



The Role of Parental Social Support in Children's Pushbike Achievement in the Sedulur Pushbike Community

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Keywords

Parental Social Support; Child Achievement; Push bikes; Early Childhood; Sports Community

Abstract

This study aims to analyze the role of parental social support on children's achievement in pushbike sports in the Sedulur Pushbike Community in Tegal City. This study uses a descriptive qualitative approach involving parents, children participating in pushbike activities, and community coaches as participants. Data were collected through in-depth interviews, observations, documentation, and online questionnaires distributed to 15 respondents. Interview data was analyzed using NVivo, while descriptive statistical analysis was conducted using SPSS. The findings revealed that parental social support plays an important role in improving children's achievement in pushbike sports. This support includes emotional support in the form of motivation and mentoring, instrumental support through the provision of facilities and competition costs, information support through communication with coaches, and assessment support through praise and encouragement. This support contributes to increased motivation, confidence, courage, training consistency, and motor and social development of children. In addition, active parental involvement creates a positive social environment that supports children's development and achievement in pushbike activities. Therefore, parental social support can be considered an important factor in supporting a child's success in early childhood sports.

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INTRODUCTION

Early childhood is a critical developmental stage in which children experience fundamental growth, especially in physical, motor, social, and emotional aspects. During this period, proper stimulation through physical activity is essential to support optimal child development. Structured and unstructured physical activity can help children develop basic motor skills, confidence, and social abilities (Agisah et al., 2025). Motor development is not only associated with movement skills, but is also closely related to cognitive development, emotional regulation, and social competence of children (Noerpratomo et al., 2024).

In the context of early childhood education, physical activity should ideally be designed in the form of play-based activities that are fun, safe, and challenging. Movement-based games not only provide health benefits but also serve as a medium for children's social and emotional learning. Through play, children learn to understand the rules, regulate emotions, and develop self-confidence (Indana Zulfa, 2024).

Establishing habits and discipline in exercise requires time and consistent repetition from an early age. Children who start exercise early and have positive experiences tend to develop healthy lifestyle habits that last into adulthood, because structured and regular exercise programs help children build self-discipline and understand the importance of consistency in practicing (Umi Fityatul Millah & Rivan Saghita Pratama, 2024). In line with this, children's learning motivation is a mental impulse that moves and directs children's behavior to continue to be active, where high motivation will increase children's enthusiasm in participating in physical activities in a sustainable manner (I Putu Nanda Narayana Subrata, 2023).

One form of physical activity that has recently gained popularity among young children is pushbike, or balance bike activity. Pushbikes are recognized as an effective medium to train balance and motor coordination, as they emphasize the control of the body and courage of children without relying on pedals (Ernesto Wardanto et al., 2026). In addition to improving physical abilities, pushbike activities also provide opportunities for children to socialize, follow the rules, and understand the concept of healthy competition.

Achievement in early childhood sports is not solely measured by wins or medals, but also by skill development, courage, training consistency, and a positive attitude toward physical activity (Ramadhana Sonjaya et al., 2022). Children's achievements in pushbike sports are influenced by various factors, one of which is parental social support.

Parental social support is defined as any form of help, attention, and involvement felt by children in carrying out their activities. This support includes emotional, instrumental, informational, and assessment support (Triantoro Yusub, 2021).

Concrete forms of parental support in the context of children's sports can be classified into several indicators of attention, namely spontaneous attention in the form of praise or proud expressions when children achieve success, reflective attention in the form of parental presence when children compete accompanied by real appreciation, intensive attention in the form of giving children the opportunity to continue practicing and registering them to the right club or training place, and focused attention where parents make their child's development their top priority (Finishia, 2024). In addition, family economic factors are also one of the important aspects that affect the level of parental involvement, where families with higher incomes generally have more resources to support children's sports activities such as training costs, equipment, and access to adequate sports facilities (Umi Fityatul Millah & Rivan Saghita Pratama, 2024). In the context of early childhood sports, parental support plays an important role in shaping a child's motivation, confidence, and courage to participate in training sessions and competitions.

