

## Exploration of the Factors Influencing Children's Motivation to Participate in Futsal

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### Abstract

This study explores the multidimensional factors that influence children's motivation to participate in futsal, a rapidly growing sport among youth due to its accessibility and dynamic nature. Utilizing a qualitative research approach, data were collected through in-depth interviews and observations involving twelve children aged 9–12 years, supported by insights from their parents and coaches. The findings reveal that intrinsic enjoyment such as the sense of fun, freedom, and self expression is a primary motivator sustaining long-term engagement. Equally important, external factors like parental encouragement, coaching style, goal orientation, and the availability of structured institutional and environmental support also play critical roles. Children who feel emotionally supported, experience competence, and have access to inclusive futsal programs are more likely to remain motivated and committed to the sport. These results are discussed in light of Self-Determination Theory and ecological models of motivation, emphasizing the importance of fostering both internal satisfaction and external reinforcement. The study highlights the need for coaches, parents, and institutions to work collaboratively in creating environments that nurture children's holistic development through sport. Understanding these motivational factors is essential for designing more effective, inclusive, and sustainable youth futsal programs.

**Keywords:** Children's motivation, futsal, intrinsic enjoyment, parental support, coaching style

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## 1. INTRODUCTION

Physical activity plays a critical role in the overall development of children, encompassing physical, mental, and social dimensions. Engaging in regular sports activities has

been shown to improve children's physical fitness, foster emotional resilience, and enhance their ability to interact and collaborate with peers. Among the many types of sports available, futsal has emerged as one of the most popular and accessible options for children. Its dynamic and fast-paced nature, combined with the relatively small playing area, makes it both exciting and suitable for children of various age groups. This growing popularity is evident from the increasing number of children participating in futsal through school programs, local communities, and organized clubs. Despite this encouraging trend, there remains significant variation in the level of motivation exhibited by children when participating in futsal. Some children display high enthusiasm and commitment, while others show minimal interest or discontinue participation over time. These differences in motivation can be attributed to a complex interplay of internal factors, such as personal interest and self-efficacy, and external factors, such as parental support, peer influence, and coaching style (Herrington & Brussoni, 2015; Rodriguez-Ayllon et al., 2019; C. Wang, 2022).

Despite this encouraging trend, there remains significant variation in the level of motivation exhibited by children when participating in futsal. Some children display high enthusiasm and commitment, while others show minimal interest or discontinue participation over time. These differences in motivation can be attributed to a complex interplay of internal factors, such as personal interest and self-efficacy, and external factors, such as parental support, peer influence, and coaching style (Herrington & Brussoni, 2015; Rodriguez-Ayllon et al., 2019; Wang, 2022). Motivation is a crucial determinant of both short-term engagement and long-term involvement in sport, making it a central focus in the study of children's physical activity.

Understanding what drives children's motivation to engage in futsal is essential for designing effective sports development programs. Motivation not only affects children's performance but also determines the sustainability of their participation in sports over the long term. However, there is a notable lack of focused research specifically addressing the motivational factors influencing children's participation in futsal. Most existing studies tend to generalize across various sports or concentrate on older age groups, thereby leaving a research gap in the context of children's futsal involvement. This study aims to fill that gap by exploring the multifaceted factors that influence children's motivation within this particular sport. The insights gained are expected to contribute significantly to the field of physical education and the broader domain of child sports development, providing practical implications for educators, coaches, and parents (Albuquerque et al., 2021; Machado et al., 2018; Mendes et al., 2022; Sanmiguel-Rodríguez & Giráldez, 2021).

While motivation in youth sports has been broadly studied, a clear problem gap remains: most of the existing literature tends to generalize motivational factors across various sports or emphasize adolescent and elite-level athletes. There is a lack of specific research that delves into the unique motivational drivers influencing children's participation in futsal, particularly from their own perspectives. The current body of research often overlooks the cultural and contextual relevance of futsal as a distinct sport, as well as the role of early developmental stages in shaping children's sports-related behaviors.

Based on the identified research gap, this study is guided by the following problem statements: What are the key factors that influence children's motivation to participate in futsal? How do family environment, peer relationships, coaching practices, and children's own interests interact to shape their motivational levels? These questions serve as the foundation for a comprehensive investigation into both intrinsic and extrinsic determinants of motivation. The

objectives of the study are twofold: first, to identify and describe the various factors that impact children's motivation to actively engage in futsal; and second, to offer strategic recommendations for coaches, parents, and educational institutions in fostering greater enthusiasm and sustained involvement in the sport among children.

