

## Parents and coach support towards swimming athletic achievement

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### ABSTRACT

*Motivation contributes a big influence on the progress of swimming athlete achievement. One of them is extrinsic motivation which becomes encouragement from outside the individual such as the support of parents, coaches, friends, and the surrounding environment. The study aimed to determine the parent's and coaches' support for the achievements of swimming athletes in the Denpasar club. The research was conducted through a qualitative descriptive approach with a survey method. The sample was 80 parents and 5 coaches with a population of 155 people at a swimming club in Denpasar. The data were carried out through observation, questionnaires, interviews, and documents. The data were analyzed by descriptive statistical analysis method. The results showed that: (1) the parental support for swimming athlete achievement was 30% (very supportive), 52% (supportive), 18% (less supportive), and (2) coach support for swimming athlete achievement was 80 % (strongly supports), 0% (supports), and 20% (fewer supports). It simply stated that parental support in achieving achievement is supportive, while the coach's support in achieving achievement is very supportive of the swimming club in Denpasar. It is suggested that the involvement of parents and coaches is important in coaching and achieving achievements.*

**Keywords:** athletes; supports; parents; coach; achievement; swimming.

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## INTRODUCTION

Indonesia has various sports with several measurable types of sports; one of which is swimming. Swimming is an aquatic sports branch that requires several physical components, including the body's strength, endurance, speed, and flexibility (Saleh, Rahayu, & Rahayu, 2019). Swimming is an activity that leads an athlete to move in the water from one place to another (Yasa, Artanayasa, & Suwiwa, 2020). Darmawan (2021) added that swimming is a sport branch that is conducted in water by implementing various styles for instance freestyle, chest, butterfly, and stroke. Swimming can be done by all parts of society, starting from infants at a certain age, children, teenagers, to adults (Pratiwi, 2015).

Swimming is a sport that has great responses from people in Indonesia and other countries around the world. It is proved by many achievements made by swimming athletes at the regional, provincial, national, and international levels. In Bali, there are 25 swimming clubs

spread across districts/cities. It is estimated that the number of athletes is approximately 145 athletes. The average athlete in each club is from Age Group (KU) V to Age Group (KU) I and Seniors. It indicated that swimming club athletes in Denpasar have reached several achievements at the regional, national, and international levels.

However, all of these achievements cannot be separated from the presence of support or motivation. Motivation can be influenced by intrinsic and extrinsic factors. Intrinsic motivation refers to the motive that comes from inside an individual to participate in activities. This means that extrinsic motivation is explicitly defined as encouragement from outside the individual such as encouragement from parents, coaches, friends, teachers, groups, gifts, and bonuses (Megarany, 2021). In this case, the support of parents and coaches has a big role in the success of the athletes' achievements.

Form of parental support can be divided into material and non-material support. Material parental support can be in the form of fulfilling nutritional needs and fulfilling training infrastructure needs (Fadjrin, 2019). Fadjrin (2019) also revealed that parental support can be in the form of emotional support, appreciation, information, and instrumental. Meanwhile, non-material parental support can be realized through the form of responsibility and giving attention. In addition to parents, coach support can be realized through coach competencies such as mental attitude and coach performance.

Based on the results of interviews with the coach of the Denpasar Laut Elang swimming club, 5 pillars support the achievement of athletes, namely the athlete skills, parents, coach, organization, and language. From those 5 supporting pillars, the support of parents and coaches plays an important role in achieving the athlete's achievements optimally. In this case, the coach has a role in supporting the achievement of athletes, where the coach must prepare a coaching program, and provide direction to athletes by the targets that have been prepared by the coach. The types of support from the coach can be in the form of instructions, information, motivation, and fulfillment of nutritional needs. Therefore, the quality of training programs and communication must be appropriate to the conditions of the athletes, both individually and in teams, the environment, and the character of the athletes (Cholid, 2015).