Previous research has shown that parental social support has a significant relationship with children's motivation and sports achievement. Research conducted by (Anindya Wanda Prameswari & Rivan Saghita Pratama, 2024) revealed that children who consistently received emotional and instrumental support showed higher levels of sports participation. Similarly, (Agisah et al., 2025) found that active parental involvement in the sports community contributes to improved training discipline and children's confidence.

It also emphasized that parental support and a positive social environment have a direct relationship with children's motivation to learn and participate in physical activities, which means that the higher the parental support, the higher the child's motivation and enthusiasm in participating in sports training programs (I Putu Nanda Narayana Subrata, 2023). This is reinforced by the findings that the role of parents as role models, facilitators, and motivators through forms of attention, rewards, praise, and fulfillment of facilities has been empirically proven to contribute significantly to children's consistency and achievement in sports **Error! Reference source not found.** Meanwhile, effective collaboration between parents and coaches in sports training programs also plays an important role, as good communication between the two helps to create a supportive and consistent environment for children to continue to develop optimally (Maharani, 2025).

Nevertheless, research examining parental social support in community-based pushbike sports remains limited, especially in the context of early childhood. Most previous research has focused on formal exercise settings and mostly uses a quantitative approach. Therefore, this study was conducted to explore in depth the forms of parental social support for children's achievements in pushbike sports in the Sedulur Pushbike Community in Tegal City.

Based on initial observations made in the Sedulur Pushbike Community in Tegal City, differences in the level of courage, consistency of training, and children's achievements in pushbike activities were identified. This difference is thought to be related to the variation in the form and intensity of parental social support provided. Some parents were observed actively accompanying their children during training sessions and competitions, while others tended to be less involved.

This study is important because it can make a theoretical and practical contribution to the importance of parental social support in community-based early childhood sports. Furthermore, the findings are expected to be recommendations for parents, coaches, and community organizers in creating an environment that supports children's development and achievements.

METHODS

This study uses a qualitative approach using a descriptive qualitative research design. The qualitative approach was chosen because this study aims to gain an in-depth understanding of parents' experiences, perceptions, and forms of social support towards children's achievements in pushbike sports.

The research was conducted in the Sedulur Pushbike Community of Tegal City for approximately four months. The research subjects consisted of 15 parents of pushbike participants, children who participated in pushbike activities, and community coaches. Informants were selected using purposive sampling techniques based on their active involvement in community activities.

Data collection techniques include in-depth interviews, participatory observations, and documentation. Interviews were conducted in a semi-structured manner using interview guidelines developed according to the research objectives. Observations were carried out during routine training sessions and pushbike events to directly examine the form of parental involvement in accompanying their children.

The main research instrument is the researcher, supported by interview guidelines, observation sheets, sound recording devices, and photographic documentation. The validity of the data is ensured through source triangulation, technique triangulation, and time triangulation.

Data analysis was carried out using the Miles and Huberman model, which consisted of data reduction, data display, and conclusion visualization. Interview data was analyzed using NVivo software to identify themes, patterns, and relationships between categories. In addition, descriptive statistical analysis was carried out using SPSS to support the findings through the distribution of the frequency of parental involvement in children's pushbike activities.

RESULTS AND DISCUSSION

This study aims to examine the influence of parental support on children's enthusiasm in participating in pushbike sports activities in Tegal City. Data collection was carried out on Thursday, April 1, 2026. The data collection method included interviews and distribution of online questionnaires through Google Forms to 15 respondents consisting of parents and coaches, supported by a documentation study. Questionnaire data was analyzed using SPSS software, while interview data was analyzed using NVivo software.