This study seeks to bridge this research gap by placing futsal at the center of investigation, recognizing it not just as a sport but as a sociocultural activity that is increasingly integrated into children's daily lives. The focus of the problem thus lies in the insufficient understanding of how diverse motivational factors—both intrinsic and extrinsic—specifically influence children's engagement in futsal. It becomes essential to explore how children's internal drives (such as enjoyment and self-confidence) interact with external influences (including family support, peer dynamics, and coaching styles) to either foster or hinder their motivation to participate.

Accordingly, this study is guided by the following problem statements: What are the key factors that influence children's motivation to participate in futsal? How do family environment, peer relationships, coaching practices, and children's own interests interact to shape their motivational levels?

From these problem statements, the objectives of this research are defined as follows:

1. To identify and describe the various factors that impact children's motivation to actively engage in futsal; and
2. To offer strategic recommendations for coaches, parents, and educational institutions in fostering greater enthusiasm and sustained involvement in the sport among children.

What sets this research apart is its specific focus on futsal as a contextual medium for examining children's motivation. Unlike broader studies on youth sports participation, this study offers a targeted and in-depth exploration that considers the unique characteristics and cultural relevance of futsal in children's daily lives. Furthermore, this study adopts a qualitative approach to gain deeper insights into children's perceptions, experiences, and motivations an aspect that is often overlooked in quantitative surveys. By listening directly to children's voices and analyzing their lived experiences, this research seeks to present a nuanced understanding of what truly motivates them to play, stay engaged, and thrive in futsal (González-Víllora et al., 2019; Le Paven et al., 2021; Ricci et al., 2022; Spyrou et al., 2020).

## **2. METHOD**

This study employed a qualitative research approach to explore in depth the various factors that influence children's motivation to participate in futsal. The use of qualitative methods was deemed appropriate, considering the study's aim to capture participants' personal experiences, perceptions, and contextual influences in a natural setting. Through this approach, rich and nuanced data were gathered to understand how different internal and external factors shape children's motivation in sports, particularly futsal

### **2.1 Participants**

The participants in this study consisted of children aged 9 to 12 years who were actively involved in futsal activities, either through school extracurricular programs or community-based futsal clubs. A purposive sampling technique was employed to select participants who met

specific inclusion criteria, including regular attendance in training sessions and a minimum of six months of continuous participation in futsal. A total of 12 children were selected, ensuring representation across different age levels and genders to capture a variety of motivational experiences.

Among the participants, several profiles are highlighted to reflect the diversity of the sample:

1. Participant 1: Alda Junian Nikmah, 9 years old, a fourth-grade elementary school student who has been actively involved in a community futsal program for the past eight months.
2. Participant 2: Tata Anggun Pratiwi, 11 years old, a sixth-grade elementary school student participating in both school and extracurricular futsal activities.
3. Participant 3: Bintang Cornelia Putri, 12 years old, a seventh-grade junior high school student who has participated in structured futsal training and local competitions for over a year.

In addition to the children, the study also included input from relevant adults, such as futsal coaches and parents, to provide triangulation and complementary perspectives on the factors influencing children's motivation. These adult participants contributed insights regarding the children's behavior, support systems, and performance consistency during futsal activities. The combination of perspectives from children and key adults ensured a more holistic and valid understanding of the motivational dynamics involved.

## **2.2 Research Design**

This research adopted a descriptive qualitative design using a case study model. The case study approach enabled an in-depth examination of children's motivation in a specific sport context futsal within their real life environment. This design facilitated the exploration of multiple sources of data and allowed for a holistic analysis of how psychological, social, and environmental elements interact to influence motivation.

## **2.3 Instruments**

The primary instrument used in this study was a semi-structured interview guide developed based on theoretical frameworks of motivation in youth sports. The guide included open-ended questions aimed at eliciting detailed responses regarding children's personal interest in futsal, their experiences during training, the influence of peers and coaches, parental support, and challenges they faced. In addition, field notes and observation sheets were used to document participants' behaviors and interactions during training sessions. These tools helped ensure that both verbal and non-verbal data were captured for comprehensive analysis.

