also plays a role in building their self-confidence and motivation in participating in pushbike sports.

Project Map 7 (Peer Interaction)**Figure 10.** Project Map 7 (Peer Interaction)

As shown in **Figure 10**, social interactions among children during pushbike activities play a crucial role in fostering their motivation and sense of comfort during both training and competition. These interactions create a fun and enjoyable playing environment, foster a sense of camaraderie, and help children learn to compete in a healthy manner. These findings indicate that peer interactions not only support children's social development but also enhance their enthusiasm and engagement in pushbike sports.

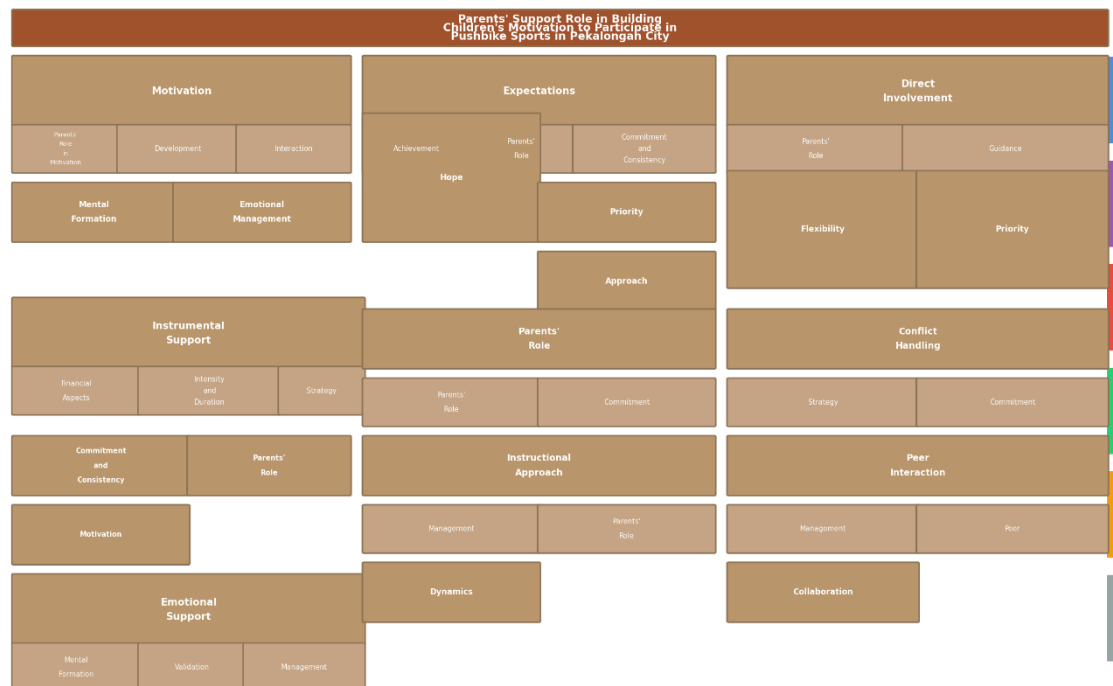
Project Map 8 (The Role of Parents)**Figure 11.** Project Map 8 (The Role of Parents)

As shown in **Figure 11**, parents play a crucial role in supporting their children's development in pushbike sports. This role is demonstrated through guidance, motivation, supervision of training, and collaboration with coaches to support the children's development. These findings indicate that active and consistent parental involvement is a key factor in fostering motivation, skill development, and the continuity of children's sports activities.

Project Map 9 (Conflict Resolution)**Figure 12.** Project Map 9 (Conflict Resolution)

Based on **Figure 12**, it appears that conflicts in pushbike sports activities generally arise due to parents' high expectations regarding their children's achievements. This situation can affect children's self-confidence and emotional well-being if not managed properly. In this regard, coaches and parents play a crucial role in fostering a positive approach through motivation, communication, and a pleasant training environment to ensure children remain comfortable participating in the sport. These results indicate that effective conflict management can help maintain children's motivation and psychological well-being while participating in pushbike sports.