Research Findings

Results of Statistical Descriptive Analysis (SPSS)

Table 1. Descriptive Statistics

Variabel	N	Range	Mini-mum	Max	Means	Median	Mode	Std Deviation	Varians	Slope	Kurtosis	Quantity
ML	14	2	2	4	3.71	4.00	4	0.611	0.374	-2.165	4.251	52
DS	14	2	2	4	3.00	3.00	3	0.679	0.462	0.000	-.394	42
BR	14	1	3	4	3.57	4.00	4	0.514	0.264	-0.325	-2.241	50
AJ	14	1	3	4	3.93	4.00	4	0.267	0.071	-3.742	1.400	55
RK	14	2	2	4	3.97	4.00	4	0.579	0.335	-	7.679	53
CF	14	0	4	4	4.00	4.00	4	0.000	0.000	2.803	0.000	56
THE	14	3	1	4	3.57	4.00	4	1.089	1.187	-2.295	3.792	50
TG	14	1	2	3	2.93	3.00	3	0.267	0.071	-3.742	1.400	41
HK	14	1	2	3	2.93	3.00	3	0.267	0.071	-3.742	1.400	41
NK	14	2	2	4	3.64	4.00	4	0.745	0.555	-1.874	2.087	51
IW	14	1	3	4	3.71	4.00	4	0.469	0.220	-1.067	-1.034	52
TWO	14	1	3	4	3.86	4.00	4	0.363	0.132	-2.295	3.792	54
FB	14	1	3	4	3.79	4.00	4	0.426	0.181	-1.566	0.501	53
AR	14	1	3	4	3.86	4.00	4	0.363	0.132	-2.295	3.792	54
TO	14	1	3	4	3.86	4.00	4	0.363	0.132	-2.295	3.792	54

Table 1. Based on the results of data analysis on 15 research variables with a sample size (N) of 14 respondents, the average value of all variables ranged from 2.93 to 4.00. The highest average score was obtained with the CF variable (4.00), indicating the perfect assessment of the respondents, while the lowest average score was found with the TG and HK variables (2.93). Overall, most of the variables showed an average value above 3.50, indicating a positive respondent perception of the study variable.

Furthermore, the analysis showed that the median and mode values were dominated by 4, indicating that at least half of the respondents gave high ratings to most variables. Standard deviation values, ranging from 0.000 to 1.089, indicate relatively low variability and a high level of response consistency among respondents. In addition, most variables show negative slope values (ranging from -3.742 to 0.000), suggesting that the data distribution is likely to be in the direction of higher scores. Therefore, it can be concluded that respondents generally provided positive and consistent evaluations across all study variables, with responses mostly concentrated in the high category.

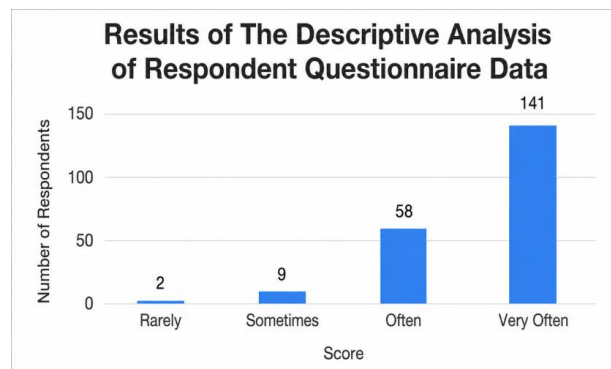


Figure 1. Descriptive Analysis of Respons Questionnaire Data

Figure 1 Based on the histogram above, which consisted of 14 questionnaire items and 15 respondents, the distribution of responses showed that 2 respondents were categorized as "Rarely", 9 respondents as "Sometimes", 58 respondents as "Often", and 141 respondents as "Very Often". These findings show that most responses are concentrated in the "Very Frequent" category, suggesting that respondents show a high tendency towards the study's variable indicators.

