



## Review of Research Articles on Intrinsic and Extrinsic Motivation on Athlete Success

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### Abstract

Psychological skills, especially motivation, are an important component in supporting the success of athletes. Current research on motivation is still divided into two, namely intrinsic and extrinsic motivation. The two results of this study still have debates about which part has the most influence on the success of athletes reaching the golden peak in the field. Previous studies have not described each of the advantages and disadvantages of the two parts of motivation. This article aims to review the literature on the contribution of each part of motivation both intrinsic and extrinsic in supporting athlete success. The type of research carried out is to examine the results of previous studies regarding intrinsic and extrinsic motivation and then discuss each one in the qualitative category. The results or reviews in this discussion are expected to provide information that can be used as a theoretical and methodological basis for providing training or training methods in certain motivational sections to support the success of athletes, this research is considered important to be able to provide a concrete picture of the benefits of each section of motivation in athletes.

### How to Cite

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## INTRODUCTION

The success of athletes is an achievement that is in accordance with what athletes expect in sports. The success of this athlete cannot be separated from the supporting factors in its implementation, namely physical, tactical and psychological factors. The relevance of research studies reveals that psychological skills are an important factor in determining the success obtained by athletes in sports, in line with this statement (Kumar, 2016) that the results of their research to determine the success of an athlete can be reviewed or predicted based on the psychological aspects and skills involved owned.

Furthermore, Krane & Williams explained that athletes who have high psychological skills will be more successful in the sport they are involved in compared to athletes with low psychological skills. (Mili, 2016) explain that no less than 50% of success in sports is determined by mental factors, even in sports such as golf, tennis, and figure skating mental factors reach 80% to 90%. Psychological skills are components that must be considered by coaches in the selection and selection of athletes because these factors can be very useful and help to find athletes' talents for their future careers regarding the success of an athlete.

In sports coaching, the psychological aspect is one of the factors that influence the success of achieving an achievement. Some of the benefits of sport psychology in improving athlete achievement are being able to explain and understand athlete behavior and psychological symptoms that occur in sports in general, can predict or predict accurately the possibilities that can occur in athletes, relate to psychological problems, and can control and control behavioral symptoms in sports (Effendi, 2016). (Juriana, Tahki, & Zulfitranto, 2018) revealed that knowledge of sports psychology in swimming coaches at the All-Indonesian Association of Inter-Societies Swimming Championships (KRAPSI) has been widely applied in the training of swimming athletes. Furthermore, Juriana, Tahki & Zulfitranto explained that if the success of swimming athletes in competing is also influenced by the knowledge and application of training regarding athlete psychology, then athletes who understand and can develop psychological skills in themselves will be better at competing than athletes who do not apply them. from exercise. sports psychology skills. (Nanda & Dimiyati, 2019a) revealed that the psychological skills possessed by athletes are one of the

important factors to be explored more deeply and given good training because these factors have an important influence on the success of athletes in sports.

Reviewing the success of athletes who are associated with psychological skills, several studies and theories reveal that motivation is one aspect that greatly influences the success of athletes. (Mili, 2016) reveals that motivation is an important aspect in determining the success of sports. Mili further explained that athletes who get medals have high motivation compared to athletes who do not get medals. (Muskanan, 2015) revealed that every parameter in athlete competition, fulfillment of needs, status and responsibility, environment, supervisory techniques, and career assurance have a significant relationship and high relevance to theory and partially and simultaneously influence the athlete's achievement motivation. . The results of the analysis of the coefficient of determination ( $R^2$ ) indicate that the contribution or contribution of the intrinsic and extrinsic variables to the athletes' achievement motivation has a significant contribution to the achievement motivation of PPLP NTT athletes. (Khan & Aziz, 2015) explained that between basketball players and runners did not show a significant difference between anxiety and competition motivation in their achievement, motivation and anxiety are important aspects that support the success and achievement of both.