Several previous researchers have examined the importance of support or the role of parents and coaches as a form of extrinsic motivation for achievement, particularly in the field of sports. Armi, Mansur, & Nusufi (2015) conducted a study of parental support on children's interest in sports. The data were collected by observations, questionnaires, and interviews with

137 respondents. It showed that parental support for children's interest in sports was the fulfillment of facilities. [Pertiwi \(2015\)](#) investigated the relationship between parental social support to the motivation of female volleyball athletes. The data collected with a questionnaire of 80 respondents described that there was a positive relationship between social support and motivation to practice with women's club volleyball athletes.

Moreover, [Minati & Wisnu \(2016\)](#) investigated whether there was a correlation between parental support and the amount of support given to students for their interest in extra karate. The results showed that parental support was in the high category to support students' interest in participating in karate extracurriculars. [Siswanto, Soegiyanto, Sugiharto, & Sulaiman \(2019\)](#) investigated the role of parents in supporting increased sports achievement. The studies by using qualitative methods with interviews and observational instruments proved that parents play a significant role in providing moral encouragement, giving facility needs, and providing social support. [Triantoro & Andrijanto \(2021\)](#) analyzed the role of parents on sports achievement using a literature review method. This study reviewing 10 articles showed that there is a relationship between the role of parents in supporting the sports achievement of study student-athletes on the problems and those several previous studies, it could be implied that the role and support of parents as one of the extrinsic motivations are very influential towards the success of the athletes' achievement research analyzes that analyzes the amount of support from parents and coaches for swimming athletes. Therefore, a survey about the influence of parental and coaches' support on swimming athletes' achievement at the Denpasar Swimming Club is very urgent to be conducted. The research aimed to find out the amount of support from parents and coaches given to the achievement of swimming athletes at the Denpasar Swimming Club. Relating to that previous research, the novelty of this research lies in the sport which is being studied, the place, and the sample used. This research is expected to provide a theoretical contribution to the addition of knowledge in the field of sports coaching regarding the importance of parental and coach support for the level of achievement of swimming athletes. In addition, the results of this study are expected to contribute to adding wide insight and empirical studies for trainers as well as future researchers.

## **METHODS**

This study utilized a quantitative approach with a survey method. Survey research is a study with quantitative research procedures to describe the attitudes, behavior, and characteristics of a population ([Cresswell, 2012](#)). This survey was carried out at Prajaraksaka Pool, Denpasar, which involved 85 samples, namely 80 athletes' parents and 5 swimming

coaches who were selected from 155 total population. The variables of this study consisted of independent and dependent variables. There are 2 independent variables used, namely parental support (X1) and coach support (X2). While the dependent variable in this study is the achievement of swimming athletes.

The data was collected through questionnaires, interviews, documentation, and observation. The instrument used is the form of a questionnaire which is distributed to the respondents. Questionnaires are data collection techniques that implementing by giving a series of questions or written statements to respondents to be answered (Sugiono, 2010). This questionnaire was compiled with 5 answer choices, i.e., a score of 1 for the answer "Very Often", a score of 2 for the answer "often", a score of 3 for the answer "Rarely", a score of 4 for the answer "Never". The instrument has been tested for validity and reliability through product-moment correlation and the Alpha formula with the results of the instrument being declared as a valid and reliable instrument.

The procedures of the data collection were carried out by distributing questionnaires to respondents and filled in by ticking the column of choice. After that, the data were analyzed quantitatively through the mean formula and descriptive statistical methods in the form of percentages. This analysis is intended to calculate the contribution of parental and coach support to the achievement of swimming athletes in Denpasar.

## RESULTS AND DISCUSSION

The results of this study are presented in the form of a percentage that shows the amount of support from parents and coaches for club swimming athletes in Denpasar. The results of this study include the characteristics of respondents and the support of parents and coaches from 85 respondents. The distribution of the respondent's characteristic data can be seen in Table 1.