Data Visualization Analysis Results (NVivo)



Figure 2. Word Frequency

Figure 2. NVivo's word frequency analysis revealed that the word "child" was the most dominant term, suggesting that the main focus of the study centered on children's participation in pushbike activities. Additionally, words such as "training," "bike," "cost," and "motivation" come up frequently, reflecting the important role parents play in supporting training activities, providing facilities, and encouraging children. These findings are further supported by the emergence of terms such as "motor", "physical", and "social", which suggest that pushbike sports contribute to children's physical and social development.

Mind Map



Figure 3. Mind Map

Figure 3. The results of NVivo's mind mapping analysis showed that research on the role of parental social support in children's achievement in pushbike sports was categorized into several main themes, namely motivation, emotional support, instrumental support, direct involvement, expectations, instructional approaches, peer interaction, parental roles, and conflict management.

These themes illustrate that parental support goes beyond the provision of training facilities and costs, encompassing motivational encouragement, direct help, emotional approach, and character development during the training and competition process. In addition, the findings revealed that pushbike sports contribute to children's motor, mental, and social development, as well as foster courage and confidence. Therefore, parental involvement plays an important role in supporting children's development and achievement in pushbike sports.

Project Map 1 (Motivation)



Figure 4. Project Map 1 (Motivation)

Overall, the Motivation Project Map shows that parental social support goes beyond simply facilitating children's hobbies and reflects a comprehensive parenting strategy aimed at fostering children's physical health, mental resilience, and social competence. The strong correlation between the informants (Niko, Teguh, Desi, and others) and the motivational sub-themes identified suggests that pushbike activities have emerged as a holistic approach for parents in addressing contemporary parenting challenges.

Project Map 2 (Emotional Support)

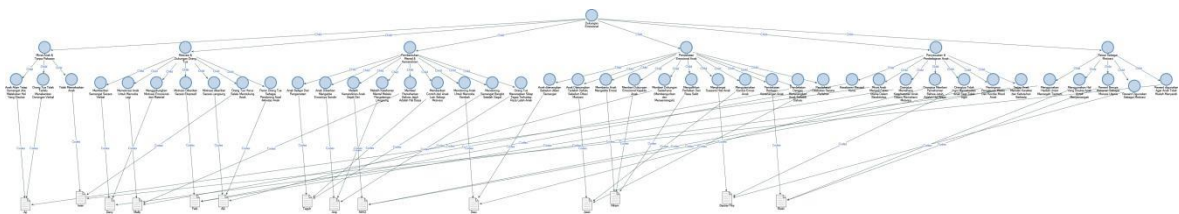


Figure 5. Project Map 2 (Emotional Support)

Overall, the Emotional Support Project Map reveals a substantial network between informants (Aji, Niko, Azizi, and others) and the various codes associated with emotional support behavior. Emotional support in pushbike activity is identified as multidimensional in nature, serving not only as a psychological protection that provides emotional comfort, but also as a motivational mechanism and medium for character and mental development in children.

Project Map 3 (Instrumental Support)

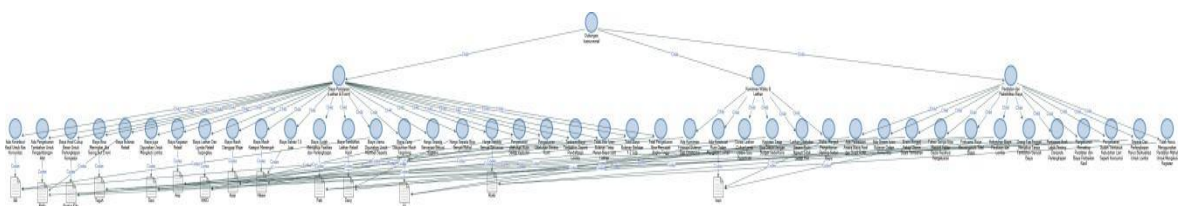


Figure 6. Project Map 3 (Instrumental Support)

Overall, this Project Map illustrates that instrumental support serves as a key supporting factor in maintaining children's participation in pushbike activities. These findings show a close relationship between the frequency of competition, financial expenditure, and parental time allocation. Informants such as Bachtiar Fiky, Hikam, and Deny consistently view financial costs and time sacrifices not as burdens, but rather as long-term investments aimed at supporting their children's achievements and interests. In addition, flexibility in managing equipment-related expenses is emerging as a strategic approach to maintaining ongoing parental support.

