

What are the Factors that Influence Athletes' Achievement Motivation? A Systematic Literature Review

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ABSTRACT (9 pt)

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Someone who makes sports a profession is called an athlete. An athlete's achievement is 80% influenced by mental aspects and only 20% by other aspects, so mental aspects must be managed properly, systematically and planned. One of the mental aspects is achievement motivation. Sports achievement motivation is one of the psychological aspects that plays an important role for sports people, motivation can come from within the individual and from outside the individual. Objective: To determine the factors that cause achievement motivation in athletes To investigate efforts in bringing up achievement motivation among Indonesia athlete. Methods: This research employs a qualitative approach utilizing the Systematic Literature Review method. The analytical unit in this study comprises journal articles gathered during the search process via "Garuda (<http://garuda.kemdikbud.go.id/>)" by utilizing the keywords "Motivasi Berprestasi" & "Atlet". Results: The researchers identified 62 articles using the keyword "Motivasi Berprestasi" & "Atlet" throughout 2020 - 2025 on the website "Garuda". Twenty-three articles were incorporated into this study. The literature review procedure uses the PRISMA model. Based on the selection results according to the 2020 PRISMA guidelines, 23 articles were obtained that were feasible and in accordance with the criteria and research objectives to be analyzed. Conclusion: Based on the analysis of 23 articles, there are many factors that cause athletes' achievement motivation, namely interpersonal communication, social support, self-confidence, self-efficacy, goal setting, parental support, mental toughness, resilience, self-concept, friend support, perception, and self-talk.

INTRODUCTION

Sport is an activity that aims to make the body healthier. Sport is not only to nourish the body but also to develop talents that lead to the highest achievement (1). Sports not only include physical activities, but also involve elements of human psychology. It is further explained that sports are used as a profession for many people in this world (2). Basically, sports have many types of archery, volleyball, soccer, swimming, martial arts, and so on (3). According to Nurhadiyati (2016) in Saifuddiin & Setyawan (2021), someone who makes sports as a profession is called an athlete (4). To be able to achieve the best performance, an athlete not only needs physical and technical abilities, but also requires good tactics and mentality. According to Harsono in Negoro & Sungkowo (2023) revealed that an athlete's achievement is 80% influenced by mental aspects and only 20% by other aspects, so mental aspects must be managed properly, systematically and planned. One of the mental aspects is achievement motivation (5).

Based on interviews conducted by Susanto (2022) to the North Sumatra Pelatda futsal athlete coach, the coach explained that achievement motivation plays an important role in producing an athlete's achievement (6). Similar interviews were conducted by Fachrezi, et al (2023) with several archery athletes in October 2022 ahead of the West Kalimantan XIII Provincial Sports Week (Porprov), it was found that athletes were not excited and felt that they would not be able to win or achieve. The athletes do not have the readiness to compete (7). In addition, the results of observations are still many of the athletes and coaches who arrive late when practicing, the training session is felt to be less than optimal because there is no match in the near future. The results of interviews with

several Judo athletes found that when the match they only tried their best because according to them there was no appreciation from the government or the club when they won the match (8).

Motivation is a psychological aspect that grows and develops within the individual (9). Achievement motivation is an effort made by each individual in exerting all their abilities (10), Sports achievement motivation is one of the psychological aspects that plays an important role for sports people, both coaches, coaches, and athletes themselves. This is because achievement motivation is the basis that makes individuals continue to move and can also provide guidance on athlete behavior. Individuals who have good achievement motivation are able to achieve the exercises performed (11). Motivation can come from within the individual (intrinsic motivation), such as a sense of personal satisfaction, achievement, or the desire to master skills. Motivation can also come from outside the individual (extrinsic motivation), such as praise, rewards, or pressure from coaches or others around them (12).

