

The Influence of Parental Support and Training on Athlete Performance with Motivation as Mediation Variable

Irma Rahayu^{1*}, Agustinus Setyawan¹
¹ Universitas Internasional Batam, Indonesia

Received: April 1, 2025

Revised: June 13, 2025

Accepted: June 15, 2025

Online: June 30, 2025

Abstract

Internal and external factors generally influence athlete achievement. The internal factor that mainly influences the athlete's achievement is motivation. Meanwhile, the external factors are parental support and training attained. The research intended to examine the influence of parental support and training on young athletes' performance in Tanjungpinang. A survey research design was carried out using a questionnaire for data collection. Using purposive sampling, the sample calculation results, with an acceptable margin of error of 0.05, showed 194 confirmed samples from various individual and team sports, ages ranging from 8 to 23. The instrument used for data analysis was SmartPLS (Partial Least Squares) software to confirm theories and forecast relationships between variables. The questionnaire was distributed using Google Forms and shared via WhatsApp. This result indicated that parental support directly and mediated by motivation is ineffective in improving athlete performance, while training has a positive and significant influence both directly and through motivation. This research is limited in scope and is only conducted in Tanjungpinang, with a narrow scope of the research and limitations in the variables studied. The study results provide insight for athletes and coaches. The inclusion of parental involvement in the context of sports performance and suitable training concepts will significantly improve athlete performance. This study simultaneously discusses parental support and training and the mediation of motivation to improve athlete performance.

Keywords: Parental Support, Training, Motivation, Athlete Performance

INTRODUCTION

Athletes actively participate in sports activities to achieve maximum performance at local, national, and international levels. The athlete's presence as a sports player represents the country's achievements and development. Athletes play a vital role in the instrumental in the nation's pride and encourage people to adopt a healthy lifestyle through sports. Being an athlete is more than just a natural talent; it requires a long-term and sustainable training process involving intensive physical training, strategic understanding, and mental adjustment. Some potential athletes are not developing optimally due to a restrictive environment (Maksum & Indahwati, 2023).

Athletes face various challenges in the era of globalization and technology, such as increasingly fierce international competition and the need to maintain professionalism inside and outside the sporting arena. Thus, being an athlete requires good sports skills, adaptability, and self-management to deal with the dynamics of the modern sports world. According to Imtihansyah et al. (2024), in the aim of achievement, several factors form a support system, including social support, training provided by both coaches and sports federations and governments, and motivation.

Athletes' performance can be seen by how many medals have been collected or how athletes maintain the championship or first place position in the sport (Imtihansyah et al., 2024). Athletes' performance, particularly among young athletes, is influenced by several factors that can contribute to optimal achievement. Parents, coaches, and peers play an essential role in forming young athletes' experiences in sports, primarily through the motivational climate they create and the quality of their relationships with the athletes (Rouquette et al., 2021; Burke et al., 2023a). The parents' role is significantly important in shaping and supporting an athlete's performance.

Copyright Holder:

© Rahayu & Setyawan. (2025)

Corresponding author's email: 2344067.irma@uib.edu

This Article is Licensed Under:



Parental support is crucial in the early stages of an athlete's development and in maintaining consistency and motivation throughout the athlete's career. Family, team, and environmental support potentially impact an athlete's behavior, attitudes, experiences, and outcomes (Passaportis et al., 2022). Parental involvement in various emotional, financial, or social aspects might establish a solid foundation for athletes to achieve their best. Parents who understand their role in sports, particularly in supporting and providing facilities are essential (Martindale et al., 2023).

Additionally, the training provided is crucial for enhancing athletes' motivation and overall performance. Athletes' performance depends on their training program (Padli et al., 2023). Therefore, athletes, coaches, and sports federations must develop a disciplined approach and high motivation levels in the training program. It is achievable with an effective training management system that maximizes available resources. The sports training system plays a significant role in shaping quality athletes from an early age until they reach the professional level. The training system provided by the coach has a goal, and to achieve that goal, the training program is systematically structured, implemented, and evaluated (Maksum & Indahwati, 2023).

Another important factor in an athlete's performance is motivation (Yukhymenko-Lescroart, 2021). When motivation is strong, the athlete is ready to undertake a rigorous training period and participate in intense competitions with unpredictable results. Therefore, motivation is the most significant factor in the performance of athletes in both individual and team sports (Ceylan et al., 2022).

Support from various parties, including coaches, the government, sports federations, and sponsors, also significantly affects future athletes' performance. Training facilities, sustainable coaching programs, and athlete welfare are essential in creating an environment conducive to athlete development. Several studies have explored the importance of parental support, training, and motivation in enhancing athlete performance. Research by Imtihansyah et al. (2024), Rouquette et al. (2021), Prasetyo et al. (2021), and Bengtsson et al. (2024) has examined the positive impact of parental involvement on athlete's performance. Meanwhile, studies by Robert and Mori (2024), Prieto-González and Sedlacek (2022), and Chen et al. (2023) highlighted the effectiveness of training in enhancing athletic performance. In addition, research from Imtihansyah et al. (2024), Yukhymenko-Lescroart (2021) and Guo et al. (2024) emphasized the role of motivation in performance achievement. Previous studies on parental support, such as those conducted by Rouquette et al. (2021) and Imtihansyah et al. (2024), focused on emotional and social support in fostering athlete confidence and early experiences but did not examine its direct link to long-term performance outcomes. Martindale et al. (2023) emphasized parental expectations and involvement in talent development without including psychological variables such as motivation. Meanwhile, research on training e.g., Padli et al. (2023), Chen et al. (2023), Robert & Mori, (2024) highlighted the importance of structured and high-quality training programs for improving athletes' physical and technical performance. However, these studies did not examine how training affects athletes' psychological motivation and how that motivation, in turn, influences performance. Studies on motivation, such as those by Yukhymenko-Lescroart (2021) and Abdullah et al. (2023), have shown that motivation, especially intrinsic motivation, plays a critical role in athletic performance. However, motivation is often studied as a separate variable without considering the simultaneous influence of external factors such as parental support and training.

Therefore, this study aims to fill that gap by developing a model that simultaneously examines the effects of parental support and training on athlete performance, with motivation as a mediating variable. This approach contributes theoretically by expanding the understanding of how external and internal factors interact to influence athlete performance through motivation. Practically, the findings of this research can serve as a reference for designing more comprehensive

youth athlete development strategies by optimizing parental involvement and improving the quality of training programs.

LITERATURE REVIEW

Parental Support

Parental support has a significant impact on athlete performance by influencing achievement motivation (Imtihansyah et al., 2024). This support encompasses financial, emotional, supervisory, and social aspects. When athletes receive strong parental support, they are more likely to perform well during training and competition (Imtihansyah et al., 2024; Terok & Huwae, 2022; Krommidas et al., 2022). Parental support can be categorized into four interrelated sub-categories: instrumental, informational, emotional, and autonomy support. These sub-categories collectively represent the parental support concept, which is shaped by various characteristics of the athlete, parent, and surrounding context (Burke et al., 2023a).

Parents play important roles in modern youth sports, including providers, interpreters, and role models (Burke et al., 2023b). The influence of parents can vary significantly based on the sport, the context, and individual characteristics, such as providing emotional support at home (Martindale et al., 2023). This support is essential for building a strong foundation for children's physical, mental and social development in sports. Young athletes who receive encouragement from their parents tend to have good self-confidence, high motivation, and be more resilient in facing challenges. Parents may consider that the level of expectations they place on young athletes is high, which contributes to higher achievement and positively shapes individual competitiveness (Krskova et al., 2024). Specifically, parental figures play a crucial role and are the primary influence in athletes' lives until the age of 13, with their influence enduring throughout the athlete's journey (Rouquette et al., 2021).

