



Parental Social Support for Children Participating in Push Bike Sports

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Keywords

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Abstract

This study aims to explore and describe parental social support for children participating in push bike sports in Pati Regency. This study uses a mixed-methods approach combining quantitative and qualitative methods. The research sample consisted of 15 children aged 2-5 years who actively participated in push bike training and competitions and were accompanied by their parents. The data collection techniques used were questionnaires and structured interviews. Quantitative data were analyzed using SPSS through descriptive statistical techniques, including mean, percentage, standard deviation, and graphical presentations. Interview data were analyzed using NVivo through transcription, thematic coding, and data visualization using Word Frequency Query and Project Map. The findings indicate that children participating in push bike sports receive high levels of social support from parents, coaches, and peers. The descriptive statistics show a mean of 45.71 and a social support percentage of 84.64%, which falls within the high category. Emotional support emerged as the most dominant aspect, contributing to children's sense of security, comfort, and confidence during training and competitions. Furthermore, instrumental support, such as providing facilities, funding, and training assistance, also contributes to the sustainability of children's sports activities.

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INTRODUCTION

Sport is a physical activity that plays a vital role in supporting children's physical, psychological, and social development (Hasan et al., 2025; Sari et al., 2024). At an early age, sports activities not only improve physical fitness but also foster character, motor skills, and emotional development (Mulyana et al., 2024; Agisah et al., 2025). Through sports, children can learn courage, discipline, cooperation, and the ability to interact with their social environment, thereby building their self-confidence. The purpose of sports activities for children is to introduce them to sports experiences, improve physical skills, and build self-confidence (Salsabila & Pratama, 2025).

Push biking is a rapidly growing form of physical activity among children. Along with the development of sports and technological advancements, Push Bike has experienced growth, first entering Indonesia in the mid-2010s. Push Bike is an extraordinary sport for young children, offering various obstacles while simultaneously creating a high level of enjoyment among participants, as they compete through events or events that prioritize several age categories, including boys and girls, aged 2–6 (Aziz et al., 2024; Rahmadhanti & Putro, 2024). Children who learn to ride a bicycle at an early age often use exercise bikes, as they are easier to handle than conventional bicycles, such as bicycles with training wheels or balance bikes without pedals (Brantasari, 2020).

In addition to physical abilities, children require psychological and social support to participate actively in sports. Supportive environments can foster motivation, comfort, confidence, and positive experiences during sports participation (Millah & Pratama, 2025). Self-confidence is an individual's belief in their ability to perform an action and achieve a specific goal. Children with high self-confidence tend to be more willing to take on new challenges, are better able to interact socially, and are less likely to feel fearful or anxious when facing competition. Conversely, low self-confidence can lead to children feeling hesitant, less willing to perform, and giving up easily when faced with difficulties in sports (Nisa & Zunairoh, 2022; Prasetya et al., 2024).

Various factors, including social support, influence a child's self-confidence. Social support is a form of attention, assistance, appreciation, and emotional support provided by those around them, such as parents, coaches, peers, and the community (Fahdani & Pratama, 2025). According to Jahrir & Hasyim, (2024), in the context of early childhood sports, social support plays a crucial role because children are still in the early stages of emotional and social development, requiring guidance from their immediate environment. Positive social support can help children feel valued, secure, and motivated to participate in sports activities.

The role of parents is one of the most dominant forms of social support in push bike sports. Parents not only provide facilities and training needs but also act as companions, providing motivation, attention, and a sense of security to children during training and competitions (Cahyo Yuwono et al., 2024; Kurniawati & Satwika, 2023). Unlike many other sports such as soccer or basketball, where parents generally observe from the sidelines, parents in push bike activities are often directly present near the track during training and competitions. This close physical proximity enables immediate emotional support and encouragement, making parental social support a distinctive factor in shaping children's self-confidence. Self-confidence is crucial to develop from an early age, as it supports a child's social development, which can impact other areas of development, including cognitive, physical-motor, language, and social-emotional (Febrianti & Hamzah, 2021). Social support from parents, coaches, and peers plays a strategic role in shaping a child's motivation, self-confidence, and motor development during push bike training and competitions.