Based on McClelland in Jannah et al., (2022) (11); Oktafiranda & Ilham (2021) (9); Saifuddiin & Setyawan (2021) (4) individuals who have achievement motivation can be seen in aspects including: First, responsible, athletes who have achievement motivation will have a high sense of responsibility to do training, both doing exercises independently and training with their coaches, so that these athletes can practice in a disciplined manner and also seriously. Second, consideration of risk, athletes who have good achievement motivation tend to be dominant in liking activities that exceed their abilities, but remain within reasonable limits of ability, and tend to like activities that have higher opportunities. Third, paying attention to feedback, athletes who have good achievement motivation evaluate themselves when they can achieve a success and evaluate and seek feedback from their coach on the failures they have made. By doing this evaluation, the athlete will be more aware of the mistakes he has made and will correct them in the next exercise. Fourth, innovative and creative, athletes who have achievement motivation tend to have innovation in competing so that they will be more active in seeking information and knowing good ways and strategies in overcoming their playing opponents.

Athletes who have high achievement motivation not only strive to win in a competition, but also have the desire to continue to improve themselves, beat their personal records, and become the best version of themselves. Achievement motivation also has a big influence in shaping the mental attitude of an athlete. In the midst of intense competition, target loads, and high expectations from coaches, families, and society, only athletes who have high achievement motivation are able to survive and develop. This motivation can also be the foundation for an athlete when facing a failure. Based on the background of the problem about the importance of achievement motivation for an athlete, research is needed in the form of a literature review which aims to find the factors that cause achievement motivation in athletes.

RESEARCH METHOD

In quantitative, qualitative, and mixed methodologies research, the systematic literature review is recognized as a crucial and supplemental step in the process. A systematic literature review plays an important part in applied research by advancing knowledge based on the documentation of earlier investigations (13). Since science is developing at

a rapid rate and research methods are improving, especially in academic literature, research methods need to be able to keep up with the most recent developments and produce cutting-edge research findings with collective evidentiary value (14). The fact that the systematic literature review process, when carried out carefully and in accordance with established norms, offers a strong foundation for directing researchers' work practices and decision-making is another element that supports the standing of systematic literature reviews as research methods (15).

The kind of data source utilized in this study is journal articles. This research entails searching for published research outputs, which are employed in this examination. Garuda (<http://garuda.kemdikbud.go.id/>) was utilized to perform the search. The keyword search included the phrase "Motivasi Berprestasi", & "Atlet". The researcher also defined various inclusion and exclusion criteria. Both sets of criteria are listed in table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Research Topic	Articles that discuss athlete achievement motivation	Articles that do not discuss athletes' achievement motivation
Year of Publication	Publication is done in 2020 - 2025	Publications made before 2020
Population	The research population is Indonesian athletes	The research population is not athletes
Article Source	Derived from reputable or indexed journals (Garuda)	Not from reputable or indexed journals
Research Location	Research location in Indonesia	Research location outside Indonesia
Variable	Achievement motivation as the dependent variable	Achievement motivation is not the dependent variable
Access	Article accessible	Article not accessible
Form of Publication	In the form of a published journal article	Articles in the form of books or final assignments
Form of Article	Article full paper	Article not full paper
Psychological Aspects	The independent variable is the psychological aspect	Independent variables do not include psychological aspects

Source: Processed by Researchers (2025)

A total of 62 journal articles were identified in the initial phase of the journal search. The PRISMA model encompasses multiple stages, including identification, screening, eligibility, and included. Additional details are provided in the systematic literature review diagram in Figure 1.

