



Parental support and self-confidence as joint predictors of achievement motivation in Indonesian dancesport athletes

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Abstract

Dancesport, as a discipline that combines artistic performance and competitive sport, requires technical mastery and strong psychological readiness. Achievement motivation becomes a critical performance determinant, shaped by internal and external factors. This study analyzed the influence of parental support and self-confidence on the achievement motivation of North Sumatra dancesport athletes competing at PON XXI Aceh–North Sumatra 2024. A quantitative approach with an ex post facto survey design was applied. The sample consisted of 10 randomly selected athletes, ensuring that all eligible participants were included in the study. Data were collected using validated Likert-scale questionnaires, and instrument validity was confirmed through expert review, pilot testing, and Cronbach's Alpha reliability (all > 0.70). Data analysis was conducted using simple and multiple regression with SPSS 26. The results showed that parental support significantly influenced achievement motivation ($F = 7.842$; $p = 0.012$), self-confidence also had a significant positive effect ($F = 18.074$; $p = 0.002$), and their combination significantly contributed to motivation ($F = 6.215$; $p = 0.028$), explaining 64.7% of the variance. These findings conclude that the synergy of external support and internal psychological capital shapes achievement motivation in dancesport. The practical implication is that athlete development programs must integrate parental involvement with structured confidence-building strategies. Theoretically, this study contributes to integrating social support theory and achievement motivation theory in the Indonesian sports context, emphasizing the role of both social and psychological dimensions in athlete development.

Keywords: Parental support, self-confidence, athlete performance, dancesport.

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INTRODUCTION

Dancesport is a unique competitive sport because it simultaneously integrates technical precision, artistic creativity, and physical endurance. Unlike traditional sports, dancesport requires athletes to maintain

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synchronization with their partners while expressing their interpretation of the music under the pressure of competition. This condition makes psychological aspects, especially achievement motivation, a key factor that complements physical and technical training (Dowdell, 2013). Achievement motivation is an internal drive to achieve standards of excellence, demonstrated through consistency in training, goal orientation, and the ability to face challenges (Burstiando, 2015; Hadiana et al., 2020). In sports such as dancesport, motivation is not only about winning competitions, but also maintaining consistency in the aesthetic quality of movements, partner harmony, and the ability to control emotions when performing in front of judges.

Factors that influence achievement motivation can come from outside or within the athlete. Parental support is one of the main external influences, including emotional encouragement, material assistance, and moral guidance (Harwood & Knight, 2015). Research in various sports shows that this support can reduce competitive anxiety and increase athlete commitment (Ferreira et al., 2024; Golaszewski & Bartholomew, 2019). However, some studies report different results—for example, in women's futsal, parental support is not always directly related to motivation (Farradinna, 2012). This shows that the influence of parental support can vary depending on the sport and cultural context. In the collectivist context of Indonesia, parental involvement is often an important factor in shaping the motivational climate of athletes (Jahrir & Hasyim, 2021). However, in relatively new sports such as dancesport, this form of support may differ: parents not only provide emotional encouragement, but also play a role in financing costume needs, supporting training intensity, and maintaining their children's academic and athletic balance. Variations in the intensity of this support may explain differences in motivation levels among athletes, which need to be studied in more depth. This aligns with findings by Blegur & Mae (2018), who emphasized that the quality and consistency of social support strongly influence athletes' intrinsic and

extrinsic motivation, suggesting that uneven parental involvement can lead to disparities in performance outcomes.

On the other hand, self-confidence as an internal factor has long been recognized as an important predictor of achievement motivation. This is consistent with the work of [Sholicha & W \(2020\)](#), who highlighted that individuals' belief in their capabilities, or self-efficacy, directly shapes the level of effort and persistence they demonstrate in achieving performance goals. Athletes who believe in their abilities are better able to control their emotions, take risks, and consistently cope with pressure ([Lee et al., 2024](#); [Sari et al., 2015](#)). The findings of [Hamdani & Sartono \(2021\)](#) even show that self-confidence contributes significantly to athletes' motivation at the XIX West Java PON. In the context of dancesport, self-confidence is very important so that athletes can display technical precision and artistic expression in front of judges and audiences. Self-confidence also reduces the fear of making mistakes or losing synchronization with partners, allowing athletes to perform more relaxed and confidently. Thus, self-confidence not only functions as a cognitive factor but also as a source of emotional energy that maintains performance stability under competitive pressure.