(Carvalho, Gonçalves, Collins, Roberto, & Carvalho, 2017) explains that changes that occur in athletes are interrelated with understanding the motivation of basketball players to achieve achievements. Motivation in basketball players can be used as an interesting consideration for them. (Juariyah & Adi, 2017)) revealed that (athlete's motivation and satisfaction had a significant positive effect on sports achievement of soccer athletes). This study also supports the generalization of the theory of self-determination which states that someone who has strong self-determination will have a strong self-motivation to achieve the goals that have been set. (Kusmiyanti, Kristiyanto, Utomo, & History, 2018) revealed that an athlete who has brilliance of achievement is directly proportional to his motivation. Furthermore, Kusmiyanti, D., Kristiyanto, A., Utomo, T. A., Hartini revealed that motivation is a very valuable weapon and must be given continuous coaching to athletes because it greatly affects the athlete's appearance when competing. (Nanda & Dimiyati, 2019a) explained that if the motivation of a basketball athlete is an important

factor that must be developed and trained to be a fuel for enthusiasm in facing matches, the higher the motivation to compete, the greater the chance of winning in each match. competition. matches played.

Based on the explanation and explanation of psychological skills, especially on aspects of motivation that affect the success of athletes in sports. Reviewing the influential motivation, various journals are still debating between intrinsic and extrinsic motivation that contribute more to athlete success, this journal research aims to review the literature of previous research articles on intrinsic and extrinsic motivation that affect athlete success. This study will contain the results of the analysis of the strengths and weaknesses of the psychological skills of athletes, especially on intrinsic motivation and extrinsic motivation.

## **METHOD**

This research is an article literature review research with the meaning of research examining the results of previous studies through documents. This research is included in the type of qualitative research, the data obtained in this study are sourced from published scientific articles which are stable, natural, useful as evidence of a test and the results can open an understanding of something that will be investigated in this research. There is a procedure in this study, first by conducting a search from various journals regarding motivational articles associated with athlete success. The second step is to group the types of motivation into intrinsic motivation and extrinsic motivation to then be analyzed more deeply about each motivation associated with the athlete's success in sports. After grouping and selecting articles on intrinsic motivation and extrinsic motivation, the last step is to present the results of the analysis of each research article which is then used as a basis to produce the themes presented in the discussion section.

## **RESULTS AND DISCUSSION**

The results of the research, the first step is to look for references to the results of intrinsic and extrinsic motivation research. Then after obtaining it, it is grouped for intrinsic and extrinsic motivation. Based on the results of the analysis conducted through 45 previous research results consisting of 15 published journals of intrinsic motivation and 15 published journals of extrinsic motivation that affect the success of athletes. It can be concluded that every motivation, both intrinsic and extrinsic, has its own advantages

and disadvantages which will be explained in the discussion. Although it has advantages and disadvantages, researchers observe that intrinsic motivation or that comes from within the individual is an important factor that is needed more than extrinsic motivation.

Based on the literature review, previous research revealed that if someone who has intrinsic motivation comes from himself well, then extrinsic motivation and other psychological factors will follow to grow well. Someone who has good intrinsic motivation will also be able to control emotions, mental skills in the field. Another advantage is during training, if someone has good intrinsic motivation, he will carry out and carry out the exercise with pleasure because he does it without any encouragement, coercion or demands from outside. To better understand the explanation of each aspect of motivation can be used in the sub-sections below:

### **Discussion of Intrinsic Motivation**

Intrinsic motivation is the motivation that arises and comes from every athlete. In line with this statement, (Komarudin, 2018) that intrinsic motivation is a personal motivation because it comes from within each athlete. (Ahlam & Hartoto, 2017) explain that intrinsic motivation is one of the important factors in driving behavior towards a goal based on the existence of a need that is very instrumental in learning that comes from humans or athletes. (Blegur & Mae, 2018) revealed that intrinsic motivation is the energy strength possessed by athletes that is intrinsic which gets encouragement from oneself that determines all aspects of athlete behavior. It also affects how athletes think, feel, and interact with other athletes. (Nanda & Dimiyati, 2019) reveals that intrinsic motivation is motivation that will arise from within the athlete when doing sports that causes a sense of pleasure, enjoyment and satisfaction when doing these sports activities.

### **Advantages of Intrinsic Motivation**

Intrinsic motivation is an important component or driving factor that must be considered in order to achieve success in sports. Some research results reveal that intrinsic motivation has sufficient advantages to support success compared to extrinsic motivation. When athletes are intrinsically motivated, they participate in sports for its own sake. This means that the motivation for sports involvement mainly revolves around the inherent pleasure in doing activities so that it creates pleasure and will maximize performance to support success without any external deskans or encouragement Ahlam & Hartoto (2015) revealed that intrinsic motivation is more dominant

than extrinsic motivation in supporting the success of athletes, the intrinsic motivation of each athlete is different from one another, athletes who have more intrinsic motivation will be more focused and challenged to carry out activities to the maximum extent possible in order to achieve the desired goals. (Wattimena, 2015) says that intrinsic motivation is an internal drive that causes athletes to participate. Athletes who have intrinsic motivation will take part in skills improvement exercises, or take part in competitions not because of artificial situations (external encouragement), but because of their inner satisfaction. For these athletes, self-satisfaction is obtained through high achievements, not through giving gifts, praise or other awards.