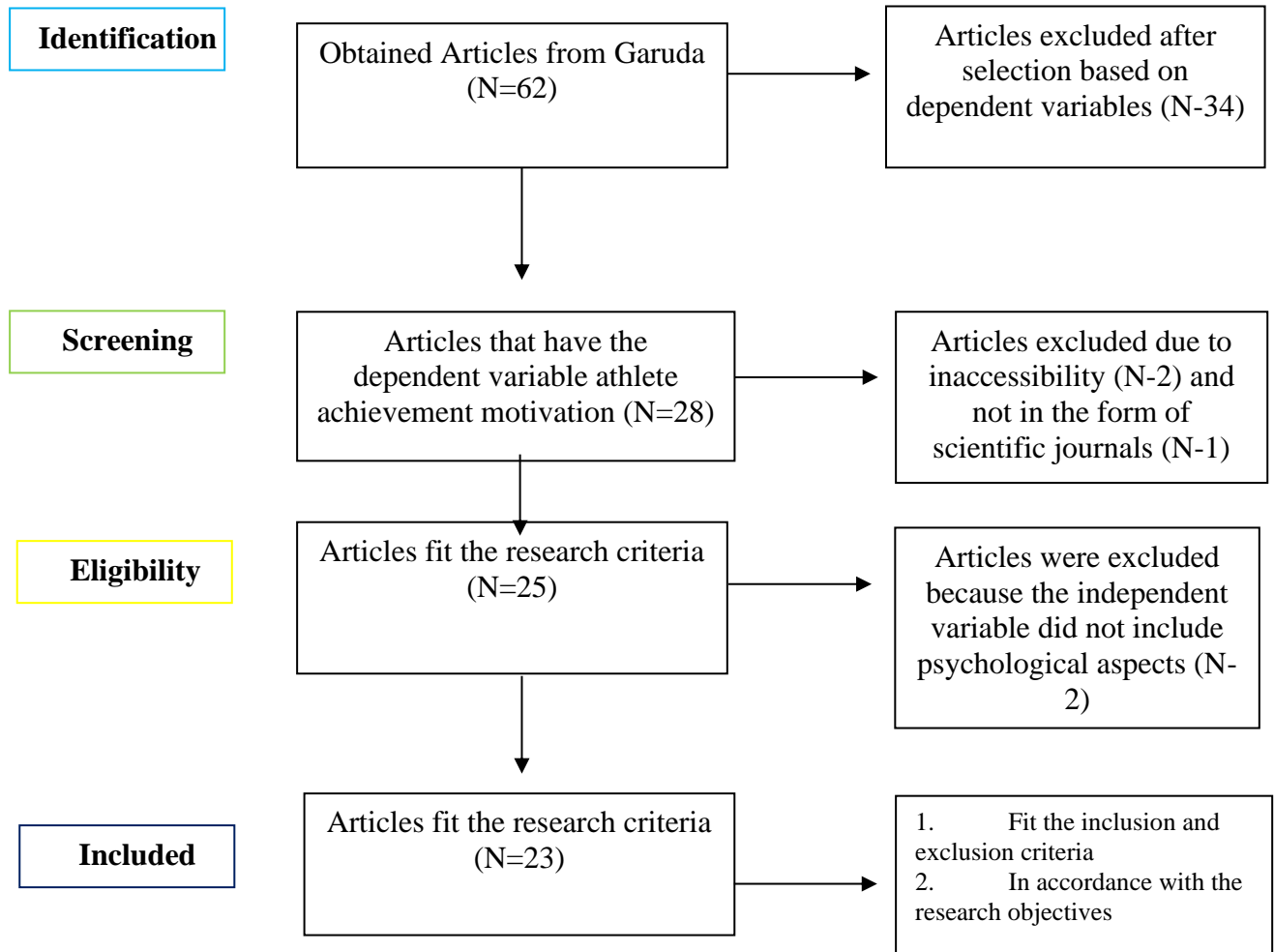


Figure 1. Diagram of Systematic Literature Review with PRISMA Model

At the identification stage, researchers conducted a search for scientific articles using a tool called Garuda with a time span between 2020 and 2025. the keywords used as the basis for searching scientific articles are achievement motivation and athletes. Through the search results found 62 articles that are ready to be selected. Based on the selection process, 34 articles were excluded because they did not match the title or abstract of the study because the dependent variable was not achievement motivation, so 28 articles remained. At the screening stage, 3 articles were excluded, 2 articles because they could not be accessed and 1 article was not in the form of a scientific journal, leaving 25 articles. Through the eligibility stage, 2 articles were excluded because the independent variable was not a psychological aspect. At the final stage, 23 articles were obtained that met the criteria and eligibility to be used as study material. Furthermore, researchers reviewed, analyzed and drew conclusions from 23 articles that had passed the selection and met the eligibility criteria.

RESULTS AND DISCUSSION

Based on the results of data collection, it was found that 23 articles were obtained that met the criteria and eligibility to be used as study material. Further explanations related to the systematic literature review of achievement motivation are contained in the following table 2.