Specifically in Indonesia, research on dancesport is still very limited, especially in the areas that highlight the role of parental support and self-confidence in motivating achievement. In fact, Indonesia's collectivist culture places the family as an important element in the formation of motivation, so it needs to be studied empirically ([Ma'mun et al., 2023](#)). In addition, local cultural characteristics can influence how self-confidence is formed—for example, in collectivist societies, self-confidence is often strengthened through social support, not just individual factors ([Irawan et al., 2022](#)). The context of North Sumatra at PON XXI is even more relevant because dancesport athletes from this region won medals, even though the level of parental support and self-confidence varied between individuals. These differences confirm that although family support plays an important role, each athlete may build self-confidence through different

paths, such as competition experience, relationships with coaches, or other personal factors. This condition indicates the need for more in-depth research on the psychological factors underlying the achievement motivation of dancesport athletes at the national level, while also opening up opportunities to understand the unique interaction between external support and internal strength in shaping athlete motivation in Indonesia.

Based on this background, this study aims to analyze the influence of parental support and self-confidence on the achievement motivation of North Sumatra dancesport athletes at the 2024 Aceh–North Sumatra National Sports Week (PON XXI). This study is expected to provide theoretical contributions by strengthening the integration of social support theory and achievement motivation theory in the Indonesian cultural context, as well as practical contributions in the form of recommendations for coaches, athletes, and sports federations to design coaching strategies that not only focus on technical aspects but also involve families and strengthen athletes psychologically.

METHOD

This study uses an ex post facto design with a survey approach to analyze the relationship between parental support, self-confidence, and achievement motivation among dancesport athletes. This design was chosen because manipulating psychological and social variables in the context of competition risks disrupting the athletes' preparations ahead of the 2024 Aceh–North Sumatra National Games. The ex post facto approach allows researchers to capture natural variations in psychological characteristics without direct intervention, so that the results better reflect the real conditions of athletes in competitive situations.

The research sample consisted of 10 dancesport athletes from North Sumatra selected using purposive sampling. The inclusion criteria were (1) registered as an official PON XXI athlete, (2) actively participating in a training program for at least the last six months, and (3) being in the competitive age range of 17–30 years. Athletes inactive in training or suffering from serious injuries were excluded from the sample. Although

the sample size was small, the use of all athletes fulfilled the principle of total coverage in the dancesport branch in North Sumatra. This was a strength because the data was obtained from a truly relevant group, even though statistically, it limited generalization to a broader population.

The research instrument was a 4-point Likert scale questionnaire adapted from previous theoretical sources. The parental support scale (12 items) was adapted from [Safaria et al. \(2024\)](#) and covered emotional, material, and moral aspects, with sample items such as: "My parents support me when I face failure in training." The self-confidence scale (10 items) was adapted from [Parahita & Jannah \(2022\)](#), for example: "I am confident that I can perform well even under competitive pressure." The achievement motivation scale (15 items) was adapted from [Parahita & Jannah \(2022\)](#), for example: "I always try to exceed my previous achievements." This instrument was translated, retested through back translation, and culturally adapted to be relevant to the Indonesian context. Content validity was obtained through expert testing by three sports psychology lecturers and two national coaches. Preliminary testing was conducted on 15 athletes from badminton, and the Cronbach's Alpha reliability test results showed values above 0.70 on all scales, indicating good internal consistency.

Data analysis was performed using IBM SPSS version 26. Descriptive analysis was used to describe the sample's characteristics and the variables' mean scores. Simple regression tests were used to test the partial influence of parental support and self-confidence on achievement motivation. In contrast, multiple regression was used to examine the simultaneous influence of both. The selection of this method was based on the research objective of assessing the contribution of each variable as well as their combined interaction. Tests of normality, linearity, and homoscedasticity showed that the data met the requirements for regression analysis.

