



THE IMPACT OF THE ROLE OF PARENTS IN INCREASING MOTIVATION FOR ACHIEVEMENT OF FENCING ATHLETES

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Abstract

Parents play an important role in increasing the motivation of fencing athletes to excel, but they often lack a understanding of how to support children effectively. The purpose of the researcher was to see if there was an influence on the role of parents and how much of an impact the role of parents to increase children's motivation for achievement in the fence club. This study uses a quantitative associative research design with a simple linear regression approach, with a data collection technique, namely a questionnaire. The results of the study showed that there was an influence of the role of parents on the motivation of fencing athletes' achievements, with a percentage result of 62.4%. To increase athlete motivation, parents need to change their focus to not only supervising, but also inspiring and always meeting their children's training needs.

Keywords: parental role, encouragement, motivation to achieve, fencing athletes

INTRODUCTION

The development of sports in Indonesia remains a priority to meet the needs of all levels of society. (Malik & Try Ardianto, n.d.) All regions of Indonesia have various facilities needed for exercise. Exercise is a routine activity with numerous benefits, especially for the continuation of life. (Sobarna et al., n.d.) Sport is a form of physical and psychological activity undertaken by individuals, aimed at maintaining and improving physical health after exercise. (Dhimas Mahendra, 2022)

Fencing was first introduced to the Olympics in 1896 and remains a consistently contested sport (Dessy Megarani et al., 2021). In Indonesia, this sport has been widely introduced through training aimed at improving athletes' abilities so they can compete at the national level and achieve success in various regional championships. In Balangan Regency, fencing has been developed since 2020 (Munawarah et al., 2023a). Athletes from this region have participated in two provincial-level championships and won one bronze medal in 2020 and two bronze medals in 2021. This indicates an increase in achievement, so ongoing coaching is needed to improve the athletes' technical, strategic, and tactical abilities during competitions (Munawarah et al., 2023b).

Fencing is a sport that can be played by both men and women. Since ancient times, before the invention of modern weapons, various nations have used techniques similar to fencing as a form of self-defense (Supriyoko & Mahardika, 2018). Based on observations, researchers observed that in terms of facilities, training, and the social environment, aspiring athletes are attracted to fencing. Many are drawn to it because they want to learn about their own abilities, game strategies, and have a desire to achieve success. Furthermore, social support from friends, family, and the surrounding environment also influences their interest in pursuing this sport.

One important factor that can encourage athletes to continue developing is the role of parents. In the process of training and self-development, parental support can be a significant motivator. In some fencing clubs, children's potential is evident from an early age, but it is necessary to explore the extent of parental involvement in motivating their children to achieve higher levels of achievement. Motivation itself is a psychological process that arises from the interaction between an individual's needs and attitudes and can be influenced by both internal and external factors. According to George & Jones in Naufal Allam et al. (n.d.), motivation consists of three main elements: behavioral direction, intensity of effort, and persistence.

According to Candra & Kurniawan (2020), parental involvement is crucial in motivating children, particularly in aligning home and school education. However, many parents do not fully understand how to provide appropriate support for children who are active in sports. Most prioritize academic achievement and pay less attention to the emotional support their children need, such as stress management and mental strength (Dewi et al., n.d.; Fransazeli Makorohim et al., n.d.). Furthermore, a lack of support from the social environment also hinders children's enthusiasm for achievement. Therefore, it is crucial for parents to understand their role in shaping their children's motivation to achieve, particularly in fencing.

Motivation is a psychological process that demonstrates the interaction between an individual's attitudes, needs, and decisions, arising both from within and from external factors. According to George and Jones (in Naufal Allam et al., n.d.), motivation has three main components: direction of action, level of effort, and individual persistence. Candra & Kurniawan (2020) also state that parental guidance plays a significant role in maintaining a child's enthusiasm, both in learning and in activities, and that there needs to be alignment between the methods used by teachers and parents (Juditya et al., n.d.). In this context, the role of parents in supporting the motivation of fencers is crucial, yet many still do not understand how to provide support effectively (Dewi et al., n.d.).

Most parents tend to place more emphasis on formal education than on their child's sports activities. However, psychological support, such as helping children develop self-control, regulate emotions, and build self-confidence, is also essential, especially for children in the process of becoming athletes (Fransazeli Makorohim et al., n.d.). Furthermore, minimal support from the surrounding environment and a lack of parental understanding of the importance of their role can undermine children's motivation to achieve in sports. Therefore, a better understanding is needed of how parents can make a real contribution to fostering a child's enthusiasm and motivation to achieve in fencing.