## **2.4 Procedures**

Data collection was carried out over a period of four weeks. Prior to data collection, ethical clearance was obtained, and informed consent was secured from the children's parents or guardians. The interviews were conducted in informal settings where the children felt comfortable, such as school classrooms or sports venues. Each interview lasted approximately 30–45 minutes and was audio-recorded with permission. Observations of futsal sessions were conducted by the researcher during practice games and drills, focusing on indicators of motivation

such as enthusiasm, engagement, persistence, and interaction with teammates and coaches. All data were anonymized to protect the identities of the participants.

## 2.5 Data Analysis

The data obtained from interviews and observations were analyzed using thematic analysis. This process involved transcribing all interview recordings, followed by initial coding to identify recurring ideas and patterns. Codes were then categorized into themes that represented broader motivational factors, such as intrinsic interest, parental encouragement, coach behavior, peer influence, and perceived competence. Thematic analysis enabled the researcher to identify both shared and individual experiences across participants. Triangulation was employed by comparing interview data with observational findings to increase the validity and trustworthiness of the results. Member checking was also conducted by sharing summaries of findings with selected participants to confirm the accuracy of the interpretations.

## 3. RESULTS

### 3.1 Intrinsic Enjoyment as a Primary Motivator

One of the most prominent findings from this study is that intrinsic enjoyment or the internal pleasure derived from participating in futsal is a key motivator among children. Across all three selected participants, their enthusiasm for futsal was rooted primarily in the sense of fun, freedom, and self-expression they experienced while playing. Each participant highlighted different but equally significant aspects of enjoyment, reinforcing the role of intrinsic motivation as a central driver of continued engagement (An, 2019; Navarro-Paton et al., 2016).

Alda, a fourth-grade elementary school student, displayed a strong emotional connection to futsal. She described the sport as something she genuinely "loved" and considered it the best part of her weekly routine. Alda stated, "*Aku senang banget main futsal, apalagi kalau bisa nendang bola sampai gol.*" ("I really love playing futsal, especially when I can kick the ball and score a goal.") Her motivation was not influenced by winning or recognition but stemmed from the pure joy she experienced on the field. Even outside of formal training, she often practiced at home, indicating self-driven enthusiasm. Her case reflects intrinsic enjoyment as a self-sustaining motivator, where the activity itself serves as the reward.

Tata, a sixth-grade student involved in both school and extracurricular futsal activities, explained that futsal made her feel "happy and free." She remarked, "*Kalau main futsal, aku merasa bebas, bisa lari, bisa kerja sama sama teman, itu seru banget.*" ("When I play futsal, I feel free—I can run, I can work together with my friends, it's really fun.") For Tata, the combination of physical activity and social interaction enhanced her enjoyment. She also mentioned that she felt more energized and less stressed after playing. Tata's account underscores how intrinsic enjoyment is amplified when futsal is both personally fulfilling and socially engaging.

Bintang, a seventh-grade student with over a year of structured training experience, expressed that futsal gave her a sense of identity and confidence. She stated, "*Main futsal bikin aku merasa percaya diri. Aku bisa tunjukkan kemampuan aku dan aku senang kalau bisa bantu tim.*" ("Playing futsal makes me feel confident. I can show my skills, and I enjoy it when I can help the team.") Although she has participated in competitions, Bintang emphasized that her motivation comes more from improving herself and enjoying the game rather than winning. She explained



that she often stays after practice to keep playing, simply because she doesn't want to stop. Her case illustrates a deeper level of intrinsic motivation, where competence, autonomy, and personal growth converge to produce sustained engagement.

The experiences of Alda, Tata, and Bintang demonstrate that intrinsic enjoyment manifests in various forms from the excitement of scoring a goal, the freedom of movement, the joy of teamwork, to the satisfaction of self-improvement. Despite differences in age, experience, and setting, all three participants highlighted that their continued involvement in futsal was rooted in how the sport made them feel—happy, excited, confident, and connected. These findings support motivational theories such as Self-Determination Theory (Deci & Ryan), which emphasize the importance of internal satisfaction in sustaining behavior. Ultimately, intrinsic enjoyment not only initiates participation but also plays a crucial role in maintaining long-term interest and engagement in futsal among children.