Previous research has shown that social support is closely linked to the psychological aspects of sports activities. A study by (Siregar, 2020), entitled "The Relationship between Social Support and Self-Confidence in Martial Arts Athletes at PPLP North Sumatra," demonstrated a significant positive relationship between social support and athletes' self-confidence. This study explains that social acceptance from the surrounding environment also influences a person's level of self-confidence. Furthermore, a study by (Alamsyah et al., 2023), "The Relationship between Self-Confidence and Achievement Motivation in Futsal in Futsal Players in Medan," demonstrated a significant relationship between self-confidence and

achievement motivation. The results of this study indicate that the higher an individual's self-confidence, the higher their motivation to achieve.

However, research specifically exploring the forms and roles of social support in early childhood push bike sports remains limited. Most previous studies have focused on social support for adolescent athletes or other sports, so studies on push biking in early childhood still need further development. Therefore, this study aims to explore the forms and roles of social support received by children participating in push bike sports in Pati Regency.

METHODS

This study employed a mixed methods approach, combining quantitative and qualitative methods. The quantitative approach was used to describe the level of social support received by children participating in push bike sports. Meanwhile, the qualitative approach was used to obtain more in-depth information regarding the forms of social support provided by parents, coaches, and the surrounding community. This study was conducted in a pushbike sports community in Pati Regency. The sampling technique used was purposive sampling, which involves selecting a population with specific criteria. The sampling criteria were children aged 2-5 years who were actively participating in training, had competed, and were accompanied by their parents during training. The sample size was 15 children.

The research instruments used were questionnaires and interview guides. The first stage involved collecting quantitative data through questionnaires completed by parents who accompanied their children during push bike training and competitions. The second stage involved collecting qualitative data through structured interviews to strengthen and clarify the quantitative research results. Quantitative data were analyzed using SPSS through descriptive statistical techniques, including mean, median, mode, percentage, standard deviation, variance, and graphical presentations. Interview data were analyzed using NVivo through transcription, thematic coding, and data visualization using Word Frequency Query and Project Map.

RESULTS AND DISCUSSION

This study aims to describe and explore parental social support for children participating in push bike sports in Pati Regency.

Table 1. Descriptive Statistics of Parental Social Support

Variabel	Range	Min	Max	Mean	Std. Error	Median	Mode	Std. Deviation	Variance	Sum
Y	2	2	4	3.21	0.155	3.00	3	0.579	0.335	45
D	2	2	4	3.29	0.163	3.00	3	0.611	0.374	46
DA	2	2	4	3.29	0.163	3.00	3	0.611	0.374	46
R	2	2	4	3.64	0.169	4.00	4	0.633	0.401	51
P	2	2	4	3.36	0.199	3.50	4	0.745	0.555	47
DP	2	2	4	3.36	0.169	3.00	3	0.633	0.401	47
LA	2	2	4	3.43	0.202	4.00	4	0.756	0.571	48
RA	3	1	4	3.00	0.257	3.00	3	0.961	0.923	42
C	2	2	4	3.64	0.169	4.00	4	0.633	0.401	51
IF	2	2	4	3.43	0.173	3.50	4	0.646	0.418	48
DS	3	1	4	3.36	0.225	3.50	4	0.842	0.709	47
AA	2	2	4	3.36	0.169	3.00	3	0.633	0.401	47
RK	2	2	4	3.50	0.174	4.00	4	0.650	0.423	49
EW	3	1	4	3.29	0.244	3.50	4	0.914	0.835	46
L	3	1	4	3.21	0.239	3.00	3	0.893	0.797	45
NM	3	1	4	3.29	0.221	3.00	3	0.825	0.681	46
V	2	2	4	3.57	0.173	4.00	4	0.646	0.418	50

Based on the descriptive statistics table, all variables were analyzed using data from 15 respondents with minimum scores ranging from 1 to 2 and a maximum score of 4 for all variables. The mean values ranged from 3.00 to 3.64, indicating that respondents generally provided relatively high responses across all indicators. Sample R and C had the highest mean score of 3.64, followed by variable V with 3.57 and RK with 3.50, while RA showed the lowest mean value of 3.00. The standard deviation values ranged from 0.579 to 0.961, suggesting that the data distribution was relatively homogeneous with low variability among respondents' answers. In addition, most variables showed negative skewness values, indicating that responses tended to cluster at higher scores, although several sample such as Y and D had positive skewness values, reflecting a concentration of responses at lower scores. The kurtosis values varied between negative and positive values, indicating differences in the sharpness of data distribution across variables. Overall, the descriptive statistical analysis demonstrates that respondents' answers tended to be stable and dominated by moderate to high scores across all research variables.