Based on this description, it can be concluded that this research is important to increase insight and understanding of the role of parents in enhancing achievement motivation in fencing athletes. This research is also expected to help identify various challenges and obstacles that fencers may face in their respective clubs. Therefore, the results of this study can provide input for optimal support from parents and the environment in developing high-achieving athletes.

This research is a quantitative study aimed at determining the extent to which parental roles influence achievement motivation in fencing athletes. The research method itself is a scientific method used to obtain data with specific objectives and benefits. In this case, there are four main elements of focus: the scientific method, data, objectives, and benefits.

This study used a quantitative associative design with a simple linear regression approach. This approach was chosen to determine and analyze the influence of one independent variable (parental role) on one dependent variable (fencing athletes' achievement motivation). According to Sugiyono (2017:64), associative research aims to determine the relationship between two or more variables, and can be causal if supported by appropriate theory and analysis.

The data in this study were obtained from field collection using valid and relevant instruments, and conducted directly at the research location, namely among high-achieving fencers in West Bandung Regency. With this background, the researcher determined the role of parents as the independent variable (X) and the achievement motivation of fencers as the dependent variable (Y).

Population

1. Population

The achievement of a research objective is highly dependent on the existence of a population. A population is defined as a collection of objects or subjects possessing certain characteristics that have been determined by the researcher for further study. Arikunto

(2010:173) states that a population is the entire object targeted in a study. In this study, the population used was the families of athletes who are members of the West Bandung Regency Fencing Club, totaling 35 people. Therefore, the population refers to all individuals who are the focus of this study.

2. Sampling Technique

Sampling technique is a method or way used to determine research samples. There are various sampling methods that can be used according to research needs (Dan, n.d.). This study used purposive sampling, which is a sampling method based on certain considerations or criteria. According to Sugiyono (2017:85), purposive sampling is a sampling technique with specific considerations that are in accordance with the research objectives. For example, in a study on food quality, the respondents selected are people who understand the culinary field. In the context of this study, the selected samples were families or parents and athletes from the Bandung Bara Regency Fencing Club.

3. Sample

A sample is a portion of a population that represents the number and characteristics of that population. In research, not all members of a population are made research subjects, especially if the number is large, so sample selection is necessary (Dan, n.d.). Arikunto (2010:174) states that a sample is a portion or representative of the population being studied. In this study, the sample was determined based on several considerations, namely: (1) parents and athletes who are active in training activities; (2) parents and athletes who have participated in competitions; and (3) parents who are participating in competitions for the first time. Based on these criteria, the researcher determined the sample size to be 20 people.

Data Collection Techniques

1. Data Collection Techniques

Data collection can be done in a variety of situations, using a variety of sources, and in a variety of ways. When viewed in terms of the place of implementation, data can be obtained in the natural setting, in laboratories through experiments, in respondents' homes, during seminars, discussions, and even in public places such as the street. Meanwhile, based on the source, the data can come from both primary and secondary sources. In this study, the data collection technique used is a questionnaire. The questionnaire method is effective if the researcher understands the variables to be measured and the expectations of the respondents. In addition, this method is very suitable if the number of respondents is large enough and spread across various regions. Questionnaires can contain questions or statements in closed or open form, and can be delivered directly to respondents, sent by

mail, or using online media. The questionnaire itself is a list of questions given to individuals who are willing to answer according to the needs of the researcher.

2. Research Instruments

According to Sugiyono (2013:92), research instruments are used to measure the value of the variables being studied. Therefore, the number of instruments should be adjusted to the number of variables being studied. For example, if there are five variables in the study, then five relevant instruments are required. Some research instruments are already available in standard form, while others need to be developed specifically by researchers. Because this study uses a quantitative approach, each instrument used must have a clear and appropriate measurement scale so that the data obtained is valid and can be analyzed statistically.

3. Types of Instruments Used

The instrument used in this study is a questionnaire in closed form. This questionnaire is adapted from Irmayani (2020) research that has previously gone through trials. For variable X, namely the impact of parental roles, the questionnaire consisted of 14 items with validity test results of 0.213. As for the Y variable, namely achievement motivation, it also consists of 14 items with a validity value of 1.775. The results of the reliability test showed that variable X was in the range of 0.585 to 0.638, and variable Y was in the range of 0.714 to 0.774. This shows that the instrument has been feasible for further research.

