



Motivating Sports Specialization: Coaches, Parents, And Peers' Perspective

Daniel Indra Kusuma¹, Didik Subhakti Prawira Raharja², Brio Alfatihah Ramayudha³, Indrayogi⁴

^{1,2,3}Universitas Majalengka, Jawa Barat, Indonesia

Received:

Revised:

Accepted:

Abstract: The drive of an athlete is among the most crucial factors in determining whether or not they will succeed as champions. In order to perform at their best, athletes are pushed to increase their own psychological well-being. This study aims to comprehend how moral support from peers, parents, and coaches boosts adolescent athletes' performance in sports specialization. This study employs a descriptive methodology with the intention of outlining and mentioning numerous social phenomena that are the subject of the investigation based on what occurred. A descriptive survey format, which can be employed in case studies or survey research, was adopted by the researchers in this study. It will be determined if there is a difference in the positive significant effect of each social support factor (coaches, parents, and peers) on the growth in accomplishment motivation of athletes who specialize in sports.

Keywords: Motivation; Sports Specialization; The Role of the Trainer

Correspondence author

Email: indrakusuma1009@gmail.com

Copyright © 2024 Daniel Indra Kusuma¹, Didik Subhakti Prawira Raharja², Brio Alfatihah Ramayudha³, Indrayogi⁴



INTRODUCTION

The drive of an athlete is among the most crucial factors in determining whether or not they will succeed as champions (Winarno, 2006). In order to perform at their best, athletes are pushed to increase their own psychological well-being. Young athletes today appear to train longer and harder than in the past, and many of them decide to focus on just one sport before they are thirteen (Anwar et al., 2023). A common assumption among athletes and their parents is that the best way to maximize the development of skill-specific athletic skills is to begin focused, hard training early on. According to evidence, this early specialization does not have the desired effect and undermines many of the physical, psychological, and social advantages of engaging in sports, according to Bramantha (2017).

Athletes typically concentrate on one or two sports, mastering the fundamental techniques, strategies, and regulations (Sands, 1869). Around the ages of 11 to 12, this specializing phase usually starts. There are three options available to athletes at this stage: they can attempt to invest in and develop into top athletes, compete at the recreational level, or give up the sport altogether. Investment or mastery refers to the following developmental stage: Cote et al. (in Richard et al. 2010: 88), Wylleman et al. (in

Richard et al. 2010: 88), and depending on the sport, can begin as early as the age of about 15.

According to Wylleman et al. (in Richard et al. 2010: 88), this stage can be thought of as continuing up until Cote et al.'s retirement, or it can put the player into a maintenance state. Because they are marked by change, specific career stages are challenging to define precisely. The number of sports and activities has decreased, intentional play has been replaced by intentional practice, and the roles of parents, coaches, and peers have all gradually changed from "helper" to "specialist," from direct involvement to "indirect involvement," according to Cote et al. (in Richard et al. 2010:88). The investment/mastery stage, in contrast, is characterized by a strong and narrow emphasis on intentional training, specialized instruction in one sport, and the participation of others. Cote et al. (in Richard et al. 2010:88) claim that it is quite old.

The investment/mastery stage, in contrast, is characterized by a strong and narrow emphasis on intentional training, specialized instruction in one sport, and the participation of others. Cote et al. (in Richard et al. 2010:88) claim that it is quite old and determines sports both before and after high school with particular expertise. According to Suci in Aziz (2021: 2), while many coaches and parents agree that sports specialization is better for the development of athlete skills, peak athletic performance and skills unquestionably demand a high level of training. Participation in year-round organized sport training, focusing on one sport, and excluding other sports are all advantages (Abbott, 2004). Even though there are many young people with talent, a lack of sufficient encouragement and support can often discourage young people from continuing to pursue and even achieve outstanding successes in this sport specialization. The word "motive" describes the underlying urge that leads someone to behave. A person's motivation, or some other psychological state, guides their conduct toward a goal (Goswami, 2020).

Even though there are many young people with talent, a lack of sufficient encouragement and support can often discourage young people from continuing to pursue and even achieve outstanding successes in this sport specialization (Heijnen et al., 2016). The word "motive" describes the underlying urge that leads someone to behave. A person's motivation, or some other psychological state, guides their conduct toward a goal (Ludlam et al., 2016). Motivation for success is the desire to overcome obstacles, put in effort, and work as swiftly and efficiently as possible. Teenagers will not feel inspired to continue playing a sport they find intriguing if there is not an initial desire and drive to engage in sports activities. The practice of playing technology or gadgets for an extended period of time, such as on computers and cell phones, is one of the reasons why teenagers are less likely to exercise (Craig et al., 2017).