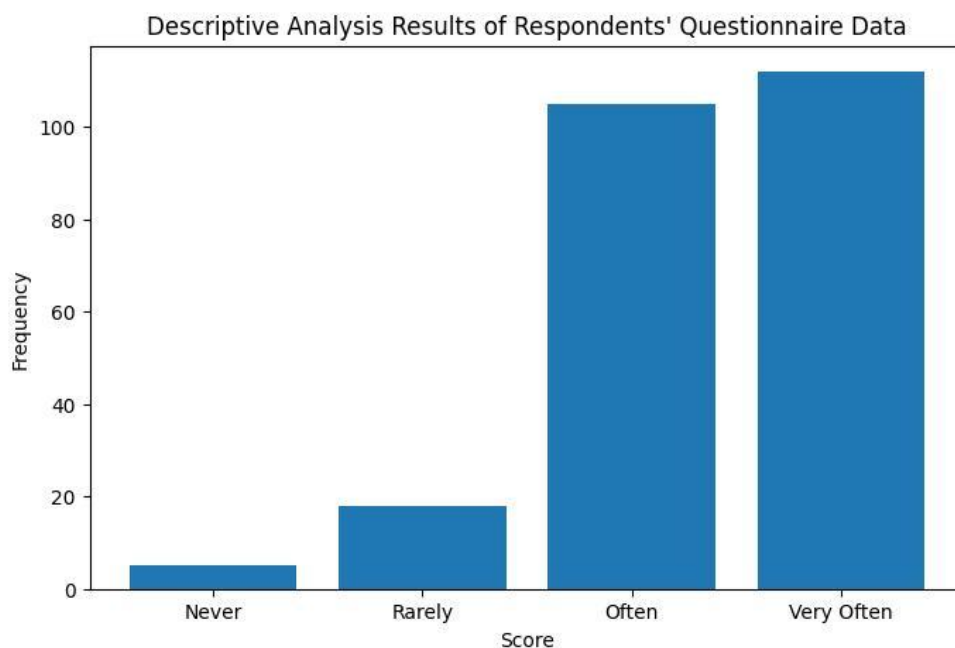


Figure 1. Descriptive Results of Respondent Response Frequency

Based on the histogram diagram above, with 14 questions and 15 respondents, it can be seen that the distribution of respondents' responses to the questionnaire is dominated by high-frequency categories. Five respondents chose "Not Often," followed by 16 "Less Often," followed by 105 "Often," and the highest, 112, chose "Very Often." This indicates that most respondents tended to provide answers at a high frequency level. Overall, the data distribution pattern shows a positive trend, with more respondents falling into the "Often" and "Very Often" categories than the other categories. The significant difference between the low and high categories indicates that the variables measured in the questionnaire have a strong intensity level among respondents.

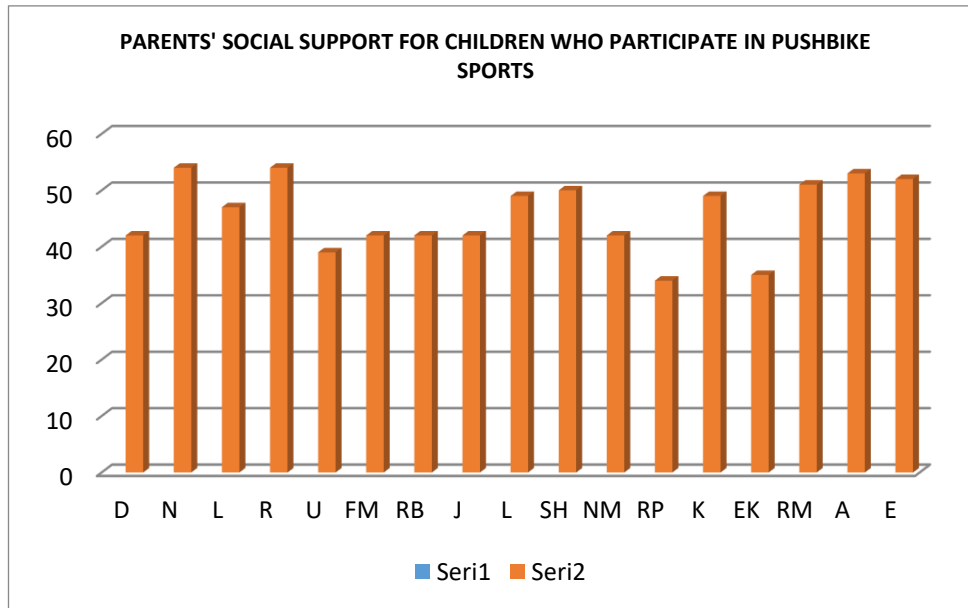


Figure 2. Diagram of Parental Social Support for Children Participating in Pushbike Sports