Table 1. 1

Parental Role Instrument Grid (THESIS ON THE INFLUENCE OF PARENTAL ROLE ON THE LEARNING MOTIVATION OF MTs DDI LERO STUDENTS IN ADOLANG HAMLET, LERO VILLAGE, SUPPA DISTRICT, n.d.)

Variable	Indicator	Question item		Quantit y Item
		positive	negativ e	
	The	4,10	8	3
	importance			
	of parents			
	in providing			
The Role of Parents	motivation			
	Supervise	2,3,5,6,7,9,11,	13,14	10
	the training		12	
	process			

Variabel	Indicator	Question item		Quantity Item	Meeting	1	0	1
		positive	Negative		training			needs
The Role of Parents	The importance of parents in providing motivation	4,10	8	3				
	Supervise the training process	2,3,5,6,7,9,11, 12	13,14	10				
	Meeting training needs	1	0	1				
Number of questions		14						

Tabel 3. 2
(THESIS ON THE INFLUENCE OF THE ROLE OF PARENTS ON THE LEARNING MOTIVATION OF MTs DDI LERO STUDENTS IN ADOLANG HAMLET, LERO VILLAGE, SUPPA DISTRICT, n.d.)

Variable	Indicator	Question item		Quantity Item
		positive	negative	
Motivation to Achievement	The importance of parents in providing motivation	2,3,4,5,7,8, 13	6	8
	Supervise the training process	1, 10	11, 14	4
	Meeting training needs	9	12	2
Variabel	Indicator	Question item		

		Negati	Quanti	
	positive	ve	ty	Item
	The	2,3,4,5,7,8,	6	8
	importan	13		
	ce of			
	parents			
	in			
	providin			
	g			
Motivati	motivati			
on to	on			
Excel.	Supervis	1, 10	11, 14	4
	e the			
	training			
	process			
	Meeting	9	12	2
	training			
	needs			
	Number of questions			14

Data analysis

1. Statistics Descriptive

Descriptive statistics serve to collect, organize, and present data to make it easier to understand and read. These statistics describe data in a concise manner through the presentation of tables, graphs, or statistical calculations. Some commonly used forms of presentation include data tables, frequency distributions, bar and line charts, pie charts, as well as centering measures such as mean, median, and mode, as well as spread sizes such as standard ranges and deviations. Visual presentations such as graphs and diagrams help provide an overview of the data that has been obtained.

2. Inferential Statistics

Inferential statistics are used to analyze data from the sample, then the results of the analysis are generalized to the population from which the sample was taken. For this reason, several statistical tests were carried out as part of hypothesis testing, including:

- Instrument Validity Test: Aims to find out the extent to which the questions in the questionnaire actually measure the variables in question. Arikunto (2010:211) states that validity shows the extent to which an instrument can measure what should be measured. The validity test in this study used Pearson's Product Moment

correlation technique.

- b) Instrument Reliability Test: Used to measure the extent to which the instrument is consistent and stable in measuring variables. According to Arikunto (2010:221), reliability describes the consistency of measurement results. The method used is Alpha Cronbach (Septiya Rini et al., 2020).
- c) Normality Test: This test is performed to find out whether the data obtained is spread normally, as the main requirement in parametric statistical analysis. The normality test was carried out using the Shapiro-Wilk method using the IBM SPSS version 24 program. This method is considered effective for small sample counts.
- d) Linearity Test: Aims to find out if there is a linear relationship between an independent variable (parental role) and a dependent variable (athlete's achievement motivation). This test is important as a prerequisite for performing a simple linear regression analysis.
- e) Simple Linear Regression Analysis: Used to find out how much influence the free variable (X) has on the bound variable (Y). This analysis also includes the calculation of the determination coefficient (R^2) which shows the percentage contribution of variable X to Y. According to Sugiyono (2017:261), simple linear regression analysis is used to predict changes in variable Y based on changes in variable X.
- f) Pearson Product Moment Correlation : Used to measure the strength and direction of the linear relationship between two variables, i.e. an independent variable and a bound variable. According to Sugiyono (2017:247), this technique is used when the data has a normal distribution and aims to see the relationship between the two variables.