### 3.2 Parental Support and Encouragement

Parental support and encouragement emerged as a critical external factor influencing children's motivation to participate in futsal. Across all three participants, the presence of supportive parents both emotionally and logistically played a significant role in sustaining their enthusiasm and commitment to the sport. This support was expressed through various forms, such as verbal encouragement, presence during matches, financial support for equipment, and logistical assistance like transportation (Daniel et al., 2018; Suman & Ballhara, 2018).

Alda revealed that her parents, especially her father, were very supportive of her involvement in futsal. She stated, "*Ayah suka antar aku latihan dan sering nonton waktu aku main. Aku jadi semangat kalau ayah lihat.*" ("My dad often takes me to practice and watches when I play. I feel more excited when he's watching.") Alda also mentioned that her parents bought her a pair of futsal shoes as a reward for her commitment, which made her feel proud and motivated to improve. Their consistent presence and encouragement created a positive emotional bond between her home environment and her participation in sports, reinforcing her motivation through both affection and affirmation.

Tata described her parents as actively involved in her futsal journey, from enrolling her in both school and extracurricular programs to helping manage her time between studies and training. She shared, "*Mama selalu ingetin aku latihan dan bilang aku hebat waktu bisa masuk tim sekolah.*" ("My mom always reminds me about practice and says I'm great when I get selected for the school team.") Tata highlighted that her mother's constant encouragement made her feel appreciated and supported, which strengthened her desire to participate and perform well. The emotional support, coupled with her parents' belief in her abilities, nurtured her confidence and enjoyment in futsal.

Bintang's parents played a strategic and motivational role in her participation, particularly during competitions. She mentioned, "*Kalau ada pertandingan, orang tua aku pasti nonton dan kasih semangat. Kadang mereka juga bantu aku latihan di rumah.*" ("Whenever there's a match, my parents always watch and cheer for me. Sometimes, they even help me practice at home.") She acknowledged that her parents' presence during matches motivated her to do her best. Additionally, their recognition and praise after games contributed to her sense of accomplishment and reinforced her motivation to train harder. Bintang's experience also showed how parents could support not only emotionally, but also through active engagement in the child's skill

development.

The insights from Alda, Tata, and Bintang underscore the essential role of parental support in fostering and maintaining children's motivation in futsal. Whether through attending matches, providing encouragement, or assisting with practice, parents serve as both emotional anchors and practical facilitators in the child's athletic experience. This form of support enhances children's confidence, reinforces their sense of value, and bridges the gap between home and sport. These findings align with previous research that emphasizes the importance of the family environment in promoting intrinsic and sustained motivation in youth sports. It is evident that when children feel supported and appreciated by their parents, they are more likely to stay engaged and committed to their sporting activities.

### 3.3 Coaching Style and Interaction

The interaction between coaches and players, as well as the style of coaching applied during training and matches, was identified as a substantial factor influencing children's motivation to continue participating in futsal. The participants' responses indicated that a coach's attitude, communication skills, and ability to create an enjoyable yet disciplined environment greatly shaped how motivated they felt. Children were more enthusiastic and committed when coaches showed appreciation, patience, encouragement, and active engagement in their development (Bukhari & Dkk, 2019; Jeelani et al., 2020; Kim et al., 2016).

Alda described her coach as "*baik dan nggak galak*" ("kind and not harsh"), which made her feel safe and comfortable during training. She explained, "*Kalau pelatih senyum dan bilang 'bagus', aku jadi tambah semangat.*" ("When the coach smiles and says 'good job,' I get even more excited.") Alda valued small gestures of praise and positive feedback, which boosted her confidence and made her eager to come to practice. She also appreciated when the coach demonstrated how to do certain techniques clearly and patiently. Her responses highlight the importance of positive reinforcement and approachability in early coaching interactions.

Tata had experience with two different coaches one from school and another from her extracurricular club. She noted clear differences in their styles and their impact on her motivation. "*Di sekolah, pelatihnya lebih serius, tapi tetap kasih semangat. Di klub, pelatihnya suka bercanda dan bikin latihan jadi seru.*" ("At school, the coach is more serious but still encouraging. At the club, the coach likes to joke around and makes practice fun.") For Tata, the balance between structure and enjoyment was key. She found motivation when the coach combined discipline with friendliness, showing that flexible, adaptive coaching styles that respect the context and age of players are more effective in sustaining children's interest (Faught et al., 2016).