Training

Training is an essential component in youth athlete development. Athlete performance depends not only on natural talent but also on a structured, systematic, and sustainable approach to training. The proper training process is the most essential factor in developing young athletes' skills, mentality, and physical endurance. The athlete's success in achieving their goals is not apart from a training program run by the athlete (Padli et al., 2023). Practical training requires various approaches, including technical strategies, physical conditioning, mental preparation, and holistic approaches to shaping the athlete's character. Athletes who train with correct techniques and are structured from the start tend to reveal consistent performance. Learning about emotional management during the young athlete's training process is essential because it can impact their performance beyond the workouts (Meng et al., 2024).

Studies have shown that practical training can accelerate the development of physical, mental, and emotional skills important in supporting optimal athletic performance. A quality training environment is correlates with better-developed skills, thereby enhancing athletes' potential career trajectory (Balliauw et al., 2022). Furthermore, intense training and stressful circumstances during competitive sports adversely affect athletes' mental and physical health (Yang et al., 2024).

Motivation

Motivation is the desire to achieve goals that are important to the individual personally (Batool et al., 2024). It is a crucial element in enhancing young athletes' performance, as good motivation can reduce the risk of performance declines, increase training satisfaction, and encourage long-term engagement in sports. Motivation is crucial to achieving long-term objectives

(Yukhymenko-Lescroart, 2021). An individual with high achievement motivation is a problem solver who focuses on identifying and finding solutions to problems.

Motivation, both extrinsic and intrinsic, is one of the factors in improving athletes' performance. According to Self-Determination Theory (SDT), intrinsic motivation is important for better performance. Intrinsic motivation behavior tends to satisfy inherent psychological competence, autonomy, and relatedness concerns; thus, these concerns enable and enhance intrinsic motivation (Yukhymenko-Lescroart, 2021). Athletes who experience fulfilling their psychological needs, including autonomy, competence, and relatedness, are generally more motivated to persist in their training and achieve their goals (Silva Dias et al., 2018). Extrinsic motivation, in contrast, relies on engaging in activities to attain a result traceable directly to a particular activity (Yukhymenko-Lescroart, 2021).

Motivation and encouragement to perform excellently can lead to better performance (Abdullah et al., 2023). Individuals with high achievement motives strive to test and improve their competence, such as endurance in a fitness or technique course in elite sports, to achieve or feel proud. At the same time, lower achievers avoid adverse circumstances (Gröpel et al., 2016). Thus, supporting intrinsic motivation and providing a flexible training environment can help retain young athletes in the long-term (Dias et al., 2018).

Performance

Performance refers to a job or actual performance, which means work performance or an actual achievement attained by individuals (Paramarta, 2021). According to Wasiman (2023) performance describes the level of achievement in implementing a program or policy in the realization of goals, objectives, vision, and mission of the organization as stated in strategic planning. In a sports context, performance focuses on the athlete's ability and performance in a match or competition, individually and as part of a team.

Some significant aspects of improving young athletes' performance include the role of parents and coaches in building athletes' confidence and technical ability, appropriate training methods, and internal and external motivation. Parents have a significant role in young athletes' performance and progress. Supportive parents emotionally and materially encourage athletes' self-confidence and facilitate better performance (Supriyanto, 2023). The role of parents, beyond support, is reflected in their parenting style towards their children. Parenting strongly influences athletes' psychological well-being and performance (Rahtawu et al., 2018). In addition, coaches have a key role in observing young athletes' physical development, mental growth, and motivation, all of which contribute to optimized athletic performance across individual events or seasonal competitions (Bank et al., 2022). Research by Hidayat et al. (2020) emphasizes the importance of comprehensive exercises such as complex training, which combines weight training and plyometric exercises to increase muscle strength in young athletes.

Meanwhile, Dahlan et al. (2020) highlight that training motivation components, such as achieving personal targets and coach support, directly impact their performance. The coach is the architect of the team's framework, which is essential for achieving the aims and objectives of the achieving the club's aims and objectives, as well as those of its fans and athletes. Motivational factors are encouraged through inspirational coaching and creating a supportive training environment.

Research Hypothesis

Parents are considered essential influences in talent development, which is notoriously underappreciated (Martindale et al., 2023). Parental support in developing a child's ability is a form of motivation for achievement, which means that parents' efforts play an essential role in improving

and developing a child's ability, such as moral support, providing facilities and access to training in developing their talents, and providing a supportive social environment in the achievement of a child becoming an accomplished young athlete. The social support system in young athletes' sports consists of various stakeholders, including coaches, parents, siblings, teammates, and sports officials (Burke et al., 2024).

Earlier research from Burke et al. (2023a), Imtihansyah et al. (2024), Tessitore et al. (2021), and Nunes et al. (2023) found a significant relationship between parental support and athlete performance. Consistently practised parenting styles and techniques have proven related to various results, including children's psychological problems and performance. Parents play a crucial role, offering social guidance throughout the athlete's life until age of thirteen, with effects that persist throughout their careers (Rouquette et al., 2021).

H1: Parental support positively and significantly influences performance.

Training is a fundamental organizational activity for human resources to improve competence and productivity (Robert & Mori, 2024). Achievement through talent or ability means nothing; it requires continuous, systematic, and progressive training. Regardless of the sport, an athlete will not reach peak performance without structured training guided by a coach. Training consists of mental training, physical training, and technical training. Mental training is essential in the athlete's training process in addition to physical training and technical training (Cahyaningrum & Sari, 2021). Previous research by Robert and Mori (2024), Cahyaningrum and Sari (2021), and Hermawan and Mukhtar (2021) has shown a significant effect between training and athlete performance. Meanwhile, research by Chen et al. (2023) showed that training at an altitude significantly improved athletes' overall performance.

H2: Training positively and significantly influences performance.

Families provide the primary environment for children to learn about society's social rules, behaviors, and values. Children learn about discipline, responsibilities and respect for other people in their families. Parents socialize and transmit these values using parenting styles (Maksum & Indahwati, 2023). Parents who are more engaged in their children's activities typically expect more from their children's academic paths and professional futures, and higher expectations (Nunes et al., 2023).

Parents have a vital supporting role during and after their sports careers, serving as advocates, support agents, and sponsors of athletes. Especially in young athletes, the influence of parents is essential, as they are still under parental guidance and supervision (Burke et al., 2023a). Parents have a crucial part in paying attention to the coach's quality and club management, with good training facilities for their children's achievements, because athletes' performance at the elite level is determined by high performance and strong motivation, with direct support from parents. Previous research by Terok and Huwae (2022), Imtihansyah et al. (2024), Burke et al. (2023a), Ntari and Deliwe (2024), and Krskova and Breyer (2023) has shown a reliable effect of parental support on athletes' motivation.

H3: Parental support positively and significantly influences motivation.

Performance is not solely reliant on talent or ability; it requires continuous, systematic, and progressive training. Regardless of the sport an athlete participates in, they will not reach maximum performance without structured training guided by a coach. Effectiveness in sports and

performance is directly related to the athlete's motivation level (Elia et al., 2020). Measuring aspects of motivation allows the athlete or coach to determine, improve, and implement the appropriate training program.

Every athlete needs performance coaching to learn basic techniques and tactics. In addition, athletes must have strong mental and physical ability and a motivating coach role (Padli et al., 2023). Previous research from Terok and Huwae (2022), Chen et al. (2023), and Robert and Mori (2024) showed a reliable effect of training on athletes' motivation.

H4: Training positively and significantly influences motivation.

Athletes with high motivation tend to prefer more challenging activities or tasks, as they often avoid easy tasks because they do not find satisfaction in them. Athletes conscientiously and with high discipline run the training program given. In addition, they are determined to innovate in playing and evaluate their efforts. Rahayu (2015) suggested essential elements in motivation, such as goal mastery, goal implementation approach, and goal avoidance approach.

