

Current Issues Related to Athlete Motivation in the Perspective of Literature Review

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Abstract

Recent studies on athlete motivation have been widely carried out in the last five years. Almost all studies identify subjects that can influence athlete motivation. The purpose of the study in this article was to obtain significant information related to the research topic "athlete motivation". The study design used is a systematic review. The reference data collection was collected in the last five years (2017-2022). Data interpretation was carried out based on the results of the exploration of the 78 selected articles. The results of this study obtain related information; (1) the issue of intervention related to the development of athlete motivation, (2) gender issue related to the motivational differentiation of male and female athletes. And (3) other external issues that affect athlete motivation.

Keywords

athlete motivation; intervention; gender; literature review

Abstrak

Studi terkini tentang motivasi atlet sudah banyak dilakukan dalam kurun waktu lima tahun terakhir. Hampir semua studi mengidentifikasi subjek yang dapat mempengaruhi motivasi atlet. Tujuan studi pada artikel ini dilakukan untuk mendapatkan informasi signifikan terkait topik penelitian "motivasi atlet". Desain studi yang digunakan adalah systematic review. Koleksi data referensi dikumpulkan dalam kurun waktu lima tahun terakhir (2017-2022). Interpretasi data dilakukan berdasarkan hasil eksplorasi dari 78 artikel yang terpilih. Hasil studi ini memperoleh informasi terkait; (1) isu intervensi terkait pembinaan motivasi atlet, (2) isu gender terkait diferensiasi motivasi atlet laki-laki dan perempuan. Dan (3) isu-isu eksternal lainnya yang mempengaruhi motivasi atlet.

Kata kunci

motivasi atlet; intervensi; gender; literatur review

Article Info

Artikel History: Submitted: 2021-10-12 | Published: 2021-12-30

DOI: <http://dx.doi.org/10.24127/gdn.v11i3.5123>

Vol 11, No 3 (2021) Page: 143-158

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INTRODUCTION

Motivation is defined as the desire to move or encourage to move something (Ryan & Deci, 2000). Several studies clearly explain that when an athlete loses his passion and cannot find a reasonable reason, the athlete has stopped being a competitive athlete (Yudho & Nugroho, 2021). Intrinsic Motivation Intrinsic motivation determines athletes' decision to continue participating in the sport they are involved in, also known as autonomous motivation. (Demircioglu & Chen, 2019). This motivation arises from a personal desire to get pleasure and satisfaction from physical activity (Pelletier et al., 2017; Rocchi & Pelletier, 2015; Vallerand & Losier, 1999). Athletes who have intrinsic motivation carry out their activities voluntarily, full of pleasure and satisfaction, to feel competent in what they do (Yudho & Nugroho, 2021).

Motivation consists of two dimensions: motivation from within the athlete (intrinsic) and from outside oneself (extrinsic) and motivation. (Ntoumanis et al., 2020; Ntoumanis & Standage, 2009; Olympiou et al., 2008) (Standage, Duda, & Ntoumanis, 2003). Intrinsic Motivation Intrinsic motivation determines athletes' decision to continue participating in the sport they are involved in, also known as autonomous motivation. (Demircioglu & Chen, 2019). These psychological characteristics can be influenced by gender. Male athletes have a higher motivation than female athletes. Male athletes have lower anxiety and higher self-confidence when compared to female athletes (Nopiyanto & Dimyati, 2018)

The success or failure of athletes in competitive situations tends to be influenced by motivation and achievement. Success itself can be measured by the time score or the value carved by athletes in competition (Blegur & Mae, 2018). A good athlete is an athlete who always has a high motivation to win every match he and his team play (Csataljay et al., 2012). Motivation is the main thing that significantly influences the appearance of every athlete in every match and is often a problem that occurs in every sports activity (Yudho & Nugroho, 2021).

Many athletes fail to achieve maximum results due to low sports motivation. That is why motivation is at the core of various sports problems that are interesting to study. In sports psychology, motivation becomes interesting because it is the most controllable aspect (Son, 2020). Athletes' success in various aspects of life is not only influenced by physical, technical, and tactical qualities but is also influenced by mental qualities. Mental skills are a significant factor because mental is one of the predictive variables for athletes' success in living their lives (Thomas & Fogarty, 1997). As long as athletes display their performance, motivation is an essential part of the psychological variables that lead athletes to success (Komarudin, 2018).

Meanwhile, studies show that athletes need physical and technical skills and psychological skills. Psychological skills (psychological skills) are learned behaviors used by athletes to excel, including self-confidence and motivation (Anderson et al., 2002; Laksmi et al., 2018). To shape the psychological characteristics of athletes, coaches can apply psychological skills training. Psychological characteristics of athletes are

psychological characteristics that will affect athletes' success in sports: motivation, self-confidence, anxiety control, team importance, mental preparation, and concentration. Each sport has fundamental differences in each athlete's psychology (Triananda et al., 2021).

