Impact of Social Support on Increasing Motivation of Student Athlete Performance

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Abstract

The study aims to find out the impact of social support on the motivation of an athlete student to perform in academic or sporting fields. The author hopes to implement social support for athlete students, especially those close to them, to increase their motivation. The subjects of this study were 35 students athletes on students of sports science using purposive sampling techniques. The research method uses quantitative research, which is a method of correlation analysis with the type of prediction study to provide information about the influence of social support on the motivation of students athletes. The results of this study suggest that there is a positive relationship between social support and academic pretrial motivation and student athlete sports. Target linear and single correlation tests using spss 25 application, showing a significance of <0,05. Obtained the end result that social support can affect the increased motivation of academic and sporting achievement in student athletes.

Keywords: Social Support; Motivation; Academic Achievement; Sports Performance; Student Athletes

INTRODUCTION

Students who are at the same time an athlete have a dual role that requires them to balance their academic achievement and sport achievement (Hidayati & Krismayani, 2017). In the academic world, athletes can't get rid of the urge to academic achievement (Pane et al., 2018). He is required to be able to attend lectures well, with stable grades, and be competent in the academic world. Athlete students should also be able to balance with their performance, they are expected to have an excellent achievement with the variety of activities performed by athletes such as routine training, tennis training, following championships and other activities (Cahyaningsih, 2016). Based on a news quotation written by the official website of kemenpora.go.id that was published on Monday, June 27, 2022, there are examples of athlete students who can perform in the field of wheel shoes and perform in academic fields, Mahesa said "I want to change the stigma that says that athletes can perform only in the non-academic field. It also motivates me to be able to eradicate the stigma." With pretentious demands on academic and non-academic, athletes must have a high motivation, to be able to balance their academic or non-academic achievement (Putri, 2014). Research (Nirmaljit, 2011) provides evidence that high performance motivation is an important factor that distinguishes high and low performance of players in academic achievement and performance of the students.

Achievement motivation is the desire to accomplish something to success (Rohsantika & Handayani, 2000). Many athlete students have proven that motivation is a big bet on his

pretension (Nitya, 2010). We can't ignore the fact that the motivation of the athlete is obtained from the people closest to him, the social support given by his friends and parents becomes one of the biggest factors of increased motivation (Kurniawan, 2010). Social support from people around you become one of the most important things that can affect one's motivation (Thompson, 2010). According to (Lesmana & Setiawan, 2017) one of the factors that influence motivation to perform is the social support of the surrounding environment. According to (Setiyowati et al., 2021) states that social support can be obtained from people who have close relationships with individuals such as family, friends, or members of an organization. Besides family, friends are the most important support subject. Friends give a sense of joy and support in times of stress (Saputro & Sugiarti, 2021). As an athlete, then a coach is also a source of support from outside the family, a coach can influence the continuation of an athlete's career. Social support from coaches contributes to athlete performance because with social support athletes can perform to the maximum. Coaches also have a duty to help their sportsmen in achieving the optimal level of fitness (Darisman et al., 2021). According to (Laird et al., 2016) future research could be investigated further through other factors that influence social support such as family, friends who may have a stronger role in academic and sports performance motivation in athlete students.

METHOD

The research method uses quantitative research, which is the method of correlation analysis to provide information about the influence of social support on the motivation of student's athletes. In this study, the social support of family and friends will influence the research. This is in line with the statement (Laird et al., 2016) that future research can be investigated more deeply through other factors that affect social support such as family, friends who may have a stronger role in motivating academic performance and athletics in students' athletes.

Sample or target respondents in this study are student athletes at the Faculty of Sports Education and Health, Universitas Pendidikan Indonesia. The study was based on the respondent's lifting. Motivation for academic achievement and pretending sport was measured using the Student Athletes Motivation toward Sports and Academics Questionnaire (SAMSAQ) (Gaston-Gayles, 2005), while social support would be measurable using the Social Support Questionary adapted from Health Psychology (Sarafino, 2002).