Athlete motivation is an individual's intention to strive for optimal results, endure failure, and be proud of performing optimally (Terok & Huwae, 2022). According to Batool et al. (2024), Motivation is the desire to achieve goals that are personally important to individuals. However, when motivation reaches its lowest point, it negatively affects performance, whereas optimizing it can significantly enhance performance (Elia et al., 2020).

People with high motives strive to examine and improve their competencies (Gröpel et al., 2016). Motivation is the driving force for someone to undertake to achieve a desired goal (Arifin & Wahyudi, 2021). Motivation is recognized as the energy that pushes people toward success-oriented tasks, for example, in competitive sports (Abdullah et al., 2023). Previous research by Arifin and Wahyudi (2021), Siekańska (2018), Abdullah et al. (2023), and Batool et al. (2024) has shown a reliable effect of motivation on performance.

H5: Motivation influences performance positively and significantly.

During competitions, many athletes struggle to secure victory or earn the title of champions, seemingly due to a lack of motivation to reach the anticipated level of success. Therefore, motivation has a significant influence on sports performance (Imtihansyah et al., 2024). When motivation is elevated, the athletes prepare to undergo a tough training period and participate in a difficult competition. Many athletes are motivated to improve their performance and achieve success through parental support in the form of social support and material support.

Parental influence on their children's career choices is greater than that of teachers, friends, family members, or professionals in the intended discipline (Ntari & Deliwe, 2024). Parental expectations play a crucial role within the home environment, directly and indirectly shaping children's behavior and success. Krskova et al. (2024) argue that high expectations contribute to increased achievement. Previous research from Nunes et al. (2023) and Maksum and Indahwati (2023) showed a favorable and substantial influence on mediating the association between parental roles and performance. However, although parental involvement is related to improving their child's performance, the specific mechanisms underlying the influence of this engagement on children's motivation are not fully understood (Lerikkanen & Pakarinen, 2019).

H6: Parental support positively and significantly influences performance through Motivation as a Mediator.

Motivation is a key factor in an individual's determination to achieve long-term aims (Yukhymenko-Lescroart, 2021). The motivation comes from the athlete, the parents, or the athlete's coach (intrinsic motivation). Athletes with intrinsic motivation will do their activities like training with pleasure, voluntarily, and satisfaction so that an athlete will feel competent in what he does (Wahid et al., 2023). Intrinsic motivation reflects involvement in an activity because the activity is inherently interesting or enjoyable (Yukhymenko-Lescroart, 2021).

Athletes' success in achieving achievement is inseparable from their training program (Padli et al., 2023). Exercise is a crucial stage that athletes must embrace in their quest to reach their highest potential. Athletic performance reflects the successful implementation of training across physical, technical, strategic, and mental domains tailored to their abilities (Arifin & Wahyudi, 2021). This highlights that reaching a high level of performance requires preparation in all these aspects. Enhancing knowledge, abilities, and skills through specially designed methods and programs (Maksum & Indahwati, 2023). Previous research by Wahid et al. (2023), Yukhymenko-Lescroart (2021), Batool et al. (2024) and Abdullah et al. (2023) has shown that training has a positive and significant influence on performance through motivation as a mediator.

H7: Training positively and significantly influences performance through Motivation as a Mediator.

RESEARCH METHOD

The quantitative approach used motivation as a mediation variable to determine and evaluate parents' support and training on athlete performance. Quantitative descriptive research is a research procedure or problem-solving investigation describing some subjects or objects, such as personal, organizational, society, and many more. The population targets are young athletes in Tanjungpinang City, Indonesia. This research was conducted over a period of four months, from October 2024 to January 2025. This research uses the purposive sampling technique. The sampling approach employed in this investigation utilizes the formula developed by Hair et al. (2019) formula. The sample calculation results with an acceptable margin of error of 0.05 showed 194 confirmed samples. The sample was selected based on athletes actively participating in competition, at least at the club level. The questionnaire was distributed using Google Forms and shared via WhatsApp. The data analysis tool used was SmartPLS (Partial Least Squares) software because it aligned with the research objectives to find a relationship between variables, does not seek a reciprocal relationship, and uses a relatively small sample. The questionnaire was distributed to 194 young athletes from various sports branches, including individual and team sports, with an age range of 8-23 years, using purposive sampling to enhance the generalizability and validity of the research results more generalizable and valid. Researchers use young athletes as respondents for several reasons. First, during this period, external influences such as parents, coaches, and the environment determine the formation of athletes' motivation and performance. Second, researchers can directly observe the effect of training and motivation on performance in the growth and improvement phase. Third, sports schools, clubs, academies, and athlete development institutions usually have well-organized youth groups, making it easier to collect data.

This study specifically focuses on young athletes in Tanjungpinang City due to several unique contextual factors. Tanjungpinang is a developing urban area with limited sports infrastructure and financial support systems compared to larger Indonesian cities. These conditions create a distinct environment where parental support and training quality become more critical in shaping athlete performance. Additionally, Tanjungpinang youth athletes often rely heavily on local sports clubs and parental involvement due to the absence of formal athlete development pathways. These characteristics make Tanjungpinang an essential case study for examining how basic support

systems influence performance outcomes. While the findings offer valuable insights into similar mid-sized cities in Indonesia, generalizing them to more populous and resource-rich regions should be done carefully. Future research is encouraged to replicate this study in different geographic and socioeconomic settings to validate and refine the model.

Primary data refers to information obtained directly through administering questionnaires to respondents. Meanwhile, secondary data means information collected from established sources. Primary data is needed as the key component, followed by secondary data as a complement. The independent variables in this study are the role of parental support (X1) and training (X2), with motivation serving as a mediating variable (X3), while the dependent variable is performance (Y). All variables studied used a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 1. Variables and Research Indicators

Variables	Indicators
Parental support (Kaur, 2024)	<ol style="list-style-type: none"> 1. I have full support from family members. 2. My parents understand the feelings and emotions I experience. 3. My parents struggle to balance their professional responsibilities with time with me. 4. My parents are willing to take the time to assist me in sports. 5. Work pressures do not affect my parents in assisting me to pursue sports. 6. My parents always maintain a balance between work and caring for me. 7. My parents have a bright outlook on a career in sport. 8. I receive full support from my parents. 9. My parents always make me their priority responsibility.
Training (Kaur & Kaur, 2022)	<ol style="list-style-type: none"> 1. Extensive training and development programs are in place for athletes. 2. Athletes in each sport are expected to participate in a training and development program every year. 3. Training needs are systematically identified before training begins. 4. The athletes regularly receive new knowledge and skills to practice within the team. 5. The training needs identified are practical, feasible, and strategic to the trainer.
Motivation (Krommidas et al., 2022)	<ol style="list-style-type: none"> 1. Coach encourages players to try new skills. 2. Coaches give players choices/options. 3. Coaches value players as individuals, not simply as athletes 4. Coaches change players when they make mistakes. 5. Coaches are insufficiently encouraging when the players perform and/or play poorly.
Performance (Otoo, 2024)	<ol style="list-style-type: none"> 1. Coaches provide a written appraisal system for performance. 2. Achievement assessments according to objectives and measurable outcomes.

Variables	Indicators
	3. The athletes receive comments or advice depending on their achievements.
	4. Performance evaluation discussions are conducted with the utmost professionalism and attention.

Source: Processed data

Questionnaire items were designed from various sources, with the parental support totaling nine items adapted from (Kaur, 2024) training assessed with five items modified from Kaur & Kaur, (2022) motivation consisting of five items adapted from (Krommidas et al., 2022); and athlete performance is evaluated with four items adapted from (Otoo, 2024). This study utilized four variables: parental support, training, motivation, and performance. These variables were measured using indicators adapted from various researchers, as shown in Table 1.