In informing the psychological skills of athletes, coaches can apply psychological skills training consisting of self-confidence, motivation, mental preparation, anxiety control, team importance, and concentration. To previous studies discussing the success and appearance of sea games, athletes are influenced by psychological aspects (Rahmayani et al., 2021). Psychological preparation must start from coach training, and coaches must be able to motivate athletes to show their best performance in every match and increase self-confidence to achieve the best performance without worrying about failing. Coaches must also understand when athletes need external encouragement or motivation during a match (Putri et al., 2021)

This study aimed to find meaningful information on the "athlete motivation" research topic. Data collection and interpretation are carried out based on exploring a collection of articles from search results on athlete motivation.

METHOD

This study refers to a systematic review design carried out with several main stages, namely; (1) determining keywords, (2) determining data sources, (3) collecting data, (4) filtering and exploration, (5) data display, and interpreting. A complete systematic review stage can refer to the PRISMA model (Asar et al., 2016; Liberati et al., 2009). This study will describe the tendency of variables often associated with athlete motivation. The explanations obtained from this study can be considered for future research.

The keywords used in this study are "motivation AND athletes." The data source used is LENS.ORG. The reference search results found 390 Scholarly Works with the keyword motivation AND athletes. The filter used is Year Published (2017 - 2022). This filter limits the search for research from the last five years. The following filter is Publication Type (journal article). This filter limit searches in the form of articles from journals. The next stage is filtering in the form of Cited by Scholarly Works. This filter limits the search for articles that other articles have cited. The results obtained are 78 Scholarly Works, then 78 of these articles will be used in this study.

RESULTS AND DISCUSSION

Intervention

Some of the trends in the intervention carried out from all studies related to the topic of athlete motivation are (1) the sport motivational scale (SMS), (2) parental support, (3) self-determination, (4) training anxiety, and motivation, cooperation, trust self. These findings can be used as a reference in developing future research.

Issues regarding the role of coaches, friends, and family

A coach should be able to promote the mental or character of athletes (Hadi, 2011). The role of a coach is a critical point in fostering athlete motivation, especially for young or novice athletes who often experience mental stress when faced with matches where their opponents have more abilities and are of mature age, superior, and more senior. (Akbar et

al., 2021). The achievement process has a foundation that needs to be fulfilled by sports actors, one of the components is motivation. The meaning of achievement motivation is to increase the achievement of better achievements, especially for young athletes who act as the nation's successors in achieving achievements on the international stage. (Intan Cahyani et al., 2019). Coaches need to have good communication and motivate athletes to create a sense of responsibility within themselves. The form of communication used by a coach can use interpersonal communication. In addition to punishing athletes who often arrive late and do not train seriously, coaches can also reward athletes who are disciplined and train well. So that there is a motivation for other athletes to be more disciplined and practice better (Setyawati et al., 2022).

A positive relationship between this relationship and athlete motivation was found. However, the authors comment that it is almost impossible to make a direct and exclusive correspondence between the behavior of coaches, parents, or peers on athlete motivation. (Sya'rani et al., 2020). Other studies have shown the positive influence of social support provided by peers on individual sports athletes. In contrast, multiple sports and team sports are more likely to receive social support from their families. (Singh & Singh, 2017). The presence of peers and friends also affects adolescents' motivation to be physically active and their actual activity level (Salvy et al., 2009). Many studies show a positive relationship between parental support and athlete motivation. In addition, parental supervision is a motivational, relevant factor for young athletes. In addition, the motivational climate created by parents was identified as another critical factor in influencing athletes' motivation (Sya'rani et al., 2020).

There is a relationship between athletes who experience drop-out from sports showing a positive relationship with parental support. The importance of parental support in creating a motivational climate affects athletes' persistence in sports. The findings in the study indicate that a climate involving tasks and parents can predict the athlete's persistence in the sport (Sya'rani et al., 2020). Social commitment and support influence athletes' motivation throughout their careers, such as coaches and teammates. Self-determination is a category that includes intrinsic motivation, which is developed mainly on initial experience, commitment, and identification of regulation. Confidence can be in the form of social support from the family, which is considered to be able to influence the development of an athlete's confidence during the initial experience of being an athlete (Firmansyah, 2017)

A coach must have a solution to prepare an exercise program to maintain the athlete's fitness. Psychology is closely related to motivation, self-confidence, or stress (Putri & Handayani, 2020). The psychological aspect of athletes requires excellent attention to the psychological development of athletes so that each action can do the best with the best ability (Ninla Elmawati Falabiba et al., 2021). In addition to preparing physical conditions, mental training needs to be carried out for athletes systematically and continuously to manage and control their emotions while participating in sports championships. Coaches need to provide motivation and encouragement for athletes in mental formation with the dose of mental training more or less the same as physical exercise (Dongoran et al., 2020). In addition, the facilities and infrastructure in training need to be supported so that motivation, interest, and effectiveness of training can be carried out with standard (Mardizal et al., 2021).