Consequently, there will be less room for physical activity and less motivation to engage in even brief exercise. Despite the fact that a person can choose from a wide variety of sports specialties and sectors depending on their interests and abilities, Teenagers can be encouraged to get involved in sports and lead healthy lifestyles by the support that they receive from those who are close to them and those around them. As a good effort for their children's growth and development, parents play a very essential part in the development of their children's abilities since the actions they take have a significant impact on the improvement and development of their children's capabilities.

Encouraging children to develop the skills required to participate in sports training in clubs and schools is one of the duties of parents. Incentives for kids are referred to as "external motivation" and "internal motivation." The support of the child's family is one external motivator. The encouragement of parents to participate in sports

coaching that they find fascinating for their children or themselves as athletes has a huge impact on children and athletes, both in terms of moral support, the availability of training facilities, and the social environment (Dalene et al., 2018). To instruct athletes, you must possess suitable training skills.

The coach must choose the training environment the athlete has desired (Bompa, 2009). To specify the conditions and training sections, experts in the field are required. A coach must be a legitimate expert in his field of expertise because an athlete may ultimately fail to achieve, for example, due to an accident or other medical issues. Any physical activity an athlete engages in to increase his physical fitness is considered exercise. Sukadiyanto (2005:1) claims that the goal of training is to improve something while enhancing physical fitness.

Training "aims to get convenience in strengthening skills and maximum achievement," according to Harsono (2015: 1). The requirements for certification of training competence are controlled by the professional institution or body that monitors trainer certification; thus, the trainer needs to meet them. Each coach must be able to mold an athlete's character in a way that will allow it to succeed because positive character growth can also promote athlete performance. According to sports studies, a coach is a person who teaches athletes how to do a particular activity. The expert coach is in charge of teaching exceptional athletes to give everything they have in a short period of time. Nevertheless, Sukadiyanto (2005:3) states "that coaches are people with all their expertise."

The coach's objective is to keep the players motivated while utilizing strategy to help them reach their full potential. This is also due to the fact that coaches and athletes spend so little time together that it is up to them to make the most of it. Psychological issues are a different but no less significant factor than physical ones. According to one athlete, internal strengthening is important in addition to having parents and coaches who are consistently supportive. He contends that if these qualities emerge from inside, the coach will aid in the development of the athletes by imploring them to persevere and not give up easily.

METHOD

This study employs a quantitative approach. In this inquiry, a quantitative analytical strategy based on statistical data will be used. Research methodologies for solving research problems necessitate a thorough evaluation of the object variables being examined in order to produce conclusions that can be used regardless of the context of time, place, and circumstance. All 15 of Club Basri's finest football players made up the study's sample. The total population, which consists of 15 people, is then used as the sample. In this study, a questionnaire with a Likert scale served as the research tool. Using descriptive statistics, the first and second research issues found in this study are presented (DeCuir-Gunby, 2011)

RESULT AND DISCUSSION

Result

This study employs a quantitative approach. In this inquiry, a quantitative analytical strategy based on statistical data will be used. Research methodologies for solving research problems necessitate a thorough evaluation of the object variables being examined in order to produce conclusions that can be used regardless of the context of time, place, and circumstance. All 15 of Club Basri's finest football players made up the study's sample. The total population, which consists of 15 people, is then used as the

sample. In this study, a questionnaire with a Likert scale served as the research tool. Using descriptive statistics, the first and second research issues found in this study are presented. Fortunately, the age range of 18-21 years, obtained a number of 53.3% or a total of 8 people from the total number of research respondents.

The percentage of research participants with a junior high school education was found to be 13.3%, or 2. This represents two of the total research participants. Of the total number of research participants, 73.4%, or 11 people, had a high school diploma or equivalent. Of the total number of research participants, there were 13.3%, or 2 respondents, with an S-I level of education.