These athletes are usually diligent, work hard, regularly and disciplined in undergoing training and do not depend on others. (Sepriadi, 2017) reveals if someone who wants to exercise caused by intrinsic motivation from within himself will always try harder and show his best ability. He will always make efforts to be able to do his best to achieve success. Furthermore, he revealed that a person's intrinsic motivation has an unencumbered impact when carrying out sports activities. (Nurcholis & Padli, 2019) that if intrinsic motivation is an impulse or decision that occurs in a person and arises as a result of internal factors without external supporting factors, intrinsic motivation means that an action is desired in someone who likes to do it. The person likes to do things on their own without being compelled to do something (Saputro, 2014).

(Wahyudin, 2017) revealed that basically humans have two kinds of needs that provide satisfaction (satisfiers or motivators) and certain other factors, which make them dissatisfied (dissatisfiers). Factors that provide satisfaction are called driving factors or motivational factors and are intrinsic, meaning that they come from within the athlete himself. Satisfaction includes the success of achieving something (achievement), recognition (recognition), the nature of the work done (the work if self), a sense of responsibility (responsibility), progress (advancement), and the development of athletic potential.

### **Lack of Intrinsic Motivation**

Do not always use intrinsic motivation to get someone to learn a new topic. If they don't have a direct interest in it, they don't want to start learning about it. The joy of doing something is not a product of itself. Intrinsic motivation can help someone achieve a result, but it can't help them to determine what kind of result should be achieved. The end goal is usually some kind of

reward. Allowing someone to do an intrinsically motivated task can backfire if it is not supported by extrinsic motivators. Intrinsic motivation cannot be used to help someone complete a task they do not like. For example, an athlete is needed to replace the role of another athlete who is sick. Extrinsic motivators can help the person to move to meet these demands. Every goal set is an extrinsic motivator. Specific goals are not something intrinsic. The goal can be anything, such as when going to put the ball into the goal is a goal, which makes it an extrinsic motivator (Tasca et al., 2015).

Fostering intrinsic motivation can be a lengthy process and requires special care. In a class or sports club, different individuals will require different approaches as well and intrinsic motivation can change over time depending on one's mental state (Shresta P, 2017). It is important to remember that intrinsic motivation will occur only for activities that have intrinsic interest to the individual, those that have novel appeal, challenge, or aesthetic value to the individual. For activities that lack such attraction, intrinsic motivation does not apply. Intrinsic value refers to the interest and pleasure an athlete experiences when engaging in an activity. When athletes enjoy scholastic tasks, they are intrinsically motivated to do well. Generally, athletes are intrinsically motivated to perform activities that are sufficiently novel, fun, interesting, and optimally challenging. So, internal motivation will decrease if there are no challenges or new things that arise and usually external motivation is needed in this regard (Madigan, Stoeber, & Passfield, 2018) Efforts to develop intrinsic motivation can be slow in influencing behavior and require special and long preparation. Athletes are individuals, so different approaches may be needed to motivate different athletes. It is often helpful to identify the athlete's interests in linking these interests with appropriate learning methods. Tutors/teachers/coaches need to know athletes more mentally and physically.

Understanding motivation in activities that are not perceived as inherently attractive, it is necessary to look deeper into the nature and dynamics of extrinsic motivation instead. Intrinsic motivation can have undesirable content. As history shows, some of the most horrific crimes committed have at least an intrinsic motivation. The same events that intrinsically motivate one day can be extrinsically motivating. It is often stated that the higher the intrinsic motivation, the lower the extrinsic. Intrinsic and extrinsic motivation varies depending on the activity. Therefore one cannot lose intrinsic motivation completely.