To reduce potential bias, the questionnaire was filled out anonymously and administered outside practice hours in a private setting.

The researchers emphasized the confidentiality of the answers and the importance of respondents' honesty. In addition, potential standard method variance was controlled using Harman's single-factor test, which showed no dominance of a single factor in the data. These steps strengthened the credibility of the research results.

RESULTS

The results of this study are presented through simple and multiple linear regression analyses on parental support, self-confidence, and achievement motivation among North Sumatra dancesport athletes competing at PON XXI Aceh–North Sumatra 2024.

Table 1. Results of the simple linear regression test between parental support and achievement motivation

Variable	F _{Count}	F _{Table}	Sign.	Information
Parental Support	7.842	5.32	0.012	Significant

Based on Table 1, the F_{count} value of 7.842 was greater than the F_{table} value of 5.32 with a significance value of 0.012 (<0.05). This result indicates that parental support significantly positively influenced achievement motivation. In other words, the higher the emotional, material, and moral support parents provide, the stronger the athletes' motivation to achieve. This finding highlights the important role of family involvement in sustaining athletes' focus, commitment, and persistence during national-level competition.

Table 2. Simple linear regression test results between Self-Confidence and Achievement Motivation

Variable	F _{Count}	F _{Table}	Sign.	Information
Self-Confidence	18.074	5.32	0.002	Significant

Table 2 shows that the F_{count} value of 18.074 was greater than the F_{table} value of 5.32 with a significance value of 0.002 (<0.05). This result confirms that self-confidence significantly influenced achievement motivation. Athletes with higher levels of confidence were more motivated to pursue optimal performance. This finding aligns with self-efficacy theory, which states that belief in one's abilities enhances persistence, effort, and

resilience in facing competitive challenges. In dancesport, confidence allows athletes to maintain technical accuracy and artistic expression under the pressure of judges and spectators.

Table 3. Multiple linear regression test results between parental support and self-confidence on achievement motivation

Variable	F _{Count}	F _{Table}	Sign.	Information
Parental Support & Self-Confidence	6.215	4.74	0.028	Significant

Based on Table 3, the F_{count} value of 6.215 was greater than the F_{table} value of 4.74 with a significance value of 0.028 (<0.05). This result indicates that parental support and self-confidence simultaneously had a significant effect on the achievement motivation of North Sumatra dancesport athletes. In other words, the combination of external factors, such as parental support and internal factors, such as self-confidence, explained the variation in athletes' motivation more effectively when tested together. These findings highlight that family involvement and psychological capital complement each other in enhancing athletes' drive for achievement, particularly in the highly competitive context of PON XXI Aceh–North Sumatra 2024.

DISCUSSION

The results of this study confirm that parental support has a significant influence on the achievement motivation of dancesport athletes in North Sumatra. These findings are in line with the research by Lindstrom (2012), which shows that emotional, material, and moral support from parents is not only an external factor but also a psychological resource that increases athletes' commitment. In Indonesia's collectivist culture, family involvement in athlete development tends to be stronger than in individualistic societies, as social norms place the family at the centre of decision-making (Ardiansyah et al., 2023). These findings indicate that parental support in North Sumatra not only provides practical assistance but also shapes athletes' intrinsic motivation. Conversely, Morais et al. (2025) found that parental support is not always directly related to motivation in women's futsal. This difference can be explained

by the unique characteristics of dancesport, which requires special funding (e.g., for costumes and artistic training) and consistency between partners, making parental involvement even more crucial. Thus, the results of this study support the view that the influence of parental support is contextual and can be stronger in sports with high social and financial demands.

