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## The Role of Sports Motivation and Social Support as Determining Factors of Students' Sports Achievement in Sports Education Learning

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**Abstract:** The role of sports motivation and social support as determining factors for student sports achievement in sports education learning is a scientific article with the aim of analyzing whether sports achievement plays a role in sports motivation and social support. Qualitative method with a phenomenological approach, the phenomenological approach emphasizes the description of the subject's life experience from the participant's own perspective (phenomenology as a social research method). The results of this article are: 1) Sports motivation plays a role in improving sports achievement, 2) Social support plays a role in improving sports achievement. Apart from these 3 exogenous variables that influence endogenous variables of sports achievement, there are many other factors including teacher competence, teacher leadership, and training consistency.

**Keyword:** Sports Motivation, Social Support, Sports Achievement, Sport Education.

### INTRODUCTION

Sports learning in schools plays a crucial role in developing students' physical, mental, and social abilities. One effective learning model is Sports Education, designed to enhance students' participation, skills, and enthusiasm for sports through competitive, collaborative, and enjoyable learning (Sukardi, 2016). This model encourages students to be active in the learning process, thus influencing various aspects, including sports achievement.

Sports achievement itself is the outcome achieved by students through sports training, participation, and competition. According to Syafruddin (2012), sports achievement is the achievement of results measured against specific standards in sports activities that demonstrate improvements in an individual's physical and mental abilities. Sports achievement depends not only on technical skills but is also influenced by psychological factors such as sports motivation and social support from the school and family environment.

Sports motivation is an internal and external drive that drives individuals to have a strong desire to participate and achieve optimal results in sports. Hidayat (2014) explains that

sports motivation plays a crucial role in determining training intensity, consistency, and achievement. Furthermore, social support from teachers, friends, and family has also been shown to influence student success in sports. According to Fauzi and Nurhadi (2017), social support in the form of encouragement, guidance, and appreciation can increase students' self-confidence, thus positively impacting their athletic performance.

Therefore, this research is important to understand how sports motivation and social support play a role as determinants of students' athletic performance in the context of sports education. The results of this study are expected to contribute to the development of effective learning strategies in physical education and to improve students' overall athletic performance.

This study aims to explain students' experiences and meanings regarding the role of sports motivation and social support as determinants of students' athletic performance in sports education. Based on the previously described research questions, the following research questions are presented:

- 1) Does sports motivation play a role in determining sports achievement?
- 2) Does social support play a role in determining sports achievement?

## **METHOD**

This study employed a qualitative method with a phenomenological approach. The phenomenological approach was chosen to understand students' subjective experiences regarding how sports motivation and social support from teachers, peers, and the environment influence their sports performance in Sport Education learning. According to Creswell (2014), the phenomenological approach focuses on the meaning of individual experiences related to specific phenomena, making it suitable for exploring students' perceptions and meanings within the context of sports learning.

## **RESULTS AND DISCUSSION**

### **Results**

The results of this article based on the problem background, objectives and methods are as follows:

### **Sports Achievement**

Zaenal Arifin defines achievement as the result of a person's abilities, skills, and attitudes in completing a task. In the context of sports, sports achievement is the result of effort and hard work in a sport, such as an athlete winning first place in a particular competition (Arifin, Z., 2012). According to Hays, sports achievement is an individual's orientation toward achieving goals in competition. This orientation relates to an individual's efforts to succeed in a competition situation, which includes aspects of motivation and mental readiness for competition (Hays, R., 2012). Syafruddin explains that high-achieving sports coaching is sports coaching carried out with the aim of achieving sporting achievements. In this context, sports achievement includes efforts to improve the abilities and potential of athletes in order to enhance the nation's dignity and status through systematic and planned competitions (Syafruddin, 2012).

According to Syafruddin (2012), sports achievement is influenced by four main dimensions: 1) Physical Condition. Strength, endurance, flexibility, and speed are important elements in supporting achievement in sports; 2) Technique. The ability to master specific technical skills relevant to the sport being competed in; 3) Tactics. The ability to plan and execute effective strategies during competition; 4) Mental (Psychic). The ability to manage emotions, focus, and self-motivation to face the challenges of the sport.

Sports Achievement has been extensively studied by previous researchers, including: (Silvia, R., 2024), (Akbar, M., Ali, H., & Mahaputra, M. R., 2023), (Musa et al., 2020), (Ginanjari, A., 2019), (Syafurudin., 2012), (Hays, R., 2012), (Arifin, Z., 2012).