Hierarchy Chart



Parents' Support Framework in Pushbike Sports (English Version)

Figure 12. Hierarchy Chart

Based on the results of the hierarchy chart visualization in NVivo, it appears that the themes of motivation, instrumental support, emotional support, and parental roles are the most dominant aspects in this study. Each theme is interrelated in explaining how parental support influences children's motivation to participate in pushbike sports. Additionally, other aspects such as direct involvement, expectations, instructional approaches, peer interactions, and conflict resolution also contribute to children's development. These results indicate that children's motivation in pushbike sports is influenced by various social, emotional, and environmental factors that are comprehensively interconnected.

The results of the study indicate that parental support has a strong association with children's motivation to participate in pushbike sports in Pekalongan City. Based on the results of descriptive statistical analysis using SPSS, the majority of respondents fell into the "high" category, particularly regarding emotional support, direct involvement, and instrumental support (Akines et al., 2025). This indicates that parents play a crucial role in supporting their children's sports activities, whether through attention, motivation, guidance, or the provision of sports facilities (Jahrir et al., 2024).

The results of data visualization analysis using NVivo also reinforce these findings. In the word cloud visualization, words such as "anak," "orang tua," "latihan," "kompetisi," and "motivasi" emerged as the most dominant terms. These findings indicate that children's motivation to participate in pushbike sports is significantly influenced by parental involvement and the children's experiences during both training and competition. Additionally, the mind map results indicate that there are several key interrelated factors shaping children's motivation, namely motivation, emotional support, instrumental support, direct involvement, expectations, instructional approach, peer interaction, parental role, and conflict resolution.

In terms of emotional support, the study findings indicate that parental attention, encouragement, and guidance can boost children's self-confidence and maintain their

emotional well-being while participating in pushbike sports. Positive emotional support makes children feel more comfortable, secure, and motivated during training sessions and competitions. Parental emotional involvement through attention, support, and good communication has been shown to help improve children's motivation and mental development in sports activities (Kurniawan & Setiyowati, 2025). These findings indicate that parental emotional support plays a significant role in shaping children's motivation and self-confidence in sports.

In addition to emotional support, instrumental support is also a key factor in fostering children's motivation. Parents provide support by supplying push bikes, safety gear, covering training costs, and meeting competition-related needs. Such support helps children participate in sports activities more comfortably and effectively (Kurniawan & Setiyowati, 2025). This indicates that support in the form of facilities and training needs contributes to the continuity of children's sports activities.

Parents' direct involvement is evident through their presence during practices and competitions, their provision of guidance, and their management of their children's activities while participating in pushbike sports. This involvement demonstrates parents' commitment to consistently supporting their children's development. The direct presence of parents can provide a sense of security, boost enthusiasm, and help build children's motivation in participating in sports activities and the learning process (Adevita & Widodo, 2022). These findings indicate that active parental involvement has a significant influence on children's mental development and motivation in sports.

The research findings also indicate that parents' expectations for their children focus not only on academic achievement but also on the children's character, mental, and social development. Parents place greater emphasis on the process and experiences their children gain while participating in sports. Thus, pushbike sports are viewed not only as a competitive activity but also as a means of character building and child development (Kurniawati, 2023). In terms of instructional approach, coaches and parents employ training methods that are enjoyable and motivational. This approach is implemented through guidance, positive reinforcement, and appreciation of the child's progress. A comfortable training environment fosters greater confidence and enthusiasm in children as they participate in sports activities (Rodrigues et al., 2023).

Peer interactions are also a key factor influencing children's motivation, as peer relationships play a crucial role in shaping motivation and the quality of sports experiences among young athletes. Children who interact with peers in the same age group show positive improvements in task-oriented focus and self-confidence in sports. According to Smith & Mellano, (2022), social interaction in sports helps children learn to cooperate, socialize, and understand important values such as teamwork, healthy competition, and sportsmanship, which they then carry over into various aspects of their lives.

Furthermore, research findings indicate that parents play a highly significant role in supporting their children's development, providing material, emotional, organizational, and financial support to enable their children to participate in sports activities. Parents serve not only as companions but also as motivators, facilitators, and liaisons—acting as primary advocates, agents of socialization, providers and interpreters of experiences, models of appropriate behavior, and reinforcers of positive values in sports. Collaboration between parents and coaches is a critical factor in creating a conducive training environment, as parents and coaches must actively work together to provide a high-quality sports experience for young athletes. In this regard, open, honest, and consistent communication among coaches, parents, and athletes is considered crucial for fostering a positive environment for children's development (Azimi et al., 2025).