Table 2. Results of Data Collection

No	Year	Author	Title
1	2020	Anatasya Divina, Marselius Sampe Tondok, Aninditya Radini, Fransiska Julia, Khalisa Azilia, Muhammad Abiyyu (16)	Pendampingan Komunitas Atlet Bola Voli Melalui Pelatihan Virtual Goal Setting untuk Meningkatkan Motivasi Berprestasi pada Masa Pandemi Covid-19
2	2021	Yuriko Paramita, Niken Titi Pratitis, Mamang Efendy (8)	Motivasi Berprestasi pada Atlet Judo di Surabaya: Bagaimana Peranan Self-Efficacy?
3	2021	Muhammad Rizqi Saifuddiin, Nur Fachmi Budi Setyawan (4)	Hubungan antara Persepsi Terhadap Kohesivitas Kelompok dengan Motivasi Berprestasi pada Atlet Sepak Bola
4	2022	Nur Indah Atifah Anwar, Hasmyati, Ilham Azis, Sufitriyono, Hasyim (17)	Tingkat Kepercayaan Diri dengan Motivasi Berprestasi Atlet Petanque di Sulawesi Selatan
5	2022	Dwiki Budian Susanto (6)	Pengaruh Kepercayaan Diri dan Dukungan Orang Tua terhadap Motivasi Berprestasi Atlet Futsal Sumatera Utara Pelatda PON XX/Papua
6	2022	Anisia Fauziah, Prasetyo Budi Widodo (18)	Hubungan Antara Resiliensi dengan Motivasi Berprestasi pada Atlet Mahasiswa Jalur Prestasi di Semarang
7	2022	Novita Maulidya Jalal, Rizqi Amaliah, Rieska Cendra Ayu Wardhani, Rifqah, Fadhel Muhammad, Muhammad Fadhil Ajra (19)	Pengaruh Strategi Ketangguhan Mental terhadap Motivasi Berprestasi Atlet
8	2022	Eiredania Rynewati Terok, Arthur Huwae (20)	Motivasi Berprestasi Atlet Bulutangkis di Kabupaten Tolitoli Ditinjau dari Bentuk Dukungan Sosial
9	2022	Naufal Allam, Heny Setyawati (21)	Dukungan Orang Tua terhadap Motivasi Berprestasi Atlet Bulutangkis PB Satria Mandiri Boja

No	Year	Author	Title
10	2022	Yufa Fatma Dela, Limpad Nurrachmad, Khoiril Anam (22)	Pola dan Peran Komunikasi Interpersonal antara Pelatih dengan Atlet dalam Meguatkan Motivasi Berprestasi Klub Woodball Kabupaten Grobogan
11	2023	Mohamad Da'i, Vesti Dwi Cahyaningrum (23)	Pengaruh Self Efficacy dan Dukungan Sosial Terhadap Motivasi Berprestasi Atlet Rugby UNUGIRI
12	2023	Maulidi Yogi Fachrezi, Vidyastuti, Widya Lestari (7)	Goal Setting dan Motivasi Berprestasi Atlet Panahan di Kota Pontianak
13	2023	Rahayu Prasetyo, Arsika Yunarta (24)	Pengaruh Dukungan Sosial terhadap Motivasi Berprestasi Akademik dan Olahraga pada Atlet
14	2023	Guntum Budi Prasetyo, Risfandi Setyawan, Kahan Tony Hendrawan, Rendra Wahyu Pradana, Joan Rhoby Andrianto (25)	Pelatihan Goal Setting untuk Meningkatkan Motivasi Berprestasi pada Atlet Bola Voli Kab. Jombang
15	2023	Syahril Adam (26)	Hubungan Efikasi Diri dan Kepercayaan Diri dengan Motivasi Berprestasi Mahasiswa Atlet Maluku Utara
16	2023	Agung Triantoro, Wahyu Rahardjo (27)	Konsep Diri, Komunikasi Interpersonal dengan Pelatih dan Motivasi Berprestasi Atlet Basket
17	2024	Cindy Anisa Dyah Permata, Djoko Setyabudi, Nurist Surayya Ulfa (28)	Pengaruh Intensitas Komunikasi Interpersonal Pelatih dengan Atlet dan Motivasi Berprestasi terhadap Performa Atlet
18	2024	Nurul Khafi Lubis, Aref Vai, Alimandan, Shinta Wian Nursaleh Lumbu, Syabina (1)	Hubungan Komunikasi Interpersonal Pelatih dengan Atlet terhadap Motivasi Berprestasi Atlet Karate Perguruan Inkado Kabupaten Siak
19	2024	Fani Nur Astuti, Buddy Riyanto, Sihabuddin (29)	Komunikasi Interpersonal Pelatih dalam Meningkatkan Motivasi Berprestasi Atlet di PB Purnama Solo
20	2024	Roqi Abinaskholani, Limpad Nurrachmad (30)	Komunikasi Interpersonal Manajemen, Pelatih, dan Atlet Bolabasket Putri dalam Meningkatkan Motivasi Berprestasi
21	2024	Andi Almaidah Dirhamzah, Ahmad, M. Ahkam Alwi (31)	Pengaruh Kepercayaan Diri dan Dukungan Sosial Terhadap Motivasi Berprestasi pada Atlet Anggar di Makassar