Project Map 4 (Direct Engagement)

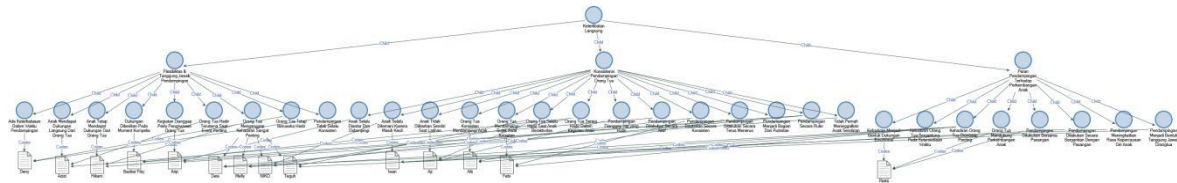


Figure 7. Project Map 4 (Direct Engagement)

Overall, the Direct Engagement Project Map illustrates that parents serve as the primary support system for children participating in pushbike sports. The broad relationships identified between informants (such as Teguh, Bachtiar Fiky, Hikam, and Azizi) and the codes associated with routine assistance emphasize that children's achievement in pushbike activities is strongly influenced by the intensity of parental involvement. Such engagement goes beyond passive observation and includes emotional engagement, time commitments, and direct supervision to ensure optimal child development.

Project Map 5 (Hope)

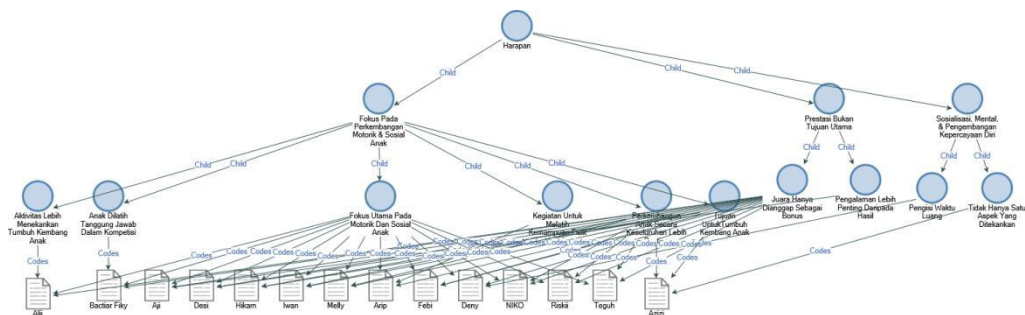
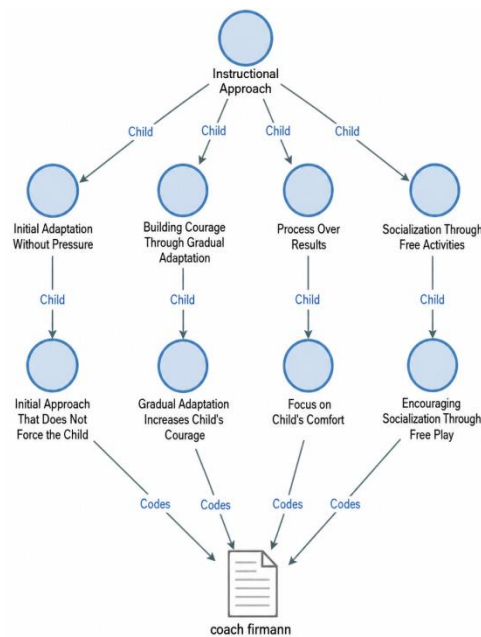
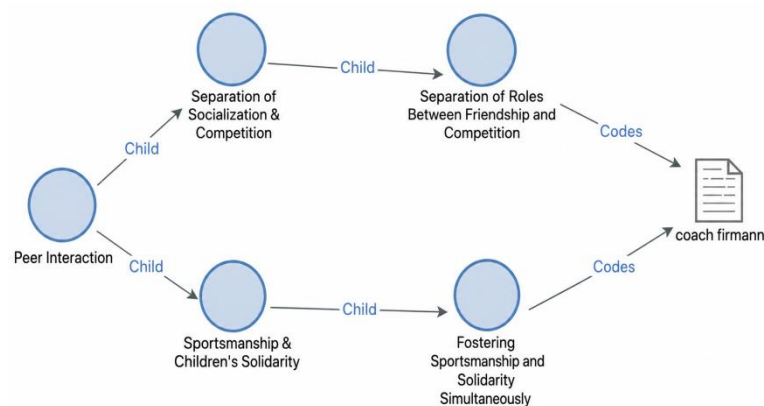