According to the explanation and analysis of these variables, the authors design a study model related to athlete achievement as follows:

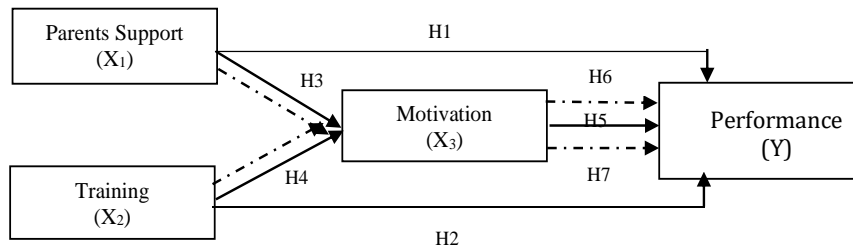


Figure 1. Research Model

Description:

- : Direct effect
 - - - -> : Indirect effect

Based on the description and model framework provided, the study hypotheses are as follows:

- H1: There is an influence of parental support on athlete performance
 H2: There is an influence of training on athlete performance
 H3: There is an influence of parental support roles on motivation
 H4: There is an influence of training on motivation
 H5: There is an influence of athlete motivation on athlete performance
 H6: There is an influence of parental support on performance through motivation as a mediation
 H7: There is an influence of training on performance through motivation as a mediator

FINDINGS AND DISCUSSION

Respondent Demographics

Table 2. Respondent Characteristics

Characteristics	Total	%
Gender		
Male	102	52,6
Female	92	47,4
Age		
8 - 12 Years	89	45,9
13 - 15 Years	42	21,6

Characteristics	Total	%
16 - 18 Years	17	8,8
19 - 23 Years	46	23,7
Educational Background		
Elementary School	87	44,8
Junior High School	40	20,6
Senior High School	35	18
Diploma	3	1,6
Undergraduate	29	15
Sports type practiced		
Individual	110	56,7
Group/Team	84	43,3
Previous achievements		
Inter-club	51	26,3
District/municipality level	22	11,4
Provincial level	7	3,6
National level	9	4,6
International level	2	1
Other	103	53,1

Source: Processed data by SMART-PLS 4

In Table 2 above, 194 respondents are distributed evenly across Tanjungpinang, with 102 respondents (52.6%) are male, and 92 respondents (47.4%) are female. Divided into four age groups, which are 8-12 years with 45.9%, 13-15 years with 21.6%, 16-18 years with 8.8%, and the remaining 19-23 years with 23.7%. In the table above, 44.8% of the respondents were still in elementary school, while others were junior high school athletes and university students. Out of 194 respondents, 110 (56.7%) identified as individual athletes, while the remaining 84 (43.3%) participated group or team sports. Regarding their previous achievements, 26.3% of respondents reported success in inter-club competitions. However, the majority, 53.1%, indicated that they had never achieved any achievements at any level, suggesting they participate in matches but have not secured any notable achievements.

Descriptive Statistics of Research Variables

The descriptive statistics, including the mean and Standard Deviation (SD), were calculated to provide an overview of participants' responses for each indicator. It reflects the general trends and variability of perceptions regarding parental support, training, motivation, and athlete performance among respondents.

Table 3 Descriptive Statistics Result

Variables	Indicators	Mean	Std deviation
Parents Support	FS1	4,402	0,845
	FS2	4,082	0,991
	FS4	4,129	0,941
	FS5	3,861	0,998
	FS6	4,206	0,843
	FS7	4,155	0,923
	FS8	4,299	0,827

Variables	Indicators	Mean	Std deviation
Training	FS9	4,289	0,867
	TR1	3,990	0,879
	TR2	4,119	0,850
	TR3	4,067	0,831
	TR4	4,108	0,852
	TR5	4,062	0,771
Motivation	MT1	4,160	0,844
	MT2	4,046	0,904
	MT3	4,299	0,827
Performance	PF1	3,866	0,808
	PF2	3,897	0,849
	PF3	4,046	0,820
	PF4	4,186	0,771

Source: Data processed by Smart-PLS 4

Analysis of Research Results

This study used the Outer Model Test for data analysis, which includes determining convergent validity, Average Variance Extracted (AVE), Discriminant Validity, and Composite Reliability. The Structural Models Test (Inner Model) involves evaluating the R-Squared (R^2) value, conducting hypothesis significance tests, and estimating the extent of its influence.

Outer Model Evaluation

1. Convergent validity

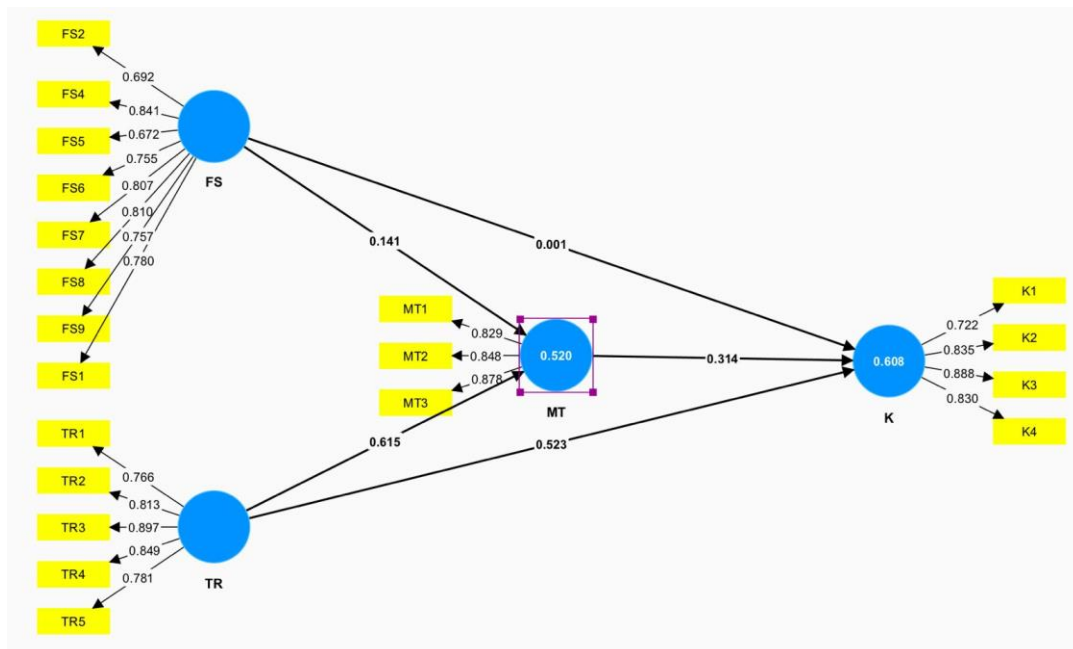


Figure 2. Algorithm Analysis Results
Source: Process data by SMART-PLS 4

The validity and reliability tests conducted are described in the following table:

Table 4. Validity Test Results

Variables	Indicators	Loading Factor	Average Variance Extracted (AVE)
Parents Support	FS1 <- Parents Support	0,780	0,587
	FS2 <- Parents Support	0,692	
	FS4 <- Parents Support	0,841	
	FS5 <- Parents Support	0,672	
	FS6 <- Parents Support	0,755	
	FS7 <- Parents Support	0,807	
	FS8 <- Parents Support	0,810	
	FS9 <- Parents Support	0,757	
Training	TR1 <- Training	0,752	0,676
	TR2 <- Training	0,803	
	TR3 <- Training	0,892	
	TR4 <- Training	0,845	
	TR5 <- Training	0,797	
Motivation	MT1 <- Motivation	0,822	0,726
	MT2 <- Motivation	0,857	
	MT3 <- Motivation	0,878	
Performance	PF1 <- Performance	0,714	0,674
	PF2 <- Performance	0,828	
	PF3 <- Performance	0,891	
	PF4 <- Performance	0,833	

Source: Data processed by Smart-PLS 4

The convergent validity test shows that the indicators on the Parents Support (X_1), Training (X_2), Motivation (X_3), and Performance (Y) variables have met convergent validity because it shows a loading factor value > 0.70, which means it has met convergent validity and AVE > 0.5 which means it meets the requirements for convergent validity.