If given the right task, people who are highly extrinsically motivated can become intrinsically motivated (Herz, Schunk, & Zehnder, 2015) It is difficult to bring up a pure determination that comes from inner will or it can be said that it is difficult to generate motivation from within. Efforts to develop intrinsic motivation can be slow in influencing behavior and require special and long preparation. Athletes are individuals, so different approaches may be needed to motivate different athletes. It is often helpful to identify the athlete's interests in linking these interests with appropriate learning methods. Tutors/teachers/coaches need to know athletes more mentally and physically. Generating intrinsic motivation needs to be spurred by the emergence of new challenges in psychological and neurophysiological conditions.

### **Extrinsic Motivation Discussion**

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation generally comes from behavior that is outside the athlete, such as praise, money, bonuses, high scores, or fame that is obtained after doing something. Extrinsic motivation is also referred to as the art of encouraging athletes to do something from the outside. Today, extrinsic motivation is used more as a guide for an athlete. The athlete's thirst for praise, existence, and fame causes someone to tend to do something no longer for self-enjoyment, passion, or satisfaction. But more to what the athlete received after doing so.

Quoted from (Effendi, 2016) research on extrinsic motivation over the last fifty years states that extrinsic motivation is not solely in the form of money or bonuses (monetary value). If the basic needs (to life), the needs to satisfy the soul (to love), and the need to develop (to learn) from the athlete are met, then the athlete will perform the match optimally and tend to want to pass on the meaning to what he loves (to leave a life). legacy). The coach behavior is one of the most important characteristic that influences the quality of athletes motivation, considering that they (coaches) play a key role in the promotion of a more adjusted psychological climate, recognized in the literature as a particular important in the promotion of enjoyment (Appleton, Ntoumanis, Quested, Viladrich, & Duda, 2016) as well as perceived effort

According to conceptualization, the coach-created a motivational climate is multidimensional and can be empowering (task-involving, autonomy supportive), since both promote BPN's satisfaction, and also positive outcomes (e.g., en-

joyment or self-worth) (Appleton et al., 2016) This issue could be particularly important because task-involving motivational climate can also be influenced by the ratio of autonomy and controlling coaching emphasis, since both of them can coexist in sport domain (Appleton et al., 2016).

Pressure and demands from the outside also greatly affect the psychology of the athlete. Perhaps the value in doing something is not worth more than what he received afterwards. Motivation in sports context is one of the most studied cognitive variables (Roberts: 2012), and has been highlighted in the last years as a determinant of performance, for example in football A simple example in the sport of soccer: Athlete A plays to win, win, and praise. Meanwhile, Athlete B plays for fun.

Assume Athlete A wins and Athlete B loses. Then prizes, bonuses, and praise will be obtained as athlete A wants. Ironically, on the other hand, it seems as if the value of Athlete B's pleasure in playing matches is not important, even though it can mean a lot to him. The majority of people only care about the results achieved, not the process and the fun. Over time, this affects the psychology of Athlete B, so that one day Athlete B will change external motivation as his main motivation. External rewards can be a good sign that a person does a good job and give a chance to understand that their performance is achieved reinforcement (Appleton et al., 2016) That's why extrinsic motivation is more often seen lately than intrinsic motivation.

### **Advantages of Extrinsic Motivation**

Extrinsic motivation is generally defined as a behavior or tendency to want to be involved in an activity, as long as it is for the sake of getting some kind of reward that comes from other people. Extrinsic motivation is very helpful in increasing mentality if the athlete succeeds in passing a job that is considered difficult or has never been completed before. It's important to note that this type of reward is not always physical, but can be psychological. Medals, trophies, money, and certificates are examples of tangible rewards. While praise, fame, and public recognition are awards that are not physical, but psychological. It is caused by a combination of external factors and used as a means to obtain something, (Ng & Ng, 2015)

Humans are basically creatures who thirst for praise and appreciation. On the other hand, humans do not like to be criticized, ridiculed, and ridiculed. Therefore, it is important for people outside of athletes to provide motivation in a polite, sincere, and honest way. In certain situations

if criticism or reprimand is needed, it should be conveyed in a good manner. The most important thing in giving criticism or reprimand is not what is conveyed, but the way in which it is conveyed. Through the right way, criticism or reprimand will turn into extrinsic motivation. Another important aspect that should be considered in sport context is the motivational climate created by the coach and perceived by athletes. It refers to the environment created by the coach, based on what he or she says and does, both in training and competition (Harwood, Keegan, Smith, & Raine, 2015).