Figure 8. Project Map 5 (Hope)

Overall, the Hope Project Map shows a shared perception among parents (Niko, Deny, Desi, and others) that non-physical outcomes, including mental and social development, are just as important, or even more significant, than physical outcomes. These findings suggest that parental social support in pushbike activities is largely driven by the expectation to nurture resilient and independent children with strong motor abilities. Therefore, achievements in the form of medals or victories are interpreted as a reflection of well-developed character rather than the only indicator of parental support success.

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

Overall, this Project Map shows that the role of coaches (such as Coach Firmann) is significant in mediating parental support and technical implementation during training sessions. The instructional approach applied by the coach is identified as humanistic and adaptive, in which racing techniques are integrated into enjoyable activity-based learning. This approach is in line with a broader framework of parental social support, which prioritizes the development of brave children with adequate motor skills and social maturity in the absence of excessive pressure.

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

Overall, this Project Map emphasizes that the effectiveness of social support comes not only from parent-child interactions, but is also shaped by the management of peer interactions among young athletes. The role of coaches (Coach Firmann) has proven to be important in balancing competitive ambition with children's developmental needs for social interaction. By distinguishing between moments of play and competition, children are able to pursue achievements while still experiencing the social enjoyment characteristic of childhood.

These findings are consistent with the Expectations Project Map, which identifies socialization as one of the main goals that parents want to achieve alongside motor skills development.

Project Map 8 (Role of Parents)

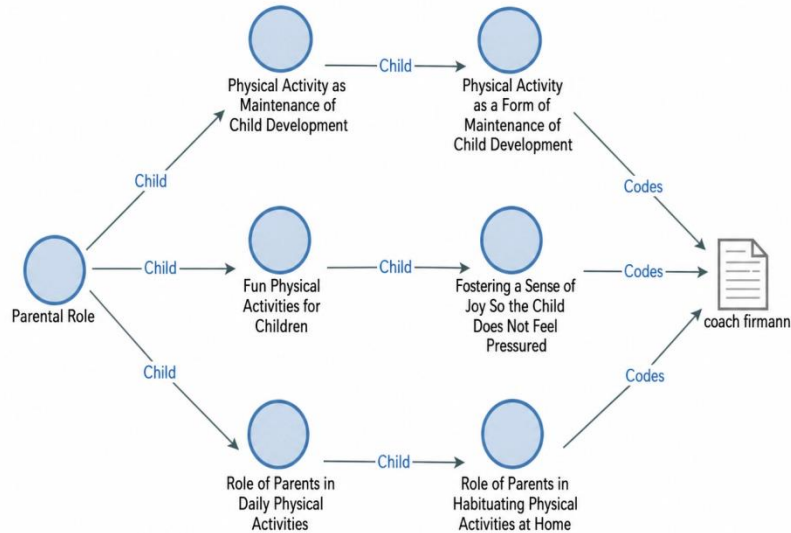


Figure 11. Project Map 8 (Role of Parents)