Table 5. Reliability Test Results

Variables	Cronbach's Alpha	Composite Reliability
Parents Support	0,899	0,905
Training	0,879	0,884
Motivation	0,811	0,812
Performance	0,836	0,845

Source: Data processed by Smart-PLS 4

The reliability test was conducted by analyzing Cronbach's Alpha and Composite Reliability statistical indicators with satisfactory results. All latent variables are recognized as reliable because

Cronbach's Alpha and Composite Reliability values are above 0.70. Therefore, it can be concluded that the questionnaire used in this study has demonstrated reliability (Hair et al., 2019).

Inner Model Evaluation

Table 6. R-Square Test Results

Variables	R-square	R-square adjusted
Motivation	0,520	0,514
Performance	0,608	0,602

Source: Data processed by Smart-PLS 4

R-Squared is a metric that quantifies the extent to which the value of the affected variable can be accounted for by the factors that influence it. R-Square is valuable for determining the quality of the model. The R-Square criteria are as follows: (1) A value of 0.75 indicates a substantial and strong model; (2) A value of 0.50 indicates a moderate model; (3) A value of 0.25 indicates a weak model.

The conclusions from testing the R-square value in Table 5 above are as follows: (1) R-Square for Motivation with a value of 0.520, which means that the ability of variables X_1 (Parents Support) and X_2 (Training) to explain X_3 (Motivation) is 52%, indicating a medium model; and (2) R-Square for Y (Performance) with a value of 0.608, which means that the ability of variables X_1 (Parents Support) and X_2 (Training) and X_3 (Motivation) to explain Y (Performance) is 61%, indicating a medium model. Furthermore, the analysis uses bootstrapping to focus on direct and indirect effects. The following is a path coefficients values table that demonstrates the parameter coefficient value of each variable and their effects on the dependent variable's performance.

Table 7 Hypothesis Testing Results

Hypothesis	Original Sample (O)	Sample mean (M)	T statistics (O/STDEV)	P values
Parents Support → Motivation	0,141	0,146	1,571	0,116
Parents Support → Performance	0,001	0,008	0,012	0,990
Motivation → Performance	0,314	0,305	4,335	0,000
Training → Motivation	0,615	0,609	7,196	0,000
Training → Performance	0,523	0,524	6,216	0,000

Source: Data processed by Smart-PLS 4

Based on the table above, not all research hypotheses can be accepted because 3 (three) hypotheses have T-statistics > 1.96 while 2 (two) hypotheses have T-Statistics < 1.96. The indicators with t-statistic values > t-table value (1.96), Motivation → Performance, Training → Motivation, Training → Performance, are declared valid. The indicators Parents Support → Motivation and Parents Support → Performance, are declared invalid because they have a T-Statistic value < than the T-Table value (1.96).

Indirect effect analysis examines the impact of a variable on another variable through a mediator variable. To evaluate the indirect effect, we consider whether the P-value < 0.05. If so, it means that the mediator variable plays a role in mediating the impact of the dependent variable influenced by the independent variable. If the P-value is > 0.05, the mediator variable is

inappropriate as a mediator between the independent variable and the dependent variable. In other words, the influence of the independent variable on the dependent variable is direct.

Table 8 Indirect Effect Test Results

Hypothesis	Original Sample (O)	T statistics (O/STDEV)	P values
Parents Support → Motivation -> Performance	0,044	1,550	0,121
Training -> Motivation -> Performance	0,193	3,527	0,000

Source: Data processed by Smart-PLS 4

The above table shows that motivation is a mediating variable of the role of parents (Parents' Support) and Performance. There is no significant effect of motivation in mediating the relationship between the role of parents (Parents Support) and Performance because it has T-Statistics (1.55) < Table Value (1.96), as well as a P-value of 0.12 > 0.05. While Training has an effect on Performances with Motivation as a mediating variable, this is evident from the value of T-Statistics (3.53) > Table value (1.96) and P-value 0.00 < 0.05.

Discussion

This section will describe the calculations carried out based on the results obtained from the Partial Least Squares (PLS) analysis aimed at determining the effect of the parental support, training, and motivation on athlete performance.

The Influence of Parental Support on Performance

The direct effect hypothesis concludes that parental support does not significantly influence athlete performance. Compared to the direct effect coefficient of 0.001 and P-value of 0.990 (>0.05). It indicates no positive and significant impact on parental support on the performance of athletes in Tanjungpinang. This study shows that the role of parents, which is limited to attention and support, does not improve athletes' performance. The research shows that the role of parents, demonstrated only by attention and support, has not improved athletes' performance. This reflects that inappropriate support does not affect increasing their performance in sports, which can be caused by the less-than-optimal role of parents in providing support to young athletes, for example, financial support. Young athletes in Tanjungpinang need parental support regarding attention and willingness to spend valuable time. They also need financial support, including the cost of purchasing sports equipment, providing nutritious intake, and other costs during the training process and matches.

This study contradicts the findings of [Imtihansyah et al. \(2024\)](#) that parents' support, such as emotional, instrumental, informative, and appreciative support, can motivate athletes during training or competition. Either morally or materially, support can help the child's mentality and encourage them to improve their performance ([Supriyanto, 2023](#)). Another opinion from [Krommidas et al. \(2022\)](#) stated that parental support might contribute to increased performance. However, this finding is consistent with research [Hamid et al, \(2017\)](#), which reveals that athletes without full support and parental pressure can also achieve success.

The Influence of Training on Performance

The direct effect hypothesis concludes that training significantly affects athlete performance. The direct effect coefficient is 0.523, and the P-value is 0.000 (<0.05), which indicates a positive and significant influence between training and athlete performance in Tanjungpinang. The results of this study indicate that the more effective the training is, the better the athlete's performance. The training programs provided to improve young athletes' performance are basic physical exercises that aim to increase athletes' endurance, strength, agility, and flexibility. Furthermore, technical and skill exercises are carried out repeatedly. In addition to honing their readiness for tournaments or championships, athletes regularly get participate in matches between clubs/schools.

This research is consistent with [Cahyaningrum and Sari \(2021\)](#) and [Nguyen et al. \(2022\)](#), who stated that the proper training technique will affect the athlete's performance. Another opinion from [Padli et al. \(2023\)](#) stated that training programs carried out by athletes that are systematically designed and carried out repeatedly can improve their ability to reach their performance. Well-structured and reliable training plays a crucial role in enhancing the performance of young athletes. A holistic approach, encompassing physical, technical, and mental development, is crucial for athletes to reach their full potential. Core training requirements are systematically recognized before the training commences, and athletes receive new skills as consistent chances for team training. The identified training needs are valuable, realistic, and based on the coach's strategy. Training is fundamental in achieving an athlete's performance. Well-designed and consistently executed training can enhance an athlete's physical, mental, and strategic capabilities, ultimately contributing to their highest accomplishments. The reputation of a coach also plays a crucial role in improving athlete performance. An athlete will maximize and pay greater attention to a coach with a good reputation than a coach who does not have a reputation ([Asare & Schnitzer, 2024](#)).

The Influence of Parental Support on Motivation

The direct effect hypothesis concludes that parental support does not exert a statistically significant influence on athlete motivation. The direct effect coefficient is 0.141, and the P-value is 0.116 (>0.05), indicating that in the context of Tanjungpinang, parental support fails to exert a positive or significant impact on motivating athletes. This research is inconsistent with the findings [Imtihansyah et al. \(2024\)](#) and [Terok and Huwae \(2022\)](#) stated that Parents who show their desire and commitment to make their children elite athletes by fulfilling all their needs making athletes more motivated to achieve. On the other hand, findings from [Bonavolontà et al. \(2021\)](#) suggested that excessive parental involvement may cause distress in children who prefer parental participation characterized by praise and understanding.