**Table 1.** Characteristics of Respondents (Parents)

<i>Age</i>	<i>Total</i>	<i>Percentage (%)</i>
25 – 40 years old	25	31
41 – 55 years old	54	68
56 – 65 years old	1	1
Total	80	100
<i>Education</i>	<i>Total</i>	<i>Percentage (%)</i>
SD-SMP (Primary School)	2	2
SMA/SMK/SGO (Senior High School)	19	24
D3-S3 (University)	59	74
Total	80	100

<b>Gender</b>	<b>Total</b>	<b>Percentage (%)</b>
Male	34	42
Female	46	58
Total	80	100

From Table 1, it was found that from 80 athletes' parents, 25 parents (31%) were 25-40 years old, 54 (68%) were 41-55 years old, and 1 parent (1%) was 56-65 years old. According to the latest education criteria, there are 2 people (2%) with primary education (SD-SMP), 19 people (24%) with secondary education (SMA/SMK/SGO), and 59 people (74%) with higher education (D3-S3). The respondents were including 34 people (42%) of male participants and 46 people (58%) women.

Then, the distribution of characteristics of the trainers in terms of age, education, and gender are presented in Table 2.

**Table 2.** Characteristics of Respondents (Coach)

<b>Age</b>	<b>Total</b>	<b>Percentage (%)</b>
25 – 40 years old	2	40
41 – 55 years old	2	40
56 – 65 years old	1	20
Total	5	100
<b>Education</b>	<b>Total</b>	<b>Percentage (%)</b>
SD-SMP (Primary school)	1	20
SMA/SMK/SGO (Senior High School)	1	20
D3-S3 (University)	3	60
Total	5	100
<b>Gender</b>	<b>Total</b>	<b>Percentage (%)</b>
Male	5	100
Female	0	0
Total	5	100

Table 2 stated that the swimming coaches who were involved in this survey consisted of an age range of 25-40 years about 2 people (40%), 41-55 years of 2 people (40%), and 56-65 years of 1 person (20%). In terms of the latest education, there is 1 coach (20%) with primary-junior high school education, 1 coach (20%) with secondary education, and 3 swimming coaches (60%) with university education. All of the trainers were male.

Furthermore, the results of the analysis of parental and coach support are represented into 3 parts, namely emotional support, appreciation, and information support. The results of the three-third supports are presented in table 3.

**Table 3.** Results of the Frequency Analysis of Parental Support

<i>Dimension</i>	<i>Interval</i>	<i>Frequency (%)</i>	<i>Category</i>
Emotional Supports	66 - 76	36	Very supportive
	55 - 65	53	Supportive
	44 - 54	11	Less Supportive
Appreciation Support	16 – 20	30	Very supportive
	11 – 15	60	Supportive
	6 – 10	10	Less Supportive
Information Support	38 - 44	38	Very supportive
	31 - 37	50	Supportive
	24 - 30	12	Less Supportive

Table III found that the emotional support of parents for the achievement of swimming athletes with an interval class score of 66–76 was 29 respondents (36%) in the very supportive category, in the interval class 55–65 43 respondents (53%) with supportive category while the interval class 44 –54 was 8 respondents (11%) with less supportive category. Therefore, the emotional support of parents for the achievement of swimming athletes is categorized in the supportive category. From the dimensions of parental appreciation support, there were 24 respondents in the 16-20 interval class (30%) with the very supportive category, 48 respondents (60%) were in the interval class of 11-15 with the supportive category, and the 6-10 interval class in the less supportive category were 8 respondents (10%). These results proved that parental appreciation support tends to be in the supportive category. Meanwhile, from the information support, the interval class 38–44 strongly supports category was 30 people (38%), the interval class 31–37 with supports category was 40 respondents (50%), and the interval class 24-30 with category does not support 10 people (12 %). It could be concluded that parental information support was in the supportive category. The form of appreciation support from the parents can be explained in Table IV.