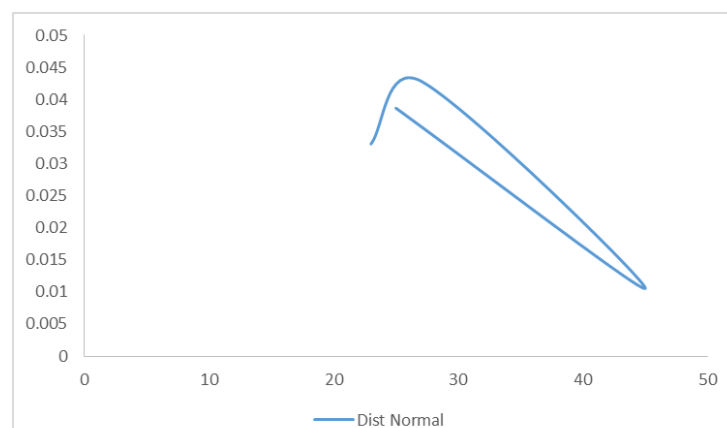
Table 1. Data descriptive statistics and data analysis.

N	Range	Min	Max	Sum	Mean	Std. Dev	Variance	Skewness	Kurtosis				
Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. error	Statistic	Statistic	Statistic				
X1	4	22	23	45	120	30.00	5.066	10.132	102.667	1.846	1.014	3.492	2.619
X2	5	13	23	36	142	28.40	2.205	4.930	24.300	.936	.913	.955	2.000
X3	6	19	22	41	175	29.17	2.725	6.676	44.456	1.238	.845	1.7298	1.741
Valid N (listwise)	4												

It is clear from the output table of the data processing findings above that: The trainer's effect variable had a mean or average value of 30.00 across all 4 research samples. ranging from 23 to 45 as its minimum and maximum values. The standard deviation, also known as the variable deviation, is 10,132. Variable parental influence yielded a mean or average value of 28.40 for a total of 5 research samples. with a value between 23 and 36 as the minimum and maximum. 4,936 is the standard deviation or variable deviation value. With a total of 6 research samples, the peer impact variable yielded a mean or average value of 29.17. has a value between 22 and 41 as its minimum and maximum. Additionally, the variable deviation or standard deviation value is 6,676.

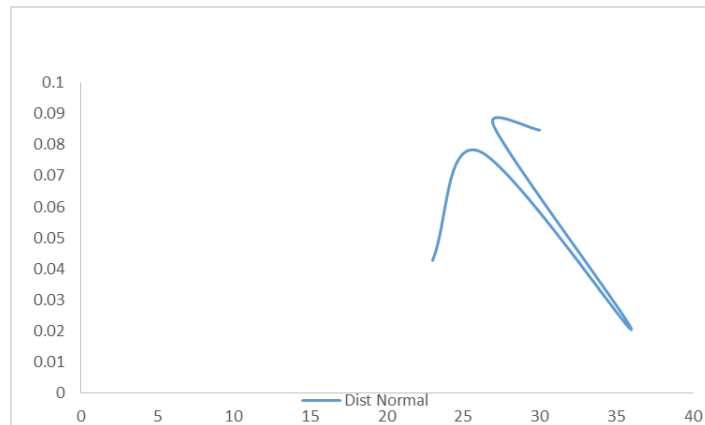
The Skewness values of each research variable were obtained, and it can be deduced that they are as follows: 1. The Coach Influence variable's Skewness coefficient is 1,840, and its Kurtosis value is 3,492. And here is how the Normal Distribution chart might be explained:

Graph 1. Normal Distribution of Variable x1



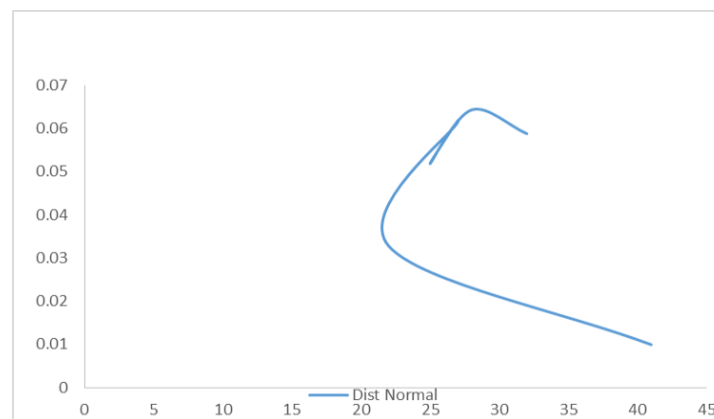
2. The Skewness coefficient is 0.936 and the Kurtosis value of the Parental Influence variable is 0.955. And the Normal Distribution chart can be described as follows:

Graph 2. Variable Normal Distribution x2



3. The Skewness coefficient is 1.238 and the Kurtosis value of Peer Influence variable is 1.728. And the Normal Distribution chart can be described as follows:

Graph 3. Variable Normal Distribution x3



The results of data processing using the One Sample T-Test in SPSS are as follows:

Table 2. Results of the One Sample T-Test (1)

One-sample statistics						
Tes Value = 100						
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Coach Influence	-11.637	3	.001	-67.250	-85.64	-48.86
		N	Mean	Std. deviation	Std. Error Mean	
Coach Influence		4	32.75	11.558	5.779	

Based on the output table above, the following results are obtained:

The mean or average value of the variable influencing the role of the trainer is 32.75. With a value of Sig. (2 tailed) resulting in 0.01, because the significance value is > 0.05 , then H_0 is accepted, meaning that there is no significant difference in the effect of the influence of the role of coach on other social support variables (parents and peers).

Table 3. Test Results of One Sample T-Test (2)

One-sample statistics						
Tes Value = 45						
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Parental Influence	-7.530	4	.002	-16.600	-22.72	-10.48
	N	Mean	Std. deviation	Std. Error Mean		
Parental Influence	5	28.40	4.930	2.205		

The mean or average value of the parental role influence variable is 28.40. With a value of Sig. (2 tailed) resulting in 0.02, because the significance value is $\alpha > 0.05$, then H_0 is accepted, meaning that there is no significant difference in the influence of the parental role variable on other social support variables (trainers and peers).

Table 4. Test Results of One Sample T-Test (3)

One-sample statistics						
Tes Value = 45						
	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Friend Influence	-5.810	5	.002	-15.833	-22.84	-8.83
	N	Mean	Std. deviation	Std. Error Mean		
Friend Influence	6	29.17	6.676	2.725		

The mean or average value of the peer influence variable is 29.17. With a value of Sig. (2 tailed) resulting in 0.02, because the significance value is $\alpha > 0.05$, then H_0 is accepted, meaning that there is no significant difference in the influence of the parental role variable on other social support variables (trainers and parents' friends).

Discussion

The main goal of this study was to determine how social support from peers, parents, and coaches affected athletes' motivation to specialize in a particular sport. The study took place in Pasir Village, Majalengka Regency with a total of 15 athletes as participants. And these are the findings of this study: Based on the average influence of the trainer's role, which was found to be 32.75, there is statistically significant variation in the average influence of each social support (coach, parents, and peers). According to the research respondents, there is no significant influence from the role of trainer, with a value of Sig. (2-tailed) obtained by 0.01 ($\alpha > 0.05$), hence H_0 is acceptable. There are a lot of things that could happen that could support the idea that coaches aren't often involved in helping their foster kids grow up to be motivated to succeed wherever and whenever. It is clear from the output table of the data processing findings above that: 1. The trainer's effect variable had a mean or average value of 30.00 across all 4 research samples. ranging from 23 to 45 as its minimum and maximum values. The standard deviation, also known as the variable deviation, is 10,132.2. Variable parental influence yielded a mean or average value of 28.40 for a total of 5 research samples. with a value between 23 and 36 as the minimum and maximum. 4,936 is the standard deviation or variable deviation value. The qualities of the coach himself are one of them. able to inspire his students to

always have a positive outlook on the future. rarely makes recommendations or constructive criticism regarding sports-related methods, strategies, or practices. Even when speaking with athletes directly on the playing field or in practice, it is rare.

According to descriptive statistics, there is a difference in the average impact of each type of social support (coach, parents, and peers) based on the average value for the influence of the parental role that was found, which was 28.40. According to the research respondents, there is no significant influence from the influence of parental roles when the value of Sig. (2-tailed) is attained by 0.02 ($\alpha > 0.05$). Parents take on roles that are genuinely crucial for boosting athletes' drive and self-confidence. Parents can inspire athletes' desire to perform because they are not only the people who are closest to them and are present at all times. The athlete may, however, occasionally feel empty due to the father and mother figures' busy schedules in their respective lives. Additionally, the parents fought against the decision to refuse the athlete's request to participate in sports from the beginning. Giving positive feedback at the start of a battle has a demoralizing effect.