The study indicates that parental involvement in supporting the athlete does not enhance the athlete's performance. Parents with overactive and dominant roles in controlling their children to become athletes can directly impact their pressure. Over-dominant parental involvement in children's sports activities can negatively and adversely affect athletes' motivation. A parent's overly dominating role exerts pressure that can push a person to complete a task perfectly, more negatively in supporting athletes to participate. Pressure may be an essential value in life, depending on the athlete. Therefore, it depends on how they position themselves to compete and succeed in sports ([Hamid et al., 2017](#)).

The Influence of Training on Motivation

The direct effect hypothesis concludes that training significantly affects motivation. It is apparent from the direct effect coefficient of 0.615 and a P-value of 0.000 (<0.05). It indicates a positive and significant influence between training and athlete motivation in Tanjungpinang. This research aligns with the findings of [Dahlan et al. \(2020\)](#) and [Bonavolontà et al. \(2021\)](#), which reveal that training positively and significantly affects motivation.

This research shows that training conducted effectively will improve athlete performance. Training with motivational aspects, such as a coach's reputation and proper goal setting, can improve an athlete's performance. Structured physical training programs increase physical ability while motivating athletes to reach beyond. Practice is the key to achieving all sporting successes, and athletes with high motivation to practice are the ones who will achieve the best performance (Dahlan et al., 2020). The athlete periodically receives new knowledge and skills to practice in a team to improve skills, which keeps the athlete motivated to achieve.

The Influence of Motivation on Performance

The direct effect hypothesis concludes the significant influence of motivation on athlete performance achievement. The direct effect coefficient is 0.314, and the P-value is 0.000 (<0.05), which indicates a positive and significant effect of motivation on athlete performance in Tanjungpinang. This research is consistent with previous research, which have revealed that motivation positively and significantly affects athlete performance. Imtihansyah et al. (2024) stated that effectiveness in sports and achievements are directly proportional to the athletes' level of motivation. Meanwhile, Guterresa et al. (2020) stated that motivation is an inner force that drives us to achieve our best performance, and Batool et al. (2024) stated that motivation is the desire to achieve a goal that is important to the person.

The study indicates that motivation is a driving force for an athlete to optimize their performance. Motivated athletes tend to be more focused and dedicated and have higher fighting power, all assistance in improving performance. Therefore, it is crucial for athletes, coaches, and the environment to effectively manage motivation to achieve maximum results. Athletes who have achievement ambitions are not easily satisfied with their achievements. He always wants improvement, is optimistic about his endeavours, is always eager to compete, is dominant, and is goal-oriented.

The Influence of Parental Support on Performance through Motivation as a Mediator

Indirect influence theory states that motivation serves as a mediator in the relationship between parental support and performance. The indirect effect coefficient value is 0.044, and the P-value is 0.121 (>0.05). This indicates that the influence of parental support on athlete performance is not mediated by motivation. It shows that motivation factors are not intermediaries between parental involvement and athletic performance.

This study is inconsistent with previous studies by Krommidas et al. (2022) and Terok and Huwae (2022), but this concurs with another research by Hamid et al. (2017), which indicates athletes' performance is affected more by their talent and the nature of sport rather than any other external factors, such as the role of parents. Motivation is not a mediating variable in the relationship since parents cannot directly influence motivation or enhance an athlete's performance. It can occur due to several things, including the role of parents being too dominant, causing an athlete to feel overwhelmed and pressured to achieve sports achievements because the performance achieved is no longer the athlete's desire but due to parental pressure. Pressure from parents can be a factor that hinders athletes' performance. While some athletes can handle with pressure, others do not want to deal with pressure. It depends on how they position themselves to compete and succeed in the sports world.

The Influence of Training on Performance through Motivation as a Mediator

The indirect effect theory further states that motivation mediates the relationship between training and athlete performance. The indirect effect coefficient value is 0.193 with a P-value of 0.000 (<0.05). It indicated that the training's impact on athlete performance is enhanced by

motivation. The findings of this hypothesis testing show that motivation can mediate the relationship between training and performance to increase athlete performance. Training provides technical and physical skills, while motivation offers psychological and emotional encouragement. These two elements support each other and cannot be separated if we want to maximize the young athletes' performance.

The results show that the effectiveness of training increases performance, with motivation being a mediating factor. This research is in line with the studies by [Neza and Rivai \(2020\)](#), [Fudla et al. \(2021\)](#) and [Nafukho et al. \(2023\)](#), which stated that the better the quality of training, the better motivation and performance. Motivation plays an essential role in enhancing the relationship between training and performance. When athletes feel motivated, they tend to be more eager to follow the training program and apply the training results to their performance. In contrast, research by [Guterresa et al. \(2020\)](#) suggests that the education-training program provided is not to motivate someone to improve their performance but to help them improve their intelligence and skills at work. It suggests that while every athlete possesses an aim for achievement, it depends on the training methods employed by the athlete. Therefore, each athlete has a distinct character and nature, resulting in a fundamental difference in understanding their training needs ([Wahid et al., 2023](#)).

CONCLUSIONS

The findings indicate direct and indirect relationships between parental support, training, motivation, and athlete performance. Although training significantly influences motivation and performance, both directly and through mediation, parental support does not directly affect either outcome. Motivation only mediates the effect of training, while parental support does not. It highlights the importance of training structures and motivational factors in shaping athlete success. Theoretically, this study contributes to the existing literature by integrating parental support, training, and motivation into a single structural model, clarifying how external (support and training) and internal (motivation) factors influence young athletes' performance. By examining motivation as a mediating variable rather than treating it as an isolated factor, the study offers a more nuanced understanding of athlete development pathways. It also challenges the assumed direct impact of parental involvement, suggesting that its influence may be more complex and context-dependent than previously assumed. Practically, the study provides insights for sports organizations, schools, and coaching institutions to design youth development programs that emphasize motivational strategies and structured training interventions rather than relying solely on parental engagement.

LIMITATION & FURTHER RESEARCH

This study has several limitations. It exclusively took place in Tanjungpinang, which may limit the generalizability of the findings to other regions. Second, the relatively small sample size and narrow scope of variables studied may not fully capture the complexity of factors influencing athlete performance. Although the model explains a moderate portion of the variance in motivation ($R^2 = 52\%$) and performance ($R^2 = 61\%$), it indicates that other relevant variables were likely not included.

Future studies should consider incorporating broader constructs such as self-efficacy, coaching quality, peer influence, and psychological skills (e.g., mental toughness and goal-setting) to enhance explanatory power. In addition, longitudinal research designs are encouraged to capture the dynamics between support systems, motivation, and athlete development.

ACKNOWLEDGMENT

There is no funding or government support for this study.