Extrinsic motivation in the form of psychological praise is very easy to give. Often in a race, physical things such as medals, trophies, money, and certificates are very limited in number, so athletes will have difficulty competing for them. Even though the athlete has gone through many tough training sessions. Therefore, a form of praise that is psychological is very important to be given as a substitute. The most concrete example in the delivery of psychological extrinsic motivation is to give sincere praise with good gestures, plus positive words, so that athletes will be encouraged to do better things in the future. In fact, even though it is not physical, this type of psychological extrinsic motivation is a satisfaction that an athlete can receive as a form of his participation in a competition.

This type of motivation can be very effective, just look at all the examples that exist in your own life in the real world. Various things that humans do, will get various kinds of psychological praise as well. For example, if you always arrive early to a place, someone will be given praise for being diligent and disciplined, then if you are obedient in taking out the trash and keeping clean after practice, you will get praise for being orderly, etc. This also causes athletes to be more motivated to do the same thing over and over again. All of them are motivated in order to achieve something what they dream about (Seredynski, Balthazard, Ball, & Cornil, 2015)

### **Lack of Extrinsic Motivation**

Praise and extrinsic motivation can be useful tools to help athletes stay motivated and do their job well. Extrinsic motivation is also said to be effective in encouraging athletes to dare to start something new. It's just that extrinsic motivation should not be done excessively, so as not to become an addiction for the athlete. Extrinsic motivation that has become an addiction can make athletes easily feel bored. Extrinsic motivation can also be a form of disappointment if the

athlete feels he has done his job well, but is not given the usual appreciation.

Researchers agree to limit the provision of extrinsic motivation according to the level of achievement that has been done. This restriction is intended to give awards according to the measure, so as not to backfire for the athlete. Giving excessive rewards can actually be a burden for athletes to advance to the next level. Expectations and obsessions that are too high are often a great fortress for athletes to develop further. External motivation that is too high can also be misinterpreted as a fear, if the athlete fails to achieve his achievements (fear motivation).

Giving extrinsic motivation in accordance with the dose is not without purpose, it is intended so as not to interfere with intrinsic motivation. Extrinsic motivation that interferes with intrinsic motivation is known as overjustification. (Chamorro, Torregrosa, Sánchez Oliva, García Calvo, & León, 2016) A subsequent meta-analysis affirmed that when extrinsic rewards are expected and tangible, they indeed undermine intrinsic motivation for an activity. Overjustification can reduce intrinsic motivation.

A group of children who were enjoying drawing using a pen were stopped and divided into two groups. Then one group was rewarded with a fancy marker to continue drawing as an alternative tool. While the other group was not given anything. In the next session, when both groups were offered the same opportunity to draw using a pen again, the group of children who were awarded a fancy marker showed their disinterest in the pen. While the group that was not given anything still enjoyed drawing using a pen. This can also happen in the world of sports.

Athletes who have received too much extrinsic appreciation or motivation tend to turn the pleasure of playing into a demand, a job, or even an obligation to achieve. Rewards that come from outside (extrinsic) should be used with caution. According to (Muskanan, 2015) the orientation of victory which is used as the only goal can lead to a tendency to cheat, be unsportsmanlike, or be cunning. Extrinsically motivated athletes often have no respect for their opponents, referees, or the rules of the game itself. Although extrinsic motivation can be an important tool in motivating athletes, the best way to use extrinsic motivation is when the athlete lacks basic skills. However, it still has to be done in small portions or not excessively, so that extrinsic motivation is expected to lead more to motivation to get something (achievement motivation).

## CONCLUSION

Based on the results of the analysis conducted through a literature review research approach, it is revealed that motivation is one of the psychological skills that influence the success of athletes in achieving peak performance. Intrinsic motivation is motivation that is influenced from within while extrinsic motivation is influenced from outside. Based on the analysis, the author draws the conclusion that intrinsic motivation affects athletes more because this drive is based on the athlete's inner self. Athletes who have intrinsic motivation are better able to achieve maximum performance compared to athletes who have less intrinsic motivation. Even so, the author believes that extrinsic motivation also affects achievement, so there is a need for other in-depth studies in further research to be able to analyze the motivational literature review more broadly. This research has limitations, namely limited to intrinsic and extrinsic motivation. The results of the research are expected to be able to become a reference to be able to optimize the motivation of the athlete by including it into the training program so that the athlete is able to reach the peak of success in carrying out the sports activities they are involved in.

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