RESULTS AND DISCUSSION

a. Role of Parents (Variable X)

Data on the role of parents was obtained through a questionnaire given to parents as respondents, which consisted of 14 questions. Based on the results of data analysis, the scores for the parental role variable were in the range of 28 to 50, with an average score of 39.95, median 40, mode 40, variance of 35.313, and a standard deviation of 5.942. All of this data was processed using the IBM SPSS Version 24 application.

The frequency distribution showed that as many as 3 people (15%) scored below average, 4 people (20%) were on average, and 13 people (65%) scored above average. Overall, the total score of the parental role is 799. The maximum score that can be obtained

per respondent is 56 (14×4), so with a total of 20 respondents, the maximum criterion value is 1,120 (56×20). So, the score of the role of parents in this study was $799 \div 1,120 = 0.713$ or 71.3% of the total maximum score. Based on the percentage classification, this value falls into the "Medium" category (70%–79%).

b. Athletes' Motivation for Achievement (Variable Y)

Data on athletes' motivation for achievement was collected through a questionnaire given to athletes as respondents, consisting of 14 questions. The results showed that the score of the achievement motivation variable ranged from 27 to 55, with an average of 42.75, a median of 45, a median of 35, a variance of 59.776, and a standard deviation of 7.732. This data was analyzed using IBM SPSS Version 24.

The frequency distribution showed that 9 people (45%) were below the average value, 3 people (15%) were just above the average value, and 8 people (40%) were above the average. The total achievement motivation score obtained was 855. With a maximum score of 56 (14×4) and a total of 20 respondents, the total criterion score is 1,120. The results of the calculation show that the athlete's motivation for achievement is at a value of $855 \div 1,120 = 0.763$ or 76.3%. Based on the percentage classification, athletes' motivation for achievement falls into the "Medium" category. However, based on the researchers' observations, it can be seen that students show high enthusiasm in improving the quality of training, especially due to encouragement from parents, and this is supported by descriptive statistical results that show that the motivation for fencing athletes to achieve achievement can be categorized as high.

c. The Influence of Parents' Role on Fencing Athletes' Motivation to Excel

This study uses Pearson Product Moment correlation analysis techniques and simple linear regression. Based on the results of the hypothesis test through the IBM SPSS Version 24 program, an F value of 11.480 was obtained with a significance level of 0.003. Because the significance value is less than 0.05 ($0.003 \leq 0.05$), H_0 is rejected. This means that there is a significant influence between variable X (parental role) and variable Y (motivation for athlete achievement).

The results of simple linear regression analysis showed that the value of the regression coefficient (b) was 0.812 and the value of constant (a) was 10.314. Thus, the regression equation is: $Y = 10.314 + 0.812X$.

This equation indicates that a constant value of 10.314 describes the baseline value of athlete motivation when parental roles are zero. Meanwhile, a positive regression coefficient direction suggests that any increase in parental roles will be followed by a proportionate increase in athletes' motivation to perform.

CONCLUSION

Based on the results of data analysis and discussions that have been carried out previously, the formulation of the problem in this study is whether there is an influence of the role of parents on the motivation of fencing athletes' achievements, and the extent of the impact of this role in increasing the motivation of athletes in West Bandung Regency. The conclusions of this study can be detailed as follows:

1. The results of the statistical test showed that the role of parents had a significant influence on athlete motivation, with a significance value of 0.003 which was smaller than the significance limit of 0.05. This indicates that the relationship between the two variables is indeed statistically significant.
2. Based on the results of data analysis, in general, the role of parents is included in the "Medium" category with a percentage of 71.3%. Of these various forms of roles, the aspect of supervision of the training process occupies the most dominant position with a percentage of 71%, while providing direct motivation (23%) and meeting training needs (6%) is still relatively low according to the assessment of parents.
3. Meanwhile, the results of the analysis on the motivation of fencing athletes to achieve achievement are also in the "Medium" category with a percentage value of 76.3%. Athletes consider that parental motivation is quite high (56%), but there is still a low perception of exercise supervision (29%) and support in meeting training needs (15%). This shows that there is a difference of opinion between athletes and parents regarding the form of support provided.
4. The correlation value between the two variables is known to be 0.624. Based on the interpretation table of correlation coefficients (0.60–0.799 categorized as a strong relationship), it can be concluded that the relationship between the role of parents and the motivation to achieve fencing athletes is relatively strong.

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