**Table 4.** The Frequency Distribution of Parental Appreciation of Athletes

<i>Category</i>	<i>Total</i>	<i>Percentage (%)</i>
Praise	16	20
Bonus in the form of goods	39	49
Bonus in the form of Money	23	29
Athlete Wish Gift	2	2
Total	80	100

Based on Table 4, the differences in awards are categorized into 4 types including in the form of praise, giving bonuses with goods, giving bonuses in the form of money, and gifts from the wishes of the athletes themselves. The number of respondents with praise was 16 respondents (20%), respondents with giving bonuses in the form of goods 39 respondents

(49%), respondents with giving bonuses in the form of money 23 respondents (29%), while respondents with giving gifts on the wishes of the athletes were 2 respondents (2%). Further, it can be implied that 39 respondents who achieved bonuses in the form of goods with a percentage of 49% became the class with the highest percentage.

**Table 5.** Result of The Frequency Analysis of Coach Support

<i>Dimension</i>	<i>Interval</i>	<i>Frequency (%)</i>	<i>Category</i>
Emotional Support	55-64	80	Very supportive
	45-54	0	Supportive
	35-44	20	Less Supportive
Appreciation Support	20-24	60	Very supportive
	15-19	20	Supportive
	10-14	20	Less Supportive
Information Support	45-52	80	Very supportive
	37-44	0	Supportive
	29-36	20	Less Supportive

Table 5 shows the coach's emotional support for the achievement of swimming athletes in the interval class 55–64 categories very supportive as many as 4 respondents (80%), the interval class 45–54 categories supportive with a percentage of 0%, and the interval class 35–44 categories were less supportive as many as 1 person (20%). Moreover, the emotional support of the coach is in the category of very supportive. The coach award support in the interval class 20–24 of strongly supportive categories were 3 people (60%), the interval class 15–19 category supportive 1 respondent (20%), and the interval class 10–14 category is less supportive, namely 1 respondent (20%). It means that the coach's award support is very supportive of swimming athletes at the Denpasar club. In terms of information support in the interval class 45–52 the category was very supportive of 4 people (80%), the interval class 37–44 categories supported the number of 0%, and the interval class score was 29–36 in the less supportive category, namely 1 person (20%). Thus, the coach's information support is very supportive of the achievement of swimming athletes. Meanwhile, the frequency of the forms of awards that coaches give to swimming athletes is as follows in table 6.

**Table 6.** Frequency Distribution of Awards from Coaches

<i>Category</i>	<i>Frequency</i>	<i>Percentage (%)</i>
Praise	3	60
Special attention	1	20
Congratulations awards on achieving the target	1	20
<b>Total</b>	<b>5</b>	<b>100</b>

From Table 6, the types of awards are classified into 3 groups, namely, in the form of praise, more/special attention, and congratulations on achieving the target. The number of respondents with praise was 3 respondents (60%), the awards in the form of special attention were 1 respondent (20%), while congratulation on achieving the target included 1 respondent (20%).

The total support from parents and coaches for achievement is described in Table 7.

**Table 7.** Distribution of the Total Frequency between Parental and Coach Supports for Swimming Athletes

<i>Supports</i>	<i>Interval</i>	<i>Frequency (%)</i>	<i>Category</i>
Parental Support	121 - 138	30	Very supportive
	103 - 120	52	Supportive
	86 - 102	18	Less Supportive
Coach Support	119 - 140	80	Very supportive
	97 - 118	0	Supportive
	77 - 96	20	Less Supportive

Table 7 revealed that the highest total parental support is 52% in the interval class 103-120 in the supportive category, while the total support from the trainer is in the very supportive category at 80% percentage in the 119-140 interval class.