No	Year	Author	Title
22	2024	Siti Nabila Safitri, Jihan Hafizhah Rahmah, Sherly Yulitri, Khalisha Nafila Addini, Prima Aulia (32)	Pengaruh Self Talk Positif terhadap Motivasi Berprestasi pada Atlet
23	2025	Indah Noviansah, Mustika Fitri, Ahmad Hamidi, Hilmy Apriady (33)	Relationship Between Mental Toughness and Friend Support on the Achievement Motivation of Female Futsal Athletes

Source: Data processed by researcher (2025)

In table 2, it can be observed that in 2021 there was 1 relevant article related to athlete achievement motivation. Meanwhile, in 2021 there are 2 articles, 2022 there are 7 articles, 2023 there are 6 articles, 2024 there are 6 articles, and 2025 there is 1 article related to athlete achievement motivation in Indonesia in the period 2020 - 2025 obtained through Garuda.

Table 3. Independent Variables of Achievement Motivation based on Systematic Literature Review

No	Independent Variable	Frequency
1	Interpersonal Communication	6
2	Social Support	4
3	Self-Confidence	4
4	Self-Efficacy	3
5	Goal Setting	3
6	Parental Support	2
7	Mental Toughness	2
8	Resilience	1
9	Self-Concept	1
10	Friend Support	1
11	Perception	1
12	Self-Talk	1
Total		29

Source: Data processed by researcher (2025)

Based on table 3, there are 12 variables have been obtained which are independent variables in previous studies related to athlete achievement motivation. The twelve variables are interpersonal communication, social support, self-confidence, self-efficacy, goal setting, parental support, mental toughness, resilience, self-concept, friend support, perception, and self-talk. Of the twelve independent variables, interpersonal communication, support (social, family, and friends), and self-confidence are the dominant variables compared to the other variables.

Interpersonal Communication

The intensity of interpersonal communication between coaches and athletes and achievement motivation have a positive influence on athlete performance. The more

frequent and quality communication that occurs between coaches and athletes, and the higher the achievement motivation of athletes, the better the performance displayed. This study also suggests that coaches and athletes improve the quality of their interactions, by paying more attention when communicating. Coaches are expected to actively provide references, input, and constructive direction to support the overall improvement of athlete performance (28). Interpersonal communication between coaches and athletes has a positive and significant relationship with athletes' achievement motivation. Strong and effective interpersonal relationships play an important role in maintaining and increasing athlete motivation. The coach, as a figure who is close to and understands the athlete's condition, holds a great responsibility in building communication that is able to provide direct psychological encouragement. Interpersonal communication is one of the important psychological factors in the formation of achievement motivation, in addition to technical factors such as the competence of coaches and athletes, physical conditions, and facilities and infrastructure. Therefore, coaches are not only required to have technical abilities, but also good communication skills to create a coaching climate that supports overall athlete achievement (1).