Regarding conflict management, it was found that pressure or conflict generally arises from parents' high expectations regarding their children's achievements, where parental pressure can be defined as behavior that children perceive as high, unrealistic, or even unattainable expectations. High parental pressure has been shown to be positively associated with children's stress and negatively associated with their motivation and enjoyment of sports. Therefore, a positive approach through appropriate parental communication and support is

necessary, as research indicates that good parental support is associated with higher levels of enjoyment and lower levels of stress among young athletes (McCarthy, 2025).

Overall, the study findings indicate that children's motivation to participate in pushbike sports is influenced by various interrelated factors, particularly parental support, the social environment, and the training approach employed. Emotional support, instrumental support, direct involvement, and active parental participation are key factors in fostering motivation, self-confidence, and children's development in pushbike sports in Pekalongan City.

CONCLUSION

Based on the research findings, it can be concluded that parental support plays an important role in building children's motivation to participate in pushbike sports in Pekalongan City. This support is demonstrated through emotional support, instrumental support, direct involvement, instructional approaches, parental expectations, peer interactions, and conflict resolution during training sessions and competitions. The results of the descriptive statistical analysis indicate that respondents tend to rate parental support for their children's sports activities highly.

In addition, the results of data visualization analysis using NVivo show that children's motivation is influenced by various interrelated social and environmental factors. Emotional support in the form of attention, encouragement, and guidance can boost children's self-confidence and comfort in participating in pushbike sports. Instrumental support through the provision of facilities and training equipment also helps boost children's enthusiasm for sports. Direct parental involvement, social relationships with peers, and a positive training approach all contribute to creating an environment that supports children's mental and social development as well as their motivation. Thus, the role of parents is a key factor in supporting children's development and motivation to participate in pushbike sports to the fullest.

REFERENCES

- Adevita, M., & Widodo. (2022). Peran Orang Tua pada Motivasi Belajar Anak dalam Pembelajaran Daring di Masa Pandemi COVID-19. *JPUS: Jurnal Pendidikan Untuk Semua*, 6(1), 29–45. <https://doi.org/10.26740/jpus.v6n1.p29-45>
- Akines, S. A. (2024). Family and Coach Support on Motivation and Performance in Adolescent Athletes: A Systematic Review. *Majalah Ilmiah Fisioterapi Indonesia*, 13(3), 377. <https://doi.org/10.24843/mifi.000000377>
- Akines, S. A., Riesky, A., Marchintya, L., Putri, O., Pasek, I. G., & Bhuana, W. (2025). *Family and Coach Support on Motivation and Performance in Adolescent Athletes : A Systematic Review*. 13(3), 575–579.
- Azid, M. B. B. A. et al. (2023). Intrinsic and Extrinsic Motivation in Sports. *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v12-i3/18460>
- Azimi, S., Sutcliffe, J., & Tamminen, K. (2025). Exploring the development of coach-parent relationships in organized competitive youth team sports. *PLOS ONE*, 20(12). <https://doi.org/10.1371/journal.pone.0333559>
- Blommenstein, B., & van der Kamp, J. (2022). Mastering balance: The use of balance bicycles promotes the development of independent cycling. *British Journal of Developmental Psychology*, 40(2), 242–253. <https://doi.org/10.1111/bjdp.12409>
- Burke, S., Sharp, L.-A., Woods, D., & Paradis, K. F. (2023). Advancing a grounded theory of parental support in competitive girls' golf. *Psychology of Sport and Exercise*, 66, 102400. <https://doi.org/https://doi.org/10.1016/j.psychsport.2023.102400>
- Costa, S., Costa, S., Bianco, A., Polizzi, V., & Alesi, M. (2021). Happiness in Physical Activity: A Longitudinal Examination of Children Motivation and Negative Affect in Physical Activity. *Journal of Happiness Studies*, 22(4), 1643–1655. <https://doi.org/10.1007/S10902-020-00289-7>
- Fadluoh, F. M. et al. (2024). Parental Support and Young Children's Achievement Motivation in Sports: A Correlation Study in Swimming. *Jurnal Sains Keolahragaan Dan Kesehatan*, 9(1), 87–99. <https://doi.org/10.5614/jskk.2024.9.1.8>
- Ferdows, N. B. (2022). The Effects of Parents' and Their Children's Characteristics on Parental Involvement in Sport. *Journal of Family Issues*. <https://doi.org/10.1177/0192513x221106739>
- Fletcher, T. H. (2021). *Examining the role and significance of parental support on children's uptake of sport* (hal. 115–126). Routledge. <https://doi.org/10.4324/9780429323300-12>
- Gao, Z. et al. (2024). The role of parents in the motivation of young athletes: a systematic review. *Frontiers in Psychology*, (online), 1291711. <https://doi.org/10.3389/fpsyg.2023.1291711>