It could be concluded that parental support is in the supportive category while the coach's support is in the very supportive category for the achievement of club swimming athletes in Denpasar. The dimensions of parental support consisted of emotional support, appreciation, and information. This is in line with [Hasiolan & Sutejo \(2015\)](#) where the emotional support of parents in the form of a sense of comfort, giving encouragement/motivation, giving attention/love, character education, and encouragement will increase happiness in children so that children are motivated to keep trying to achieve achievements. Parental support also increases the effect of constructive protective factors such as academics ([Rosmaini & Marzuki, 2018](#)). Meanwhile, the emotional support that the coach provides to athletes such as a sense of comfort, providing motivation, giving attention/affection, and character education ([Utomo, 2022](#)). [Darmawan \(2021\)](#) also confirmed that it also affects the athlete's psyche in exercising and the athlete's anxiety when facing competition.

Then, award support can help increase children's self-confidence and can achieve good achievements for children ([Wijaya, 2018](#)). Parental support in the form of appreciation makes children feel accepted and valued ([Darmawan, 2021](#)). Supporting this award is important for the coach to express appreciation for the performance and contribution made. Positive feedback from a coach is very supportive in maintaining the level of motivation of athletes and the



achievement of athletes' achievements (Rosmaini & Marzuki, 2018). The coach's support in providing coaching is recognized as successful if the athlete he trains achieves victory or gets the highest achievement in each competition (Darmawan, 2021).

Information support can also play a role in the achievement of swimming athletes. This type of information can help children to recognize and can improve their achievement (Wijaya, 2018). Information support from coaches by building motivation and good communication in providing direction to their fostered athletes, because most of the maximum and not optimal results of a championship are not from theory, skills, or tough opponents, but from the lack of maximum communication built between coaches and athletes in the achievement of athlete achievement (Darmawan, 2021). Trainers must have diverse and broad skill competencies. As the swimming coach, they must be able to develop short and long-term programs, can communicate with various layers, from high-level sports administrators to athletes (Izzat, 2015).

The results of the study showing the amount of support from parents and coaches in the achievement of club swimming athletes in Denpasar are in line with several previous studies. Armi et al. (2015) stated in their study that parental support for children's interest in sports is very important, for example in fulfilling facilities. Pertiwi (2015) obtained similar results where social support was positively related to the motivation to practice volleyball for women's club volleyball athletes. Minati & Wisnu (2016) showed parental support for students' interest in participating in karate extracurriculars was in the high category. Siswanto et al. (2019) showed that parents play a role in providing morale encouragement, fulfilling facility needs, and providing social support for increasing sports achievement. Basriyanto, Putra, & Thahroni (2019) in a study related to parental support for achievement motivation in soccer athletes stated that there was a relationship between parental support for young athletes' achievement motivation in football. Other similar results obtained by Triantoro & Andrijanto (2021) in their literature review show that there is a relationship between the role of parents in supporting the sports achievement of student-athletes.

Based on the above discussion, it can be simplified that parents support the achievement of club swimming athletes in Denpasar while coaches strongly support the achievement of club swimming athletes in Denpasar. The results of this study have implications for coaches and parents to support swimming athletes so that swimming performance can increase.

## CONCLUSION

Based on the discussion of the research results above, it is stated that the level of parental support is in the supportive category while the trainer is in the very supportive category. It could be seen from the findings, i.e., (1) the parental support for swimming athlete achievement was 30% (very supportive), 52% (supportive), 18% (less supportive), and (2) coach support for swimming athlete achievement was 80% (strongly supports), 0% (supports), and 20% (fewer supports). It can be concluded that parents and coaches provide great support for the achievement of club swimming athletes in Denpasar. This support is a representation of the form of extrinsic motivation that comes from outside the individual, namely parents and coaches. This research implies that parents and coaches are required to provide full support to swimming athletes so that the athlete's achievement will increase.

Referring to this conclusion, both parents and swimming coaches are encouraged to always support swimming athletes in any form. In addition, further researchers are advised to use the results of this survey as additional information in researching similar topics.

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