### **Sports Motivation**

According to Jusuf Blegur (2018), sports motivation is defined as a strong drive or desire to participate and excel in sports activities. This motivation drives how hard an athlete trains and strives during competitions. In research by Suriyanto, E., 2017, motivation in the context of physical education learning is described as a psychological force that drives students to actively engage in sports activities, both for intrinsic reasons (enjoyment, personal challenge) and extrinsic reasons (recognition, rewards). Motivation influences the frequency, intensity, and consistency of student participation in physical activity at school. Meanwhile, research by Mahendra, T., 2022, sports motivation is described as a non-intellectual psychological component that generates joy, enthusiasm, and encouragement to perform sports tasks to the best of one's ability. Articles reviewing motivation emphasize two main dimensions: intrinsic and extrinsic, which also serve as the basis for measuring sports motivation.

The following are indicators of sports motivation in Pradipta, A.S.'s (2015) research: 1) Physical condition that supports sports participation; 2) Personal interest and fascination with sports; 3) Natural talent or ability in sports; 4) Internal desire to achieve; 5) Social and cultural environmental support; 6) Family encouragement; 7) Availability of sports facilities and infrastructure; 8) The role of teachers or coaches in student motivation.

Sports motivation has been extensively studied by previous researchers, including: (Ali, H et al., 2022), (Afuan, M., Ali, H., & Zefriyenni, 2023), (Giovanni, N., & Ali, H., 2024), (Asnaldi et al., 2018), (Muskanan, K., 2015), (Wafiroh, A. N., 2022), (Silvia, R., 2024), (Ayemi, 2022), (Kurniadi et al., 2021), (Nugroho et al., 2022), (Sukanti et al., 2022), (Mustofa & Wulandari, 2023), (Lubis & Fitriani, 2021), (Deci & Ryan, 2000), (Pradipta, 2015).

### **Social Support**

Social support is a feeling of comfort, care, appreciation, or assistance received from another person or group. Social support is a tangible act of assistance received by an individual from others, making them feel loved, cared for, valued, respected, and considered part of a group. (Christanti, A., & Setiawati, C. L. (2023). Social support is feedback from others indicating that a person is loved, cared for, valued, and respected, and is involved in a network of communication and reciprocal obligations. (Ibda, F., 2023).

According to Sarafino and Smith (2012), social support consists of four main dimensions:

- 1) Emotional Support: Involves expressions of empathy, concern, and care for an individual, so that the individual feels comfortable, loved, and cared for.
- 2) Instrumental Support: Providing practical assistance in the form of resources or direct actions that help an individual address problems or needs.
- 3) Informational Support: Providing information, advice, or guidance that helps individuals make decisions or understand the situation they are facing.
- 4) Companionship Support: Providing a sense of community and social engagement through shared activities, so that individuals feel accepted and less alone.

Social support has been extensively studied by previous researchers, including: (Ferreira, J. G., et al., 2024), (Murray, R. M., et al. (2023), (Luo, J., et al., 2025), (Ibda, F., 2023), (Sarafino dan Smith, 2012), (Christanti, A., & Setiawati, 2023),

## Discussion

### a) Sports motivation plays a role in improving sports performance

Sports motivation plays a crucial role in improving athlete performance. Based on various previous studies, achievement motivation is a key factor driving athletes to train consistently, set high goals, and persevere under competitive pressure. Athletes with strong intrinsic motivation, such as a desire for development, personal satisfaction, and pride in their accomplishments, tend to exhibit more consistent performance than those motivated solely by extrinsic factors like prizes or awards. Research by Ayemi (2022) demonstrated that achievement motivation significantly influenced improved athlete performance in the PPLP (Sports Training Center) in Papua Province, while Mustofa and Wulandari (2023) found that motivation derived from internal drives had a greater impact on training success and competition outcomes.

In addition to individual factors, external support, such as the role of coaches and family, also contributes significantly to increased sports motivation. Coaches who are able to create a supportive training environment, provide positive feedback, and foster self-confidence can increase athletes' motivation and enthusiasm for training. Akines (2021) confirmed that social support from coaches and family is positively related to intrinsic motivation and performance in young athletes. Research by Sukamti et al. (2022) also showed that constructive coaching behavior influenced achievement motivation and athlete performance in Riau. Thus, social and psychological aspects are important factors strengthening the relationship between motivation and sports achievement.

Another equally important factor is the quality of training and external conditions that influence athlete motivation. According to Kurniadi et al. (2021), the combination of achievement motivation, training quality, and anxiety management significantly influenced the performance of athletes in the PPLP North Sumatra. An adequate training environment, good facilities, and a professional management system also mediate the influence of motivation on performance outcomes. Nugroho et al. (2022) added that in both individual and team sports, high motivation can only produce optimal performance if supported by effective training and a healthy competitive environment. Therefore, it can be concluded that both intrinsic and extrinsic motivation are essential foundations for improving sports performance, the success of which depends on the synergy between psychological and social factors, and the quality of athlete coaching.