Overall, this Project Map shows that the effectiveness of the training program provided by the coach (Coach Firmann) is greatly influenced by the role of the parent's household. Parents function not only as supervisors, but also as play partners who ensure consistency in physical activity at home, maintain the child's emotional well-being, and reinforce training outcomes. These findings integrate the broader dimensions of parental social support discussed earlier, suggesting that children's achievement in pushbike sports is a product of discipline and enjoyment developed collaboratively in a family setting.

Project Map 9 (Conflict Resolution)

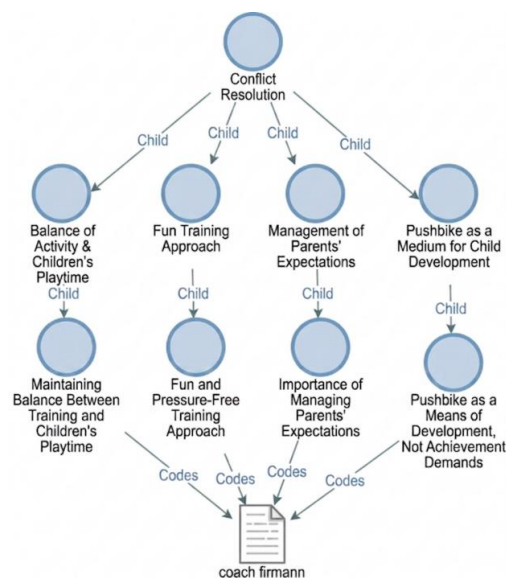


Figure 12. Project Map 9 (Conflict Resolution)

Overall, this Project Map confirms that conflict management in early childhood pushbike sports tends to be preventive rather than curative. The effectiveness of conflict management is highly dependent on the synergy between parents and coaches (Coach Firmann) in maintaining the psychological well-being of children. By balancing playtime, managing expectations appropriately, and creating a low-pressure training environment, potential conflicts can be turned into opportunities to strengthen children's character development.