REFERENCES

- Abdullah, M. A. S. bin, Ma'rof, A. M., Kamalden, T. F., & Ahmad, N. A. (2023). Achievement Motivation and Academic Success: A Study of Student-Athletes in a Malaysian Sports School. *International Journal of Academic Research in Progressive Education and Development*, 12(2). <https://doi.org/10.6007/IJARPED/v12-i2/16633>
- Arifin, Z., & Wahyudi, H. (2021). Ragam Motivasi Atlet dalam Berprestasi Olahraga. *Jurnal Kesehatan Olahraga*, 09(02), 77–86.
- Asare, M. K., & Schnitzer, M. (2024). Does a coach's reputation affect an athlete's creativity in team sports? *Sport, Business and Management: An International Journal*. <https://doi.org/10.1108/SBM-02-2024-0022>
- Balliauw, M., Bosmans, J., & Pauwels, D. (2022). Does the quality of a youth academy impact a football player's market value? *Sport, Business and Management: An International Journal*, 12(3), 269–283. <https://doi.org/10.1108/SBM-02-2021-0011>
- Bank, N., Hecht, C., Karimi, A., El-Abtah, M., Huang, L., & Mistovich, R. J. (2022). Raising the Young Athlete: Training and Injury Prevention Strategies. *Journal of the Pediatric Orthopaedic Society of North America*, 4(2), 462. <https://doi.org/10.55275/jposna-2022-0037>
- Batool, M., Ahsan, S., & Sohail, J. (2024). Impact of Achievement Motivation on Academic Performance among University Students: Moderating Role of Satisfaction in Romantic Relationships. *Journal of Professional & Applied Psychology*, 5(2), 304–314. <https://doi.org/10.52053/jpap.v5i2.274>
- Bengtsson, D., Stenling, A., Nygren, J., Ntoumanis, N., & Ivarsson, A. (2024). The effects of interpersonal development programmes with sport coaches and parents on youth athlete outcomes: A systematic review and meta-analysis. In *Psychology of Sport and Exercise* (Vol. 70). Elsevier Ltd. <https://doi.org/10.1016/j.psychsport.2023.102558>
- Bonavolontà, V., Cataldi, S., Latino, F., Carvutto, R., De Candia, M., Mastroianni, G., Messina, G., Patti, A., Fischetti, F., Tchounwou, P. B., Carmelo, J., & Sala, A. (2021). The Role of Parental Involvement in Youth Sport Experience: Perceived and Desired Behavior by Male Soccer Players. *International Journal of Environmental Research and Public Health*. <https://doi.org/10.3390/ijerph>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2023a). Advancing a grounded theory of parental support in competitive girls' golf. *Psychology of Sport and Exercise*, 66. <https://doi.org/10.1016/j.psychsport.2023.102400>
- Burke, S., Sharp, L. A., Woods, D., & Paradis, K. F. (2024). Enhancing parental support through parent-education programs in youth sport: a systematic review. *International Review of Sport and Exercise Psychology*, 17(1), 208–235. <https://doi.org/10.1080/1750984X.2021.1992793>
- Burke, S., Sharp, L.-A., Woods, D., & Paradis, K. F. (2023b). The development and validation of the Youth Sport Parental Support-Questionnaire (YSPS-Q). *International Journal of Sport and Exercise Psychology*, 1–26. <https://doi.org/10.1080/1612197X.2023.2255605>
- Cahyaningrum, J., & Puspita Sari, Y. (2021). Pengaruh Latihan Mental Training Terhadap Prestasi Atlet. In *Edukasimu.org* (Vol. 1, Issue 3). <https://doi.org/https://doi.org/10.58343/jpa.v2i2.54>
- Ceylan, L., Bilen, E., Eliöz, M., & Küçük, H. (2022). Comparison of Motivation Levels of Outdoor and Indoor Athletes Studying Physical Education and Sports Training. *Journal of Educational Issues*, 8(1), 629. <https://doi.org/10.5296/jei.v8i1.19860>

- Chen, B., Wu, Z., Huang, X., Li, Z., Wu, Q., & Chen, Z. (2023). Effect of altitude training on the aerobic capacity of athletes: A systematic review and meta-analysis. *Heliyon*, 9(9). <https://doi.org/10.1016/j.heliyon.2023.e20188>
- Dahlan, F., Hidayat, R., & Syahrudin, S. (2020). Pengaruh komponen fisik dan motivasi latihan terhadap keterampilan bermain sepakbola. *Jurnal Keolahragaan*, 8(2). <https://doi.org/10.21831/jk.v8i2.32833>
- Elia, J., Khaddage-Soboh, N., Chahine, L., Hamieh, M., & Kassem, Y. (2020). Motivations and barriers that impact Lebanese Athletes' achievements at the Olympics. *International Journal of Organizational Analysis*, 28(2), 333–364. <https://doi.org/10.1108/IJOA-05-2019-1777>
- Fudla, A. R., Winarno, & Wisnalmawati. (2021). Pengaruh pelatihan dan motivasi terhadap kinerja pegawai dengan kemampuan kerja sebagai variabel intervening. *SAINS: Jurnal Manajemen dan Bisnis*.
- Gröpel, P., Wegner, M., & Schüller, J. (2016). Achievement motive and sport participation. *Psychology of Sport and Exercise*, 27, 93–100. <https://doi.org/10.1016/j.PSYCHSPORT.2016.08.007>
- Guterres, L., Armanu, A., & Rofiaty, R. (2020). The role of work motivation as a mediator on the influence of education-training and leadership style on employee performance. *Management Science Letters*, 10(6), 1497–1504. <https://doi.org/10.5267/j.msl.2019.12.017>
- Guo, H., Zhou, Z., Ma, F., & Chen, X. (2024). Doctoral students' academic performance: The mediating role of academic motivation, academic buoyancy, and academic self-efficacy. *Heliyon*, 10(12), e32588. <https://doi.org/10.1016/j.heliyon.2024.e32588>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11-2018-0203>
- Hamid, S., Norsyam, W. M., Sariman, H., Shahudin, N. N., Mohd Saleh, M., & Mustaffa, W. (2018). Parental support and pressure in sport: The perception of athletes. *Parental Support and Pressure in Sport: The Perception of Athletes*.
- Hermawan, E., & Muktamar, H. R. (2021). Pengaruh pelatihan dan disiplin terhadap prestasi atlet cabang olahraga beladiri Kabupaten Ogan Ilir Sumatera Selatan. *Jurnal Ilmu Keolahragaan*, 20(1).
- Hidayat, A., Pratama, R., & Makorohim, M. F. (2020). Complex Training: Efektifitas Latihan Dalam Meningkatkan Power Otot Pada Atlet Bola Voli Remaja. *Journal Sport Area*, 5(2), 146–154. [https://doi.org/10.25299/sportarea.2020.vol5\(2\).5012](https://doi.org/10.25299/sportarea.2020.vol5(2).5012)
- Imtihansyah, R., Tomolius, T., Sukanti, E. R., Fauzi, F., Prabowo, T. A., Prayoga, H. D., Fitrianto, A. T., & Amalia, B. (2024). The impact of parental support on performance achievement through achievement motivation in elite athletes in South Kalimantan, Indonesia: A cross-sectional study with structural equation modeling analysis. *Retos: Nuevas Tendencias en Educación Física, Deporte y Recreación*, 57. <https://doi.org/10.47197/retos.v57.105996>
- Kaur, R. (2024). Influences of work stressors and family support: the mediating role of job performance. *Vilakshan - XIMB Journal of Management*. <https://doi.org/10.1108/XJM-09-2023-0196>
- Kaur, S., & Kaur, G. (2022). Human resource practices, employee competencies and firm performance: a 2-1-2 multilevel mediational analysis. *Personnel Review*, 51(3), 1100–1119. <https://doi.org/10.1108/PR-08-2020-0609>
- Krommidas, C., Papaioannou, A. G., Comoutos, N., Kouali, D., Galanis, E., & Chroni, S. A. (2022). Effects of parental support and coach-initiated motivational climate on young athletes' psychosocial behaviors and well-being. *Asian Journal of Sport and Exercise Psychology*, 2(3), 140–150. <https://doi.org/10.1016/j.ajsep.2022.06.002>