The diagram above shows that most respondents scored high on social support. The highest scores were achieved by respondents N and R with a score of 54, while the lowest score was achieved by respondent RP with a score of 34. Overall, these results indicate that parents are significantly involved in supporting their children's pushbike sports activities.

Based on the analysis of interview data using the Word Frequency Query feature in NVivo, a word cloud visualization was obtained showing the most frequently occurring words.



Figure 3. Word Frequency

The figure shows several dominant words appearing. The words "for," "child," and "cost" were the most common, followed by other words such as "no," "around," "practice," "competition," "registration," "time," and "equipment." The dominance of these words indicates the primary focus of the informants' discussions regarding children's needs in pushbike sports, particularly in terms of support, funding, and the training process. This suggests that social support in pushbike sports encompasses not only emotional support but also facilities and direct parental involvement in children's sports activities.

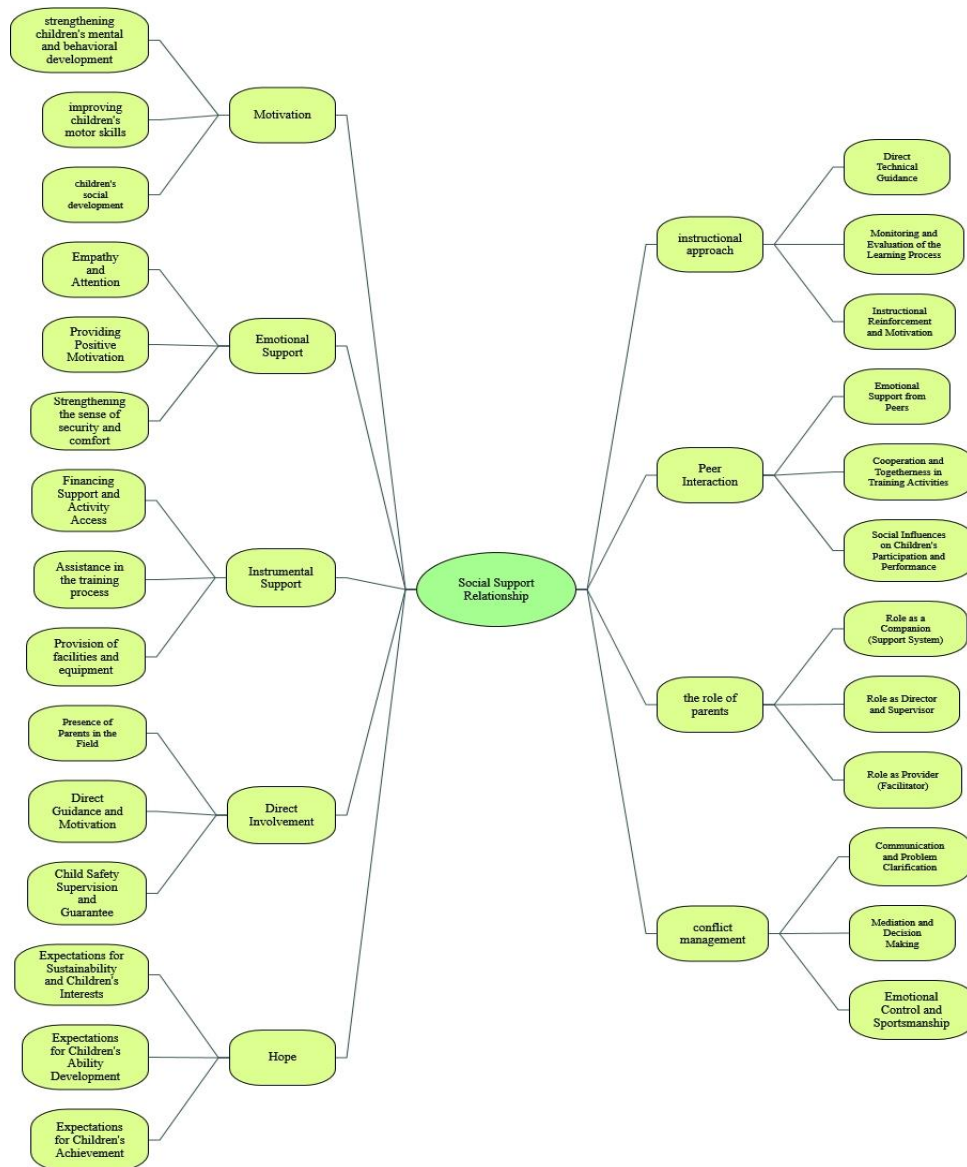


Figure 4. Mind Map from Interview Results

The NVivo analysis illustrates the main themes of parental social support in children's participation in push bike sports. Word Frequency is a way to visualize data or themes discovered during research. Mind maps can also provide more general information in the form of broad themes or big ideas, which are then elaborated into more detailed themes. The results of the mind map show an overview of the research findings, including the main elements of the relationship between sports support and push bike motivation among children aged 2-8 at the Push Bike Academy in Pati City: 1) motivation, 2) instrumental support, 3) peer interaction, 4) conflict management, 5) parental role, 6) emotional support, 7) expectations, 8) direct involvement, and 9) instructional approach.

The analysis shows that push bikes contribute significantly to children's gross motor development. Pushbike activities train balance, body coordination, directional control, and stability of movement through the active use of leg strength. Regular exercise also helps improve leg muscle strength and endurance, as well as children's kinesthetic abilities. Consistent with research by Adam et al., (2024), which found that equipment use is highly effective in developing children's motor skills, these findings indicate that pushbikes are an effective early stimulation tool for supporting the physical and motor development of young children. Pushbikes also serve as a medium for social interaction for children. Training and

competition activities provide opportunities for children to interact with peers, learn to cooperate, and understand the rules of group activities. Furthermore, children begin to learn the values of sportsmanship, such as respecting opponents, accepting victory and defeat, and building self-confidence in social settings. Thus, pushbikes not only impact physical aspects but also support children's social development.