This research aligns with research conducted by: (Ayemi, 2022), (Kurniadi et al., 2021), (Nugroho et al., 2022), (Sukamti et al., 2022), (Mustofa & Wulandari, 2023), (Asnaldi et al., 2018), (Muskanan, K., 2015), (Wafihiroh, A. N., 2022), (Silviah, R., 2024), (Lubis & Fitriani, 2021), (Deci & Ryan, 2000), (Pradipta, 2015).

### b) Social support plays a role in improving sports performance

Social support from coaches, parents, and the surrounding environment has been shown to be a key factor in improving athletic performance. One study at Padang State University found that social support from coaches contributed approximately 23.7% to the recovery of peak performance in athletes after major injuries, indicating that external support is crucial not only for optimal performance but also for recovery from physical challenges. This type of research suggests that coaches who proactively provide attention, encouragement, and adapt training to the athlete's condition can accelerate the rehabilitation process and improve performance quality.

Furthermore, local research also shows that parental social support is positively related to athletes' achievement motivation. For example, a study at PB Suryanaga Surabaya found that badminton athletes who felt supported by their parents had higher achievement motivation. Furthermore, research at the Jakarta Provincial Student Sports Training Center

(PPOP) by Olivia F. Margaretha (2021) showed that parental social support (along with self-confidence and sports orientation) had a significant influence on athlete achievement.

Global research also corroborates these local findings. For example, a systematic review by Akines (2024) revealed that support from family and coaches increases intrinsic motivation, psychological resilience, and performance in adolescent athletes. Research also suggests that the presence of social support reduces psychological exhaustion, stress, and burnout in athletes, enabling them to maintain or improve their performance.

This research aligns with research conducted by: (Margaretha, 2021), (Akines, 2024), : (Ferreira, J. G., et al., 2024), (Murray, R. M., et al. (2023), (Luo, J., et al., 2025), (Ibda, F., 2023), (Sarafino dan Smith , 2012), (Christanti, A., & Setiawati, 2023), (Thoits, 2011).

### CONCEPTUAL FRAMEWORK

Based on the problem formulation, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is obtained as below.

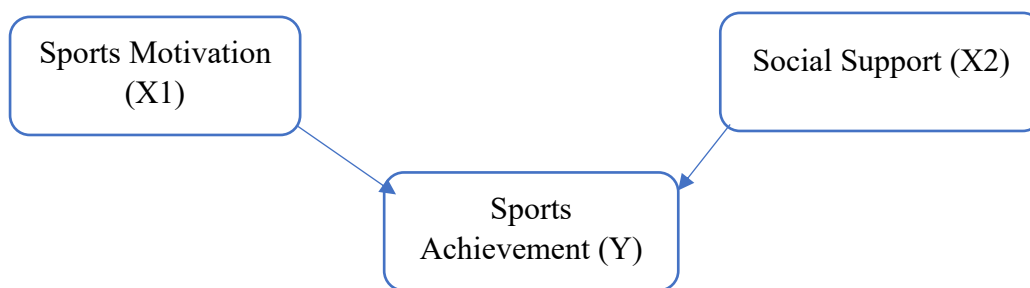


Figure 1. Conceptual Framework

And there are many other factors that influence Sports Achievement (Y), including:

- a) Teacher Competence: (Ali, H., Susanto, P. C., & Saputra, F., 2024), (Silviah, R., 2024), (Muhajirin, A., Purnamasasi, I. O., Rony, Z. T., & Ali, H., 2024), (Rohman, H., 2020).
- b) Teacher Leadership: (Ali, H., 2016), (Silviah, R., 2024), (Nasution, W. N., 2016), (Yanti, S., 2019).
- c) Training Consistency: (Silviah, R., 2025), (Ma'ruf, S., 2020), (Naiboru, 2023), (Wihdatullah, D., 2023), (Rajindra, D., 2017), (Sucipto, A., 2013), (Aprilo et al., 2024), (Ramadhani & Pratama, 2021), (Kurniawan et al., 2022), (Nugroho & Handayani, 2020)

### CONCLUSION

This study aims to determine whether sports motivation and social support play a role as determining factors for sports achievement in sports education learning. Based on the article's questions, the following conclusions can be drawn from this study: 1) Sports motivation plays a role in improving sports achievement, 2) Social support plays a role in improving sports achievement.

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