- Krskova, H., Baumann, C., & Breyer, Y. A. (2024). Shaping individual competitiveness: The role of discipline, parental expectations, and participation in extracurricular activities. *Heliyon*, 10(10). <https://doi.org/10.1016/j.heliyon.2024.e31042>
- Krskova, H., & Breyer, Y. A. (2023). The influence of growth mindset, discipline, flow and creativity on innovation: Introducing the M.D.F.C. model of innovation. *Heliyon*, 9(3). <https://doi.org/10.1016/j.heliyon.2023.e13884>
- Lerkkanen, M.-K., & Pakarinen, E. (2019). The role of parental beliefs and practices in children's motivation in a changing world. In E. Fryer, J. Eccles, & R. W. Roeser (Eds.), *Motivation in education at a time of global change* (Advances in Motivation and Achievement, Vol. 20, pp. 151–167). Emerald Publishing. <https://doi.org/10.1108/S0749-742320190000020008>
- Maksum, A., & Indahwati, N. (2023). Personality traits, environment, and career stages of top athletes: An evidence from outstanding badminton players of Indonesia. *Heliyon*, 9(3). <https://doi.org/10.1016/j.heliyon.2023.e13779>
- Martindale, R., Fountain, H., Andronikos, G., English, C., Dugdale, J. H., & Ferrier, S. (2023). A mixed methods exploration of the parent perspective of talent development environments across a national multi-sport landscape. *Psychology of Sport and Exercise*, 69. <https://doi.org/10.1016/j.psychsport.2023.102487>
- Meng, L., Liang, X., Zhang, B., & Liang, J. (2024). Development of a scale for the impact of emotion management on young athletes' training efficiency. *Heliyon*, 10(9). <https://doi.org/10.1016/j.heliyon.2024.e30069>
- Nafukho, F. M., Irby, B. J., Pashmforoosh, R., Lara-Alecio, R., Tong, F., Lockhart, M. E., El Mansour, W., Tang, S., Etchells, M., & Wang, Z. (2023). Training design in mediating the relationship of participants' motivation, work environment, and transfer of learning. *European Journal of Training and Development*, 47(10), 112–132. <https://doi.org/10.1108/EJTD-06-2022-0070>
- Neza, C., & Rivai, H. A. (2020). Pengaruh pelatihan terhadap kinerja dengan motivasi kerja sebagai variabel mediasi pada karyawan PT. X. *Journal of Management and Business Review*, 17(1), 1–25. <https://doi.org/10.34149/jmbr.v17i1.169>
- Nguyen, V. H., Nguyen, Q. V., Phung, X. D., Nguyen, Q. S., & Hoang, H. (2022). Effects of a Short-term Training Program on the Technical Performance of Shuttlecock Athletes Aged 10–11. *The Open Sports Sciences Journal*, 15(1). <https://doi.org/10.2174/1875399X-v15-e2204280>
- Ntari, L., & Deliwe, A. P. (2024). Parental influence on next-generation family members in South African Black-owned family businesses. *Journal of Family Business Management*, 14(3), 603–620. <https://doi.org/10.1108/JFBM-06-2023-0076>
- Nunes, C., Oliveira, T., Castelli, M., & Cruz-Jesus, F. (2023). Determinants of academic achievement: How parents and teachers influence high school students' performance. *Heliyon*, 9(2). <https://doi.org/10.1016/j.heliyon.2023.e13335>
- Nur Wahid, M. F., Yoda, I. K., & Sudarmada, I. N. (2023). Motivasi Atlet Mengikuti Latihan di UPT Pendidikan dan Pelatihan Olahraga Pelajar dan Mahasiswa. *Jurnal Ilmu Keolahragaan Undiksha*, 11(1), 97–101. <https://doi.org/10.23887/jiku.v11i1.57421>
- Otoo, F. N. K. (2024). The mediating role of employee performance in the relationship between human resource management (HRM) practices and police service effectiveness. *IIM Ranchi Journal of Management Studies*, 3(2), 108–141. <https://doi.org/10.1108/irjms-08-2023-0070>
- Padli, P., Sin, T. H., Kiram, Y., Haryanto, J., Arifan, I., & Al Abid, M. F. (2023). Evaluation of the achievement improvement training program for Sepaktakraw athletes. *Mimbar Ilmu*, 28(2), 240–245. <https://doi.org/10.23887/mi.v28i2.59224>
- Paramarta, H. V. (2021). *Manajemen Sumber Daya Manusia Teori & Praktik*. Cipta Media Nusantara (CMN).
-

- Passaportis, M. J. R., Brown, D. J., Wagstaff, C. R. D., Arnold, R., & Hays, K. (2022). Creating an environment for thriving: An ethnographic exploration of a British decentralised Olympic and Paralympic Sport Organisation. *Psychology of Sport and Exercise*, 62, 102247. <https://doi.org/10.1016/j.psychsport.2022.102247>
- Prasetyo, R., Maksum, A., & Priambodo, A. (2021). The Effect Of Parenting Style On Athletes' Achievement Motivation. *International Journal of Educational Research and Social Sciences (IJERSC)*, 2(6), 1501–1506. <https://doi.org/https://doi.org/10.51601/ijersc.v2i6.217>
- Prieto-González, P., & Sedlacek, J. (2022). Effects of Running-Specific Strength Training, Endurance Training, and Concurrent Training on Recreational Endurance Athletes' Performance and Selected Anthropometric Parameters. *International Journal of Environmental Research and Public Health*, 19(17). <https://doi.org/10.3390/ijerph191710773>
- Rahayu, E. (2015). Hubungan antara goal-setting dan motivasi berprestasi dengan prestasi atlet renang. Character: *Jurnal Penelitian Psikologi*, 3(3). <https://doi.org/10.26740/cjpp.v3i3.10947>
- Rahtawu, A., Kristiyanto, A., & Purnama, S. K. (2018). Peran Partisipasi Orang Tua Terhadap Atlet Remaja Dalam Kompetisi Olahraga. In *Prosiding Seminar Nasional IPTEK Olahraga*.
- Robert, N., & Mori, N. (2024). Effects of training needs assessment in enhancing employees' skills and firm performance. *Journal of Work-Applied Management*. <https://doi.org/10.1108/JWAM-05-2023-0046>
- Rouquette, O. Y., Knight, C. J., Lovett, V. E., & Heuzé, J. P. (2021). Effect of parent responsiveness on young athletes' self-perceptions and thriving: An exploratory study in a Belgian French-Community. *Psychology of Sport and Exercise*, 52. <https://doi.org/10.1016/j.psychsport.2020.101801>
- Siekańska, M. (2018). Athletes' perception of parental support and its influence on sports accomplishments – a retrospective study. *Human Movement*, 13(4), 380–387. <https://doi.org/10.2478/v10038-012-0046-x>
- Silva Dias, T., Novotná, K., Oliveira, H. Z., Azevedo, C., Corte-Real, N., Slepíčka, P., & Fonseca, A. M. (2018). Why talented athletes drop out from sport? The Portuguese and Czech case. *Education + Training*, 60(5), 473–489. <https://doi.org/10.1108/ET-12-2017-0207>
- Supriyanto, A. (2023). Peran perhatian orang tua dan lingkungan keluarga yang mendukung prestasi anak berlatih sepak bola. *Jambura Journal of Sports Coaching*, 5(1). <https://doi.org/https://doi.org/10.37311/jjsc.v5i1.18153>
- Terok, E. R., & Huwae, A. (2022). Motivasi berprestasi atlet bulutangkis di kabupaten tolitoli ditinjau dari dukungan sosial orang tua, teman, dan pelatih. *Journal Of Sport Education (JOPE)*, 5(1), 48. <https://doi.org/10.31258/jope.5.1.48-57>
- Tessitore, A., Capranica, L., Pesce, C., De Bois, N., Gjaka, M., Warrington, G., MacDonncha, C., & Doupona, M. (2021). Parents about parenting dual career athletes: A systematic literature review. In *Psychology of Sport and Exercise* (Vol. 53). Elsevier Ltd. <https://doi.org/10.1016/j.psychsport.2020.101833>
- Wasiman. (2023). *MSDM: Teori dan Aplikasi*. Desanta Publisher.
- Yang, P., Xu, R., & Le, Y. (2024). Factors influencing sports performance: A multi-dimensional analysis of coaching quality, athlete well-being, training intensity, and nutrition with self-efficacy mediation and cultural values moderation. *Heliyon*, 10(17), e36646. <https://doi.org/10.1016/j.heliyon.2024.e36646>
- Yukhymenko-Lescroart, M. A. (2021). The role of passion for sport in college student-athletes' motivation and effort in academics and athletics. *International Journal of Educational Research Open*, 2, 100055. <https://doi.org/10.1016/J.IJEDRO.2021.100055>