Based on the acquired average value for peer influence, which is 29.17, it can be shown that there is statistical variation in the average influence of each social support (coach, parents, and peers). According to the research respondents, there is no significant influence from the influence of the role of peers with a value of Sig. (2-tailed) obtained by 0.01 ($\alpha > 0.05$), hence H_0 is acceptable. Friends or friends can be other people who can offer support, which can have a positive or negative effect on enhancing athlete performance. However, when they simply support the athlete for a particular goal, like becoming well-known in the neighborhood, this support might only be momentary. giving the athlete's requests or advice your partial or unsupportive attention. the performance when competing is affected.

According to data analysis using the One Sample T-Test, there are variations in the mean or mean values of each social support variable (roles of coaches, parents, and peers), with sequential values of 32.75, 28.40, and 29.70. Value of Sig is known. Each social support variable has a 2-tailed p-value of 0.01, 0.02, and 0.02 when the value is greater than $\alpha = 0.05$. In light of the fact that there is no discernible difference between any social support variable, it can be said that H_0 is accepted and H_a is rejected. According to the calculation formula ($\alpha/2$); (df), the t table values for each figure role from the social support variable are 2,353, 2,132, and 1,943 using the calculated t values obtained from each of the social support variables, which include -2.120, -5.810, and -5.810. And from this, it may be inferred that only the tcount variable affects the trainer's role, and that this influence is not sufficiently strong to offset the combined effects of the other two independent variables. According to a comparison of tcount and ttable, the influence of parents and peers on the dependent variable has a considerable impact on each of the other independent variables.

However, the findings of processing the research data show that there is a trend in the other direction, as indicated by the results with a negative sign from the computed t value. In a sense, if one of the social support factor variables rises, the other social support factor variables will fall in response, and vice versa. Thus, the authors can draw the conclusion that each social support variable (coach, parents, and peers) has a similar positive and significant effect on one another. It will next be determined whether this conclusion affects how motivated players become to succeed in their chosen sport.

CONCLUSION

There are a lot of things that could happen that could support the idea that coaches aren't often involved in helping their foster kids grow up to be motivated to succeed wherever and whenever. The qualities of the coach himself are one of them. able to inspire his students to always have a positive outlook on the future. rarely makes recommendations or constructive criticism regarding sports-related methods, strategies, or practices. Even when speaking with athletes directly on the playing field or in practice, it is rare. Parents take on roles that are genuinely crucial for boosting athletes' drive and self-confidence. Parents can inspire athletes' desire to perform because they are not only the people who are closest to them and are present at all times. However, the athlete occasionally feels empty because to how busy each of the father and mother figures are elsewhere. Additionally, the parents fought against the decision to refuse the athlete's request to participate in sports from the beginning. Giving positive feedback from the start of a battle has a demoralizing effect. Friends or friends can be other people who can offer support, which can have a positive or negative effect on enhancing athlete performance. However, when they simply support the athlete for a particular goal, like becoming well-known in the neighborhood, this support might only be momentary. giving the athlete's requests or advice your partial or unsupportive attention. in order to have an impact on performance in competition.

ACKNOWLEDGEMENTS

Thank you to Majalengka University and Club Basri in Pasir Village, Majalengka Regency, which has permitted us to collect data so that this research could run well.

CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

REFERENCES

- Abbott, J. (2004). *The Teacher Moral Influences Employed in the Instruction and Government of the Young*.
- Anwar, A. S., Suari, S., Asmara, A. S., & Prawiyogi, A. G. (2023). Elementary School Students ' Talent Analysis Through Sparing Partners in Futsal Extracurricular Activities. 15, 1773–1779. <https://doi.org/10.35445/alishlah.v15i2.3002>
- Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Edisi Revisi. Jakarta: PT. Rineka Cipta
- Azizah. (2011). *Keperawatan lanjut usia* . Yogyakarta: Graha Ilmu.
- Bompa, T. O. (2009). *Periodization: Theory and Methodology of Training*. 4th ed. In Champaign, Ill. : Human Kinetics;
- Craig, P., Katikireddi, S. V., Leyland, A., & Popham, F. (2017). Natural Experiments: An Overview of Methods, Approaches, and Contributions to Public Health Intervention Research. *Annual Review of Public Health*, 38, 39–56. <https://doi.org/10.1146/annurev-publhealth-031816-044327>
- Creswell, J. W. (2010). *Research design: pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta: PT Pustaka Pelajar.
- Dalene, K. E., Anderssen, S. A., Andersen, L. B., Steene-Johannessen, J., Ekelund, U., Hansen, B. H., & Kolle, E. (2018). Cross-sectional and prospective associations between sleep, screen time, active school travel, sports/exercise participation and physical