The lifting system was carried out by 35 athletes at the sport science student, Faculty of Sports Education and Health, Universitas Pendidikan Indonesia. It was done consciously and

without any other pressure from outside. The study uses hypothesis testing with analytical techniques, namely Linear Regression to find out the influence and correlation of spearman to know the relationship.

RESULTS AND DISCUSSION

The study was carried out by 35 student athletes of the Sports Science Studies Program of the Faculty of Sports Education and Health of the Universitas Pendidikan Indonesia. Here's the student respondent data of athletes:

Table 1. Result of questionnaire

Respondent	Social Support	Academic Achievement	Sport Achievement
1	75	48	54
2	81	46	60
3	82	43	56
4	78	57	77
5	77	41	59
6	86	54	72
7	86	44	57
8	69	42	58
9	79	53	59
10	87	59	87
11	89	49	74
12	97	54	76
13	84	50	64
14	83	49	51
15	77	44	50
16	78	43	58
17	74	46	70
18	78	56	65
19	87	49	66
20	77	42	59
21	82	54	55
22	77	43	54
23	82	56	52
24	81	46	55
25	81	49	58
26	77	43	61
27	76	41	53
28	72	49	53
29	79	49	61
30	75	48	51
31	84	50	71
32	82	50	63
33	78	40	60
34	79	57	60
35	76	54	55

The results obtained in this study, social support for motivation performing student's athletes tested their influence and relationship using linear regression and correlation analysis.

Table 2. Calculation for linear regression of social support to academic motivation

ANOVAª

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	709.749	1	709.749	13.076	0.001
Residual	1791.222	33	54.279		
Total	2500.971	34			

Table 3. Calculation for linear regression of social support to athletes' motivation

ANOVAª

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	145.088	1	145.088	5.827	0.021
Residual	821.655	33	24.899		
Total	966.743	34			

Table 4. Calculation for spearman correlation of social support to academic motivation

Correlations

			Social Support	Academic Achievement
Spearman's rho	Social Support	Correlation Coefficient	1.000	0.455[**]
		Sig. (2-tailed)	0.000	0.006
		N	35	35
	Academic Achievement	Correlation Coefficient	0.455[**]	1.000
		Sig. (2-tailed)	0.006	0.000
		N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5. Calculation for spearman correlation of social support to Athletes motivation

Correlations

			Social Support	Athletes Motivation
Spearman's rho	Social Support	Correlation Coefficient	1.000	0.462[**]
		Sig. (2-tailed)	0.000	0.005
		N	35	35
	Athletes Motivation	Correlation Coefficient	0.462[**]	1.000
		Sig. (2-tailed)	0.005	0.000
		N	35	35

**. Correlation is significant at the 0.01 level (2-tailed).

Spearman correlation test to find out the relationship, obtained a significance of 0.006 (<0,05) and on the social support relationship with academic motivation and 0.005 (< 0,05) on the relationship of social support with sports motivation. From both we can understand that social support has a relationship with the motivation of academic achievement and sport. In the test can find the level of relationship on the spearman correlations, with a score of 0.455 on the

relation of social backing with academical motivation that can be understood to have a strong relationship and 0.462 on the connection of social Support with sport motivation which can be meant to have a strong relationship. With the direction of the relationship both positively, which could be measured the greater social support given to our closest people, the higher motivation for academic performance in sports and athlete students.

CONCLUSION

Based on the research that has been done on the students of sports science, then there is the conclusion that social support can influence and link strongly enough to the improvement of motivation athletes perform both in terms of education or performance, we need to know, as a close friend of a student athlete well we can provide more support so that we can continue to increase his performance in education at the campus and his cost.

In this study, due to the limitations in the selection of student's athletes to fill in the questionnaire, no specification of individual sports branches or teams, the authors suggested that further research could compare the social support of people closest to individual sports students with team sports students. Per the social support role of a teammate in a team sport more influences the motivation to perform.

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