Research shows that pushbikes can develop positive character traits in children, such as courage, discipline, independence, and self-confidence. Through training and competition, children learn to face challenges, manage fear, and persevere in the face of failure. Parental support and a training environment contribute to strengthening a child's mental development and resilience. Therefore, pushbike training plays a crucial role in building character and mental health in children from an early age (Manah & Jannah, 2020).

Based on the Project Map analysis in NVivo, emotional support in pushbike sports is a key factor influencing children's development and motivation. This emotional support is divided into three main dimensions: positive motivation, empathy and attention, and strengthening a sense of security and comfort (Qi, 2024). These three dimensions are interrelated in shaping a child's psychological state during pushbike activities. Emotional support is provided through positive motivation from parents and coaches during pushbike training. Motivation is given through praise, words of encouragement, and strengthening self-confidence, both when the child is successful and when facing difficulties. Emotional support is also evident in the empathy and attention parents and coaches give to the child's emotional state. Children who participate in pushbike sports often experience fear, anxiety, or a lack of confidence, especially in the early stages of training (Mercede et al., 2023). Therefore, the presence of adults who can understand the child's feelings, pay attention, and respond positively is an important factor in fostering emotional comfort for children during the learning process. In addition to motivation and empathy, emotional support helps create a sense of security and comfort for children during pushbike activities. A fun, non-pressuring, and supportive training environment allows children to explore freely and boost their self-confidence. This sense of security relates not only to physical aspects but also to the child's psychological well-being, allowing them to participate in training more calmly and comfortably. Therefore, emotional support is a crucial foundation for the success of children's pushbike training.

Instrumental parental support plays a crucial role in children's involvement in pushbikes. This support includes financial assistance, provision of facilities, and mentoring during training and competitions. Financial support and access to activities include parents covering the costs of training, competitions, and transportation, and providing equipment such as bicycles and safety gear. Furthermore, parents facilitate children's participation in pushbike communities to enhance their experience and social interaction. Providing facilities and equipment, with parents providing them on an ongoing basis, allows children to train optimally and safely. This support demonstrates parents' commitment to supporting their children's sporting activities. Assistance during training is provided through direct attendance at training and competitions, guidance, and supervision of children's safety. The presence of parents provides a sense of security and boosts children's confidence during pushbike participation.