- Jahrir M. Q., A. S. & H. (2024). Peran Orang Tua dalam Meningkatkan Prestasi Anak pada Olahraga Senam. *Jurnal Dunia Pendidikan*, 4(3), 1435–1444. <https://doi.org/10.55081/jurdip.v4i3.2095>
- Jahrir, A. S., Hasyim, M. Q., Makassar, U. N., Wijaya, J., No, K., Rappocini, K., & Makassar, K. (2024). *Jurnal dunia pendidikan*. 4, 1435–1444.
- Kurniawan, A., & Setiyowati, N. (2025). *SOCIAL SUPPORT IN MODERATING ATHLETES ' SELF- EFFICACY AND ACHIEVEMENT MOTIVATION : A DUKUNGAN SOSIAL DALAM MEMODERASI SELF EFFICACY DAN MOTIVASI BERPRESTASI ATLET : SYSTEMATIC*. 24(1), 81–92.
- Kurniawati Y. W., A. & S. (2023). Dukungan Orang Tua pada Remaja Berprestasi Bulutangkis. *Character J. Penelit. Psikol.*, 10(3), 251–267. <https://ejournal.unesa.ac.id/index.php/character/article/view/54272>
- Kurniawati, F. (2023). *Program Intervensi pada Anak dengan Separation Anxiety Disorder*. 7(1), 439–454. <https://doi.org/10.31004/obsesi.v7i1.2415>
- McCarthy, P. (2025). *Parental Support in Youth Sports: How to Encourage Without Pressuring Your Young Athlete*. <https://www.drpaulmccarthy.com/post/parental-support-in-youth-sports-how-to-encourage-without-pressuring-your-young-athlete>
- Mercê, C., Davids, K., Catela, D., Ac Branco, M., Correia, V., & Cordovil, R. (2023). Learning to cycle: a constraint-led intervention programme using different cycling task constraints. *Physical Education and Sport Pedagogy*, 1–14. <https://doi.org/10.1080/17408989.2023.2185599>
- Puspita, R. et al. (2024). Peran Dukungan Orang Tua dalam Meningkatkan Motivasi Belajar Siswa Pendidikan Menengah. *Jurnal Edukasi Riset dan Didaktik*, 1(2), 51–63. <https://doi.org/10.62379/jerd.v1i2.41>
- Rodrigues, F., Monteiro, D., Teixeira, D. S., & Cid, L. (2023). Positive coaching and motivational climate in youth sports: Implications for young athletes' motivation and enjoyment. *International Journal of Environmental Research and Public Health*, 20(3). <https://doi.org/10.3390/ijerph20032011>
- Saputri, A. D. et al. (2022). The Role of Parental Support on Learning Motivation of Elementary School Students. *Mimbar PGSD Undiksha*, 10(3). <https://doi.org/10.23887/jjgsd.v10i3.51036>
- Smith, A. L., & Mellano, K. T. (2022). Three Ways That Peers Matter in Youth Sport. *Frontiers for Young Minds*, 10. <https://doi.org/10.3389/frym.2022.685811>
- Spray V. E., C. M. & W. (2022). What Motivates Young Athletes to Play Sport? *Frontiers for Young Minds*, 10. <https://doi.org/10.3389/frym.2022.686291>
- Wen, F. (2023). *Intrinsic Motivation and Goals* (hal. 303–311). Elsevier. <https://doi.org/10.1016/B978-0-323-91497-0.00022-9>