Hierarchy Chart

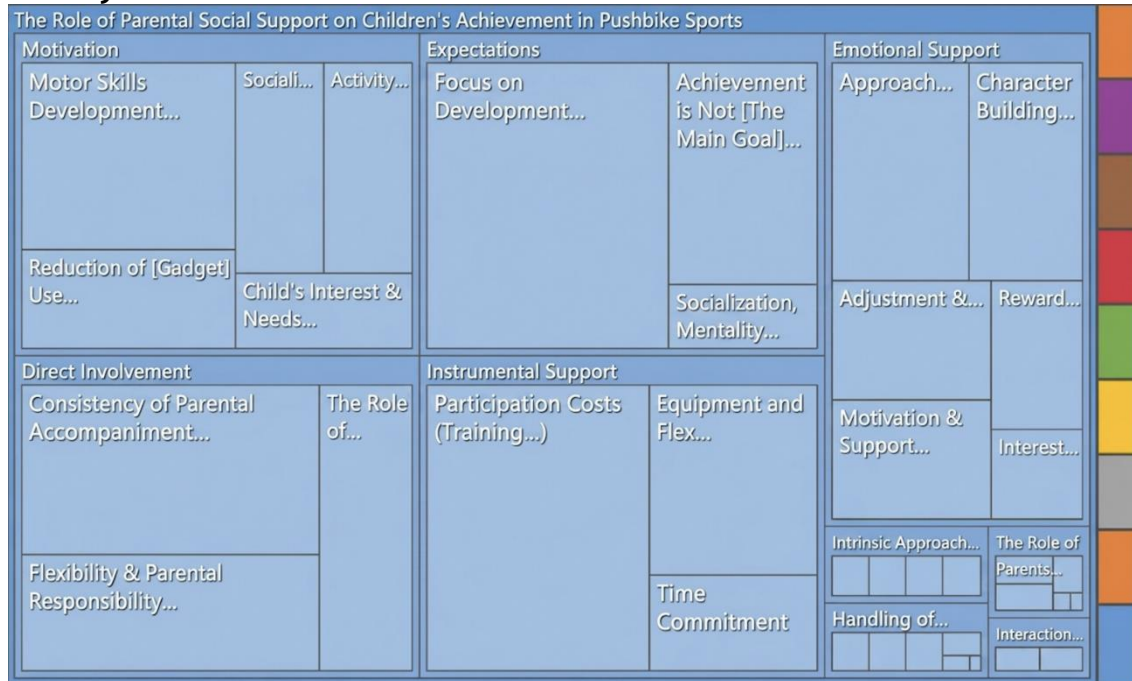


Figure 12. Hierarchy Chart

Through this Hierarchy Chart, it can be concluded that Emotional Support and Motivation, especially in relation to the development of motor skills and the reduction of gadget use, are the strongest pillars of parental social support. Children's achievement in pushbike sports is not considered an instant result, but rather as an accumulation of consistent parental involvement, adequate facilities, and a supportive emotional environment that is free from excessive stress.

This study shows that parental social support plays an important role in supporting children's achievement in pushbike sports in the Sedulur Pushbike Community, Tegal City. The forms of support that emerge are not only in the form of physical assistance, but also include emotional, instrumental, informational, and reward support that are interrelated in building child development. Strong correlation between parental support and athletes' motivation to train with a correlation coefficient of 0.609, which shows that the higher the support given by parents, the higher the child's motivation to train (Jannah et al., 2022).

Emotional support can be seen through motivation, parental presence during training and competitions, and encouragement so that children remain confident and dare to try. It proves that parental social support shows the most significant influence on motivation to perform sports compared to other sources of social support (Prasetyo & Yunarta, 2023). These findings are in line with the results of NVivo's analysis which places motivation as one of the dominant themes, showing that children's enthusiasm is strongly influenced by the emotional atmosphere built by the family.

Instrumental support is the main supporting factor because it is related to the provision of facilities, equipment, training costs, and participation fees in competitions. The results of the study show that parents view the sacrifice of time and cost as a form of long-term investment for their child's motor, mental, and social development. Proving that emotional

encouragement, behavioral support, and parental financial support are important factors in maintaining a child's participation in sports consistently over time (Zheng & Yang, 2022).

In addition, informational support through communication with the coach helps to equalize understanding between families and communities in accompanying children. Emphasized that active family participation, parental involvement, and the provision of sports facilities are important factors in fostering children's interest and involvement in physical activities from an early age (Latif et al., 2025). This involvement strengthens the consistency of training and creates a more directed, humane, and appropriate coaching pattern in accordance with the needs of early childhood development.

Award support also proves important because praise, recognition, and appreciation for children's efforts can increase confidence and motivation to practice. Thus, achievements in pushbikes are not only understood as victories or medals, but also as a result of courage, discipline and character development of the child formed through the consistent support of parents. (Hasmarita & Meirizal, 2021) It shows that parental support in the fulfillment of facilities not only provides the physical resources that children need, but also builds a strong foundation for children's development in sports so that they can achieve optimal achievements.

CONCLUSION

Based on the results of the research, it can be concluded that parental social support has a significant role in supporting children's achievements in pushbike sports in the Sedulur Pushbike Community, Tegal City. This support comes in the form of emotional, instrumental, informational, and rewards that together encourage motivation, confidence, courage, and consistency in children's training. Overall, these findings confirm that a child's success on pushbikes is not only determined by individual ability, but also by active family involvement and a positive coaching environment. Therefore, synergy between parents, coaches, and the community is an important factor in supporting early childhood development and achievement in sports.

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