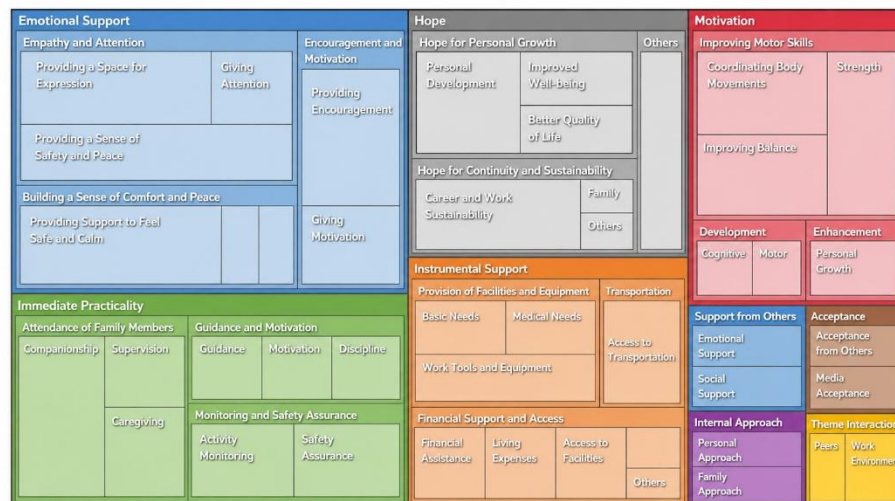


Figure 5. Dimensions of Social Support in Children's Push Bike Participation

In this emotional support aspect, it is the most dominating one in visual structure. This shows that the child's psychological well-being provides a base on which motivation can be built. This is empathy and attention as emotional support; the creation of a safe space for children to air their emotions. An example of this may be including the role for parents or caregivers that are physically present during training and competitions, but also share a warm and supportive response to what the child is experiencing. This gives kids a sense of self-worth and boosts their confidence, which will serve them well during times when they face adversity in sports.

The instrumental support aspect entails a concrete contribution through resource availability. However, parents play a central role in training provision and logistic needs as well as making financial contributions to participation or equipment costs (Hosokawa et al., 2023). Similarly, components aimed at resource distribution and access facilitation support the continuity of child participation. All of these help shows the extent to which pushbike practices become sustainable is dependent in large part on the material and logistical support that can be accessed from close by often this is the family. Besides these two core levels it highlights the direct involvement of parents as a third key supporting dimension. Involvement means attendance at practice, mentoring, supervising and lending perspective and encouragement. Such immediate communication solidifies the relationship between the child and parent while also providing a healthy environment for growth. Additionally, this has a component of hope, demonstrating expectations over years alongside the growth of the child with respect to both skills and social competence (appropriate participation in sporting events throughout their life). The contribution of these multiple types of support aimed to improve the dimension of motivation at child-level, that is, developing the motor skills (e.g., walking or running), cognitive and social skills related to such endeavors, and psychological aspects including self-confidence and drive for development. Such motivation does not exist in a vacuum, but from the interaction of various catalyzing and complementary factors. There are also indications of intervention and treatment strategies such as approaches to training; use of media, interaction patterns based on themes serving to support the child learning. Such factors show that – apart from the type of support provided appropriate strategies also play their part in enhancing results.

CONCLUSION

Based on the findings of this study, it can be concluded that children participating in push bike sports in Pati Regency receive high levels of social support from parents, coaches, and peers. The results indicate that parental support plays a central role in children's participation in push bike activities through emotional support, instrumental support, and direct

involvement during training and competitions. Emotional support emerged as the most dominant form of support, helping children feel secure, comfortable, and motivated to participate in push bike activities. Furthermore, parental involvement extends beyond emotional encouragement and includes providing facilities, financial assistance, and continuous guidance throughout the training and competition process. These forms of support contribute to creating a positive sporting environment for children and may help foster confidence, motivation, and positive experiences in sports participation. Therefore, social support is an important component in supporting children's engagement in push bike sports. Future research is recommended to explore other psychological and developmental aspects related to children's participation in push bike sports, such as achievement motivation, emotional development, sport enjoyment, and sports anxiety, using larger samples and broader research settings.

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