Interpersonal Communication Patterns: Communication between coaches and athletes is conducted three times a week (Monday, Wednesday, and Friday), via WhatsApp and Google Meet. Discussions include training evaluations and match strategies, where coaches provide feedback and motivation so that athletes are better prepared for the next match. **Communication Intensity:** Accomplished athletes have a higher intensity of communication, both within and outside of the training schedule. They feel comfortable talking about problems and getting solutions from the coach. In contrast, athletes who have not achieved achievements are more limited in communication, sometimes still feeling awkward. **Supporting Factors for Communication:** Effective communication is supported by openness between coaches and athletes, positive attitudes, and coaches' sensitivity to athletes' conditions, which creates comfort in communication. **Barriers to Communication:** Barriers faced between coaches and athletes include psychological barriers and intellectual barriers, which can affect the effectiveness of communication. **Motivation Provided by Coaches:** Coaches provide motivation through personal experiences, inspirational stories, and how to overcome problems in the game. Coaches emphasize the importance of focus, confidence, hard work, and maintaining attitude and kinship as keys to success. This motivation plays an important role in strengthening the athlete's spirit to continue to grow (22).

Coaches' interpersonal communication plays an effective role in increasing athletes' achievement motivation. Athletes feel more motivated after communicating with the coach, who uses a combination of verbal and nonverbal communication. The language used in this communication is Bahasa Indonesia, which facilitates understanding between coaches and athletes. The coach applied several principles in communication to increase achievement motivation, including: **Openness:** The coach honestly conveys the athlete's weaknesses and strengths, helping the athlete understand the areas that need improvement. **Empathy:** The coach shows concern by feeling sadness when the athlete has not achieved the expected achievement. **Supportive attitude:** The coach provides physical and verbal support, such as clapping, thumbs up, patting shoulders, high-fiving, and shouting words of encouragement. **Positive attitude:** The coach provides a clear understanding of the purpose of the message, and gives appreciation and praise to

athletes for their efforts and achievements. Equality: Coaches positioned themselves as friends to athletes and made sure to motivate all athletes equally without discriminating. However, there are still some obstacles in communication, such as athletes' lack of honesty in communicating, athletes' low comprehension, and coaches' voice intonation that is sometimes not clear enough, which affects the effectiveness of communication (29). Interpersonal communication between athletes and coaches has a greater influence on achievement motivation than self-concept. Although these two variables (self-concept and interpersonal communication) simultaneously affect athletes' achievement motivation, interpersonal communication is proven to have a more significant effect. Good interpersonal communication between coaches and athletes also plays an important role in increasing athlete motivation. Effective communication allows the exchange of information, ideas and emotional support, which in turn strengthens achievement motivation. Effective interpersonal communication and a positive self-concept are essential in increasing the achievement motivation of basketball athletes (27). Interactive and transactional communication patterns in the relationship between management, coaches and athletes are important in a sporting context, where coaches not only give instructions, but also make direct evaluations and corrections, creating effective two-way communication. Transactional communication, in addition to technical aspects, coaches and management also discuss psychological obstacles faced by athletes, strengthening team relationships. In addition, identifying psychological communication barriers, such as difficulty understanding instructions or emotional constraints, which may affect the effectiveness of team communication and athlete performance (30). Overall, in terms of interpersonal communication between coaches and athletes has a positive influence on achievement motivation and athlete performance. The more intense and quality communication that occurs, the better the athlete's motivation and performance. Effective communication between coaches and athletes allows for constructive information exchange, as well as emotional support that boosts athletes' motivation. Coaches who use clear verbal and nonverbal communication, and show openness, empathy and support are able to increase athletes' enthusiasm for achievement.

Social Support, Parental Support, Friend Support

Self-confidence is an important factor that influences athletes' achievement motivation. Athletes who have confidence in their abilities tend to have a stronger drive to achieve, because they feel able to face challenges and have control over the results of their efforts. Parental support also makes a positive contribution to athletes' achievement motivation. This form of support can be in the form of emotional encouragement, provision of facilities, or involvement in the training and competition process. Parental support provides a sense of security, appreciation and additional self-confidence that strengthens athletes' determination to achieve. When self-confidence and parental support are combined, they jointly have a significant influence on athlete motivation. This shows that motivation is not only born from internal factors (such as self-confidence), but also influenced by external factors (family social support). This synergy between internal and external factors is an important foundation in the formation of a winning mentality in athletes. To increase achievement motivation to the maximum, it is necessary to strengthen athletes' self-confidence through mental coaching, as well as increasing the

role of parents and the training environment in providing consistent and comprehensive support (6).