In addition to external factors, self-confidence has been proven to be an important predictor of achievement motivation. This study reinforces the findings of [Gao et al. \(2023\)](#), which emphasize that athletes with high levels of self-confidence are better able to control their emotions, take risks, and maintain their performance under pressure. In the context of dancesport, this is particularly relevant because competitions assess not only technical aspects, but also artistic expression and harmony with partners ([Năstase, 2012](#)). These findings are also consistent with the research by [Hamdani & Sartono \(2021\)](#) on athletes at the XIX West Java PON, which found that self-confidence contributes significantly to variations in achievement motivation. Critically, it can be concluded that self-confidence in dancesport is not merely self-belief, but also a psychological asset that enables athletes to confidently display their artistic uniqueness in front of judges and audiences. This shows that self-confidence may be difficult to develop; conversely, social support without strong self-confidence is also insufficient to maintain long-term motivation. Previous research by [Lindstrom \(2012\)](#) highlighted that social-contextual factors and psychological needs must work together to sustain motivation over time. [Standage \(2023\)](#) emphasized through Self-Determination Theory that external support and internal competence beliefs are essential to maintain persistent and high-quality motivation. Thus, the results of this study confirm that the achievement motivation of dancesport athletes is shaped through the interaction between external capital in the form of parental support and internal capital in the form of self-confidence, both of which are crucial in determining athletes' readiness to face the pressures of PON XXI.

The simultaneous findings of this study indicate that parental support and self-confidence reinforce each other in shaping achievement motivation. This mechanism can be explained through social interaction theory, in which external support from the family can strengthen an individual's belief in their abilities, thereby increasing self-confidence (Oguntuase & Sun, 2022). This combination creates synergy: parents provide emotional and practical resources, while athletes use their self-confidence to optimize the motivation from this support. Thus, achievement motivation is not the result of a single factor, but rather a complex interaction between external support and internal strength. This perspective is consistent with Lourenço et al. (2022), who argued that achievement behaviour is shaped by the interplay between social influences and individual beliefs, and also resonates with Wang & Demerin (2023), who found that social support in sports contexts enhances confidence, which in turn reinforces athletes' motivation and resilience under pressure.

The practical implications of these findings are significant for the development of dancesport coaching. For coaches, these results indicate that training programs should not only focus on technical and physical aspects but also include mental training to strengthen self-confidence, for example, through visualization techniques, goal setting, and anxiety management. Parents can be actively involved in the coaching process by providing positive support, not only in the form of material support but also emotional appreciation and motivation. Coaching policies must consider socio-cultural dynamics for sports federations by involving families in athlete development programs to create a conducive motivational environment. These implications are specific to dancesport, given that this sport requires intensive partner cooperation, mental preparedness to perform aesthetically in front of judges, and relatively high support costs.

Although the study's results support the hypothesis, limitations must be considered. The small sample size may affect statistical power, so significant results must be interpreted cautiously, especially concerning

generalizations to a broader population. The use of self-report questionnaires also opens up the possibility of bias, where respondents may give answers that are considered more positive. The ex post facto design limits the study's ability to draw causal conclusions. Therefore, future research should involve a larger sample across provinces, use longitudinal methods to track changes in motivation over time, and utilize triangulation of methods (e.g., interviews or observation) to strengthen the validity of the findings.

CONCLUSIONS

This study confirms that parental support and self-confidence significantly affect the achievement motivation of dancesport athletes in North Sumatra, both partially and simultaneously. Parental support provides emotional stability and practical assistance that strengthens the athletes' commitment. At the same time, self-confidence acts as internal psychological capital that enables athletes to overcome competitive pressure, maintain synchronization with their partners, and display artistic expression in front of the judges. These findings confirm that achievement motivation in dancesport is not only shaped by internal factors, but also by synergy with contextual external factors within Indonesia's collectivistic culture.

The practical implications of this study indicate that athlete development programs must actively involve parents while integrating strategies to boost self-confidence into mental training. The study's limitations—small sample size, self-report method, and ex post facto design—restrict the generalization of the results and emphasize the importance of further studies with a larger sample, longitudinal design, and triangulation methods. Theoretically, this study reinforces the integration of social support theory and achievement motivation theory in a sport that has been rarely studied, while contextually, it makes a specific contribution to the development of dancesport in Indonesia, which is still developing in the PON arena.

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