There are findings that sports athletes in peer relationships are more likely to experience more adaptive motivation-related responses in their sport. Peer athlete relationships in other key support relationships with coaches or parents (Eys et al., 2013; Hague et al., 2021; Riley & Smith, 2011). The positive effect of the relationship between coaches and peer support on athlete motivation. And the positive correlation between coach and peer support on athlete motivation (Sya'rani et al., 2020)

Gender issues and other factors

There is a positive relationship between parental support and female basketball player motivation (Sofyan, 2021). Depression, anxiety, and stress are negatively correlated with female athletes' achievement motivation (Yuliastrid et al., 2021b). Male athletes show better motivation and self-confidence than female participants (Nopiyanto & Alimuddin, 2020). Motivation for athletes is essential for their success (Blegur & Mae, 2018). Based on the results of previous studies, it can be seen that female athletes have a higher level of boredom when compared to male athletes in various sports. In addition, female athletes had a lower ability to cope with adversity, pressure, goal setting, intrinsic motivation, and mental preparation when compared to male athletes. Participation in sports tends to be identified with male characteristics such as speed and strength, causing image problems for female athletes (Brown et al., 2020; Cremades et al., 2012; Csataljay et al., 2012; Nopiyanto & Alimuddin, 2020).

The results also showed that between groups of competitive athletes with different levels and training habits during the COVID-19 lockdown in France, there were higher anxiety scores for women, younger athletes, athletes who train and compete at the highest levels, and athletes without training program during the lockdown. Meanwhile, motivation scores were lower for older athletes, athletes who trained for more than ten years, and athletes without a training program during the lockdown. (Ruffault et al., 2020; Yuliastrid et al., 2021a). Lack of attention to athletes can result in athletes losing motivation. Athletes who are not motivated tend to withdraw from their activities because of a loss of comfort, negative perceptions, and control over what they are doing. This kind of condition, if allowed to continue, will undoubtedly have an impact on the decline in athlete achievement and, under certain conditions, can damage the cohesion of the sports team concerned. (Barkoukis et al., 2020; Ntoumanis et al., 2017, 2018, 2020; Sya'ukani et al., 2020).

Intrinsic motivation is more dominant than extrinsic motivation in influencing the learning motivation of athletes (Main, 2021). Intrinsic motivation is a significant factor for athlete involvement in sports for University of Kebangsaan Malaysia athletes (Ahmad et al., 2020). Sports psychology is vital in athletes' training (Effendi, 2016). Motivation is one of the essential variables in sports because motivation affects athletes' performance (Gillet et al., 2009). In simple terms, motivation can be understood as driving or driving someone to do something (Maksum, 2016)

Athletes with high motivation scores indicate that they are very passionate about doing and giving their best in the sport they are involved in (Pulungan & Dimyati, 2019). Empirical evidence shows that athletes' motivation will positively correlate and contribute to sports technical skills (Sutoro et al., 2020). Athletes in puberty need to maintain hydration status during exercise to have a good level of agility (Rahmaniar & Dewi, 2018). Status, responsibility, the competence of athletes, fulfillment of needs, environment, supervision techniques, and career guarantees have a significant and relevant relationship with athletes' achievement motivation. (Muskanan, 2015). There is a significant relationship

between motivation and athlete performance (Aep Rohendi et al., 2021). Although there is also research that says there is no significant relationship between motivation, attitude, anxiety, and self-efficacy and junior and senior-level tennis athletes' performance (Alim, 2019). Moreover, other research also states that there is no significant relationship between fear of failure and achievement motivation for athletes (Nurfadillah Hafsari & Pratisti, 2018).

Adolescent athletes need to maintain a healthy diet and positive body image to achieve a healthy lifestyle and high athletic achievement. However, providing nutrition education alone cannot guarantee positive behavior changes. It is necessary to motivate athletes to change eating behavior by increasing awareness and individual skills of athletes through tailored counseling. (Dieny et al., 2021). Athletes with excellent motivation will work hard to complete tasks, have discipline in training, not depend on others, and have maturity in their personality. (Dongoran et al., 2020). Physical conditions are generally influenced by several factors such as 1) heredity, 2) maturity, maturity, namely the more mature the athlete's condition, the better his physical condition, 3) nutrition, nutrition is essential for athlete development, 4) rest and sleep time, 5) fitness, 6) environment, can be in the form of the physical environment and psychological environment, 7) high motivation can also improve athlete's ability (Santoso, 2021).