The athletes' motivation is also well maintained, one of which is influenced by parental support. This form of support includes emotional expression, empathy, and attention that makes athletes feel comfortable, safe, and valued, thus encouraging the spirit of achievement. Parental support for athletes is classified as good in several aspects, namely emotional support, appreciation, and information, all of which are in the good category. However, instrumental support related to direct assistance in the form of facilities or facilities is also needed. Overall, parental support can be said to be sufficient in helping to increase athlete motivation and achievement (21). Parental support has a significant role in increasing the achievement motivation of badminton athletes in Tolitoli Regency. This can be interpreted that emotional involvement, attention, and encouragement from parents are the main driving factors for athletes to continue to develop and achieve achievements. This support provides a sense of security, appreciation, and strong internal motivation for athletes. The absence of strong support from coaches and friends can indicate weak communication, lack of empathy or emotional involvement, and lack of motivational coaching strategies from the coach. As a result, athletes' achievement motivation is not fully developed, because it is not supported by a comprehensive social system. This support gap is a challenge in fostering athletes holistically. That is, to achieve maximum achievement improvement, synergy between the support of parents, coaches, and peers is needed, so that a psychologically and socially supportive environment is formed (20).

Individuals' belief in their own abilities and support from the social environment (family, friends, coaches) play an important role in encouraging athletes' enthusiasm for achievement. In addition, these results provide practical input for athlete managers or coaches to optimize psychological and social factors in an effort to increase athlete motivation. Self-confidence and social support can be the main focus in coaching and athlete development strategies. This research also opens up opportunities for further studies, using different methods or variables, in order to gain a broader and deeper understanding of the factors that influence athletes' achievement motivation (23). Social support from parents, coaches and peers has a significant effect on academic and sport achievement motivation in student athletes. Among the three, parental support had the greatest influence, both in academic and sporting contexts. This shows that the role of parents as a source of emotional and material motivation is very important in encouraging the success of children's achievements. The stronger and more positive social support athletes receive, the higher their motivation to excel in two fields at once, namely education and sports. Therefore, the active involvement of parents, coaches and peers is a key factor in shaping an environment that supports the overall development of athletes. Athletes need to continue to maintain and improve their motivation, while the social environment, especially parents, need to provide encouragement, enthusiasm, and adequate facilities to support optimal achievement of children's achievements (24).

The combination of internal (self-confidence) and external (social support) factors is an important foundation in building athletes' achievement motivation. Thus, to increase athlete motivation, it is necessary to strengthen internal psychological aspects and a supportive social environment, in order to create conditions that encourage athletes to continue to develop and achieve (31). Self-confidence and social support are important

in influencing athletes' achievement motivation. Athletes who have confidence in their abilities tend to be more motivated to achieve, because they feel able to overcome challenges. In addition, support from parents plays a major role in building achievement motivation, through emotional encouragement and provision of facilities.

CONCLUSION

The factors that influence the achievement motivation of Indonesian athletes that have been successfully collected through a systematic literature review on previous research through "Garuda" during the period 2020 - 2025 are interpersonal communication, social support, self-confidence, self-efficacy, goal setting, parental support, mental toughness, resilience, self-concept, friend support, perception, and self-talk. Interpersonal communication, support (social, family, and friends), and self-confidence being the more dominant variable that emerges as a factor influencing the achievement motivation of Indonesian athletes.

Interpersonal communication was more influential than athlete self-concept in increasing achievement motivation, demonstrating the importance of strong communication relationships between coaches and athletes. Despite barriers such as athletes' lack of honesty or difficulty understanding instructions, the quality of communication remains a major factor driving athletes' motivation and performance. Therefore, coaches are advised to pay more attention to the quality of their interactions with athletes, to create an environment that supports athletes' all-round mental and physical development.

The combination of self-confidence and parental support proved to have a significant influence on athlete motivation. Parental support has the greatest influence, while support from peers and coaches is less significant on achievement motivation. This suggests that synergy between family, coaches and peers is essential to form an environment that supports the overall development of athletes. Self-confidence and strong social support are the main foundations in building athlete motivation and achievement.

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