- activity in children and adolescents. *BMC Public Health*, 18(1), 1–10.
<https://doi.org/10.1186/s12889-018-5610-7>
- Darmawan. 2013. *Metode Penelitian Kuantitatif*. Bandung: Remaja Rosdakarya.
- Djoko Pekik Irianto. (2002). *Dasar Kepeleatihan*. Yogyakarta: FIK UNY
- DeCuir–Gunby, J. T. (2011). Mixed Methods Research in the Social Sciences. *Best Practices in Quantitative Methods*, 125–136.
<https://doi.org/10.4135/9781412995627.d11>
- Goswami, R. R. (2020). *Motivation*.
- Gunarsa, Singgih D. 2004. *Psikologi Praktis Anak, Remaja dan Keluarga*, Cetakan. 7. Jakarta: PT. Gunung Mulia
- Hadi, R. (2021). *Pelatihan Penyusunan Program Latihan di Kabupaten Jepara Tahun 2021*. Seminar Nasional LPTK CUP XX Tahun 2021.
- Harsono. (2015). *Kepeleatihan Olahraga*. Bandung: PT. Remaja Rosdakarya
- Heijnen, S., Hommel, B., Kibele, A., & Colzato, L. S. (2016). Neuromodulation of aerobic exercise-A review. *Frontiers in Psychology*, 6(JAN), 1–6.
<https://doi.org/10.3389/fpsyg.2015.01890>
- Jermaina, P. (2018). Independent Exercise Motivation Analysis. *INDONESIA PERFORMANCE JOURNAL*, 6
- Kavussanu, M., & Roberts, GC (1996). Motivasi dalam konteks aktivitas fisik: Hubungan antara persepsi iklim motivasi untuk motivasi intrinsik dan self-efficacy. *Jurnal Psikologi Olahraga & Latihan*, 18, 264–280.
- LeCompte, M., & Goetz, J. (1982). Masalah reliabilitas dan validitas dalam penelitian etnografi. *Tinjauan Penelitian Pendidikan*, 52, 30–60.
- Ludlam, K. E., Butt, J., Bawden, M., Lindsay, P., & Maynard, I. W. (2016). A Strengths-Based Consultancy Approach in Elite Sport: Exploring Super-Strengths. *Journal of Applied Sport Psychology*, 28(2), 216–233.
<https://doi.org/10.1080/10413200.2015.1105881>
- Mahmudi (2015), *Manajemen Kinerja Sektor Publik Edisi Kedua*. Yogyakarta: UPP STIM YKPN.
- McGowan, J., Whatman, C., & Walters, S. (2020). The associations of early specialisation and sport volume with musculoskeletal injury in New Zealand children. *Journal of Science and Medicine in Sport*, 23(2), 139–144.
- Sands, N. (1869). *The Philosophy of Teaching*. TEACHER AND PUPIL .
- Sakti, G.F. & Rozali, Y.A. 2015. Hubungan Dukungan Sosial Dengan Kepercayaan Diri Pada Atlet Cabang Olah Raga Taekwondo Dalam Berprestasi (Studi Pada Atlet Taekwondo Club Bjtc, Kabupaten Tangerang). *Jurnal Psikologi Volume 13 Nomor 1*. <https://media.neliti.com/media/publications/126346-ID-none.pdf>
- Sasmita, I. A. G. H. D., & Rustika, I. M. (2015). Peran Efikasi Diri dan Dukungan Sosial Teman Sebaya Terhadap Penyesuaian Diri Mahasiswa Tahun Pertama Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Udayana Ida Ayu Gede Hutri Dhara Sasmita dan I Made Rustika, 2(2), 280–289.
- Smucny, M., Parikh, S. N., & Pandya, N. K. (2015). Consequences of Single Sport Specialization in the Pediatric and Adolescent Athlete. *Orthopedic Clinics of North America*, 46(2), 249–258. <https://doi.org/10.1016/j.ocl.2014.11.004>
- Sukadiyanto. 2005. *Pengantar Teori dan Metodologi Melatih Fisik*. Yogyakarta: Pendidikan Kepeleatihan Olahraga Fakultas Ilmu Keolahragaan Universitas Negeri Yogyakarta.
- Winarno. (2006). *Perspektif Pendidikan Jasmani dan Olahraga*. <http://fik.um.ac.id/wp-content/uploads/2018/02/buku-4.pdf#page=7>