Motivation is an essential part of a student football athlete. The results show that student-athletes with good motivation and self-confidence can better develop skills and playing techniques (Muskanan, 2015; Pramadhan et al., 2021). Internal motivation encourages athletes to develop a performance that starts from within themselves. Intrinsic motivation controls athletic athletes to participate in achievement activities for internal reasons (e.g., for fun and personal mastery or pleasure). (Blegur & Mae, 2018). The manifestation of motivation can be seen through engagement. Concerning athletes, engagement is the involvement of athletes in participating in training programs or attachment to the sport they are engaged in (Divina et al., 2020). The drive within oneself (intrinsic motivation) can last longer than external encouragement. (Ryan & Deci, 2000). Intrinsically motivated athletes show positive psychological symptoms such as feeling free from pressure so that what athletes do in training and competitions are their best efforts. (Blegur & Mae, 2018). Growing intrinsic motivation can be done by inviting athletes to contemplate the purpose of their life journey and what they are doing now (Syaukani et al., 2020).

Psychological skills are the ability of athletes to overcome challenges to achieve the best performance needed by athletes and cannot be separated from athletes to achieve success. To be a successful athlete, you need high motivation (Aghna Nugraha et al., 2021; Rahmayani et al., 2021; Triananda et al., 2021). Unfortunately, research on athletes related to mental or psychological aspects is still being done partially. For example, Yulianto and Nashori (2006) only examine aspects of taekwondo athletes' self-confidence; Sabilla and Jannah (2017) investigated the anxiety of volleyball athletes; Dimiyati (2004) examined athletes' self-confidence; Wismanadi (2017) investigated the anxiety level of basketball athletes; Muskanan (2015) examines the achievement motivation of the athletes of the East Nusa Tenggara (NTT) Student Education and Training Center (PPLP); Jannah (2017) examined archery athletes' anxiety and concentration; Juriana and Tahki (2017) examined the confidence of swimming athletes; Dimiyati (2000) investigated aspects of athlete cohesiveness and efficacy (Guntoro et al., 2020). Another study examined peer support from the point of view of teammates, and a positive relationship between positive

perceptions of teammate support and athlete motivation was found. (DeFreese & Smith, 2013; Smith et al., 2006).

To achieve peak performance during training and competition, mental preparation is a cognitive, emotional, and behavioral strategy athletes use to improve mental skills (Gould, 1996). The strategies often used in mental provision are awakening regulation, imagery, focus enhancement strategies, self-confidence, motivation, commitment, and goal setting. (Mohamad Khalid et al., 2018). Meanwhile, literature studies show that athletes need physical and technical skills and psychological skills. Psychological skills (psychological skills) are learned behaviors used by athletes to excel, including self-confidence and motivation (Aminullah et al., 2020; Anderson et al., 2002; Chiu et al., 2014). Athletes need to develop these psychological skills, increase awareness, and develop talents and abilities to achieve top performance. Psychological components that need to be possessed by athletes include concentration, anxiety, motivation, communication, self-confidence, goal setting, leadership, and interpersonal relationships in the team. (Sujarwo, 2021).

Greater intrinsic motivation in conditions that support athletes' feelings to be more autonomous, competent, and connected to sports activities can even motivate athletes to contribute creative and innovative ideas during the training and competition processes to improve their performance and quality of training. (Blegur & Mae, 2018; O'Rourke et al., 2014; Rourke et al., 2013). Building motivation is not easy because not everyone can be motivated in the same way. It takes people who understand and understand how to provide the right motivation according to the needs and characteristics of that person. Sports counselors have a significant role in increasing athlete motivation (Sin, 2019; Sin & Ruslin, 2018). Achievement motivation provides an opportunity for athletes to achieve something perfectly through complete training and can improve fitness at the highest level. Athletes' achievement motivation can be identified through indicators: (1) having a strong will and never giving up in training, (2) having hope for success, (3) being responsible for success in training, and always being forward-oriented by making it happen in the form of behavior. (Chevallier et al., 2012; Kurniawan & Winarno, 2022).

CONCLUSION

From this study, it can be understood that his inner motivation strongly influences the athlete's behavior. In line with the findings put forward by experts, motivation is a determinant of athlete behavior. This motivation is the energy and internal strength to excel in the occupied field of sport. It is implicit that motivation is an essential requirement for athletes to excel. With high motivation, athletes can fight the pressure and stress they face. Motivation can also maintain the athlete's performance to stay awake. Physical, mental, and social conditions must be conducive to optimizing the athlete's motivation.

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