Bintang, who has been involved in competitive futsal, emphasized the importance of constructive criticism and technical guidance from her coach. She said, "*Aku suka kalau pelatihku kasih masukan setelah latihan, jadi aku tahu harus perbaiki apa. Tapi dia juga selalu bilang aku bisa kalau berusaha.*" ("I like when my coach gives me feedback after practice, so I know what to improve. But he also always says I can do it if I try.") Bintang appreciated when her coach gave clear directions and believed in her potential. The coach's belief in her abilities and consistent follow-up feedback made her feel valued and challenged in a healthy way, fostering a growth mindset and intrinsic motivation to improve.

Across the experiences of Alda, Tata, and Bintang, it is evident that a coach's style and manner of interaction significantly influence a child's motivation in futsal. Coaches who are

supportive, communicative, and encouraging help build a positive climate that fosters enjoyment, self confidence, and persistence. Children respond more positively to coaches who balance structure with warmth and who take time to provide personalized feedback and motivation. These findings reinforce the idea that relational coaching where the coach-athlete relationship is built on trust, empathy, and mutual respect is central to maintaining motivation in young athletes. Effective coaching in children's futsal is not just about technical instruction, but also about emotional guidance and psychological support.

### 3.4 Goal Orientation and Achievement Perception

Children's motivation to participate in futsal was also influenced by their personal goals and perceptions of achievement. The desire to improve skills, gain recognition, and experience success in both individual and team contexts served as strong motivational drivers. Goal orientation, whether focused on mastery (skill development) or performance (outperforming others), was closely tied to how children evaluated their progress and felt a sense of accomplishment (Diaconu-Gherasim & Măirean, 2016; Y. Wang et al., 2021).

Alda, though younger and relatively new to structured futsal training, already displayed a clear sense of personal goals. She expressed happiness when she could "*nendang bola pas ke arah gawang*" ("kick the ball right toward the goal") and celebrated small achievements like "*ngoper ke teman dengan benar*" ("passing the ball correctly to a teammate"). Alda's motivation was driven primarily by mastery goals, where improving basic skills and receiving positive feedback from her coach or peers gave her a sense of success. She also said, "*Aku pengen bisa main kayak kakak-kakak di klub, yang cepet banget larinya.*" ("I want to be able to play like the older kids at the club who run really fast.") This statement reflects her forward-looking goal orientation and how observing others' achievements motivated her to set personal benchmarks.

Tata showed a strong awareness of performance goals, particularly regarding selection for the school futsal team. She stated, "*Waktu dipilih jadi pemain inti, aku senang banget karena merasa latihan aku nggak sia-sia.*" ("When I was chosen as a starting player, I was really happy because I felt my training wasn't in vain.") For Tata, achieving status within the team served as a validation of her efforts. Additionally, she expressed pride when her parents and friends acknowledged her progress, suggesting that external recognition strengthened her internal motivation. Tata was also eager to learn new techniques, not only to win but to feel capable among her peers, indicating a blend of mastery and performance goal orientations (Weissman & Elliot, 2023).

Bintang's futsal experience was the most advanced among the three, and her responses showed a highly developed sense of achievement orientation. She participated in regional-level competitions and viewed personal performance as an important metric of success. She explained, "*Aku merasa puas kalau bisa cetak gol atau bantu tim menang, tapi juga penting buat aku bisa main lebih baik dari sebelumnya.*" ("I feel satisfied when I score or help the team win, but it's also important for me to play better than before.") Bintang was goal-oriented in both outcome and process; while winning was important, she valued personal progress even more. She also set specific targets for herself, such as improving speed and accuracy, which kept her motivated to train regularly. Her mindset reflects self-regulated motivation, where goal-setting is internalized and used to drive sustained effort.

The experiences of Alda, Tata, and Bintang illustrate how children's motivation in futsal is



significantly influenced by their personal goals and their perception of achievement. Whether aiming to master basic skills, earn a spot on a team, or succeed in competition, children found meaning and motivation through both short-term and long-term goals. A sense of achievement validated either by self-assessment or external recognition reinforced their commitment to the sport. These findings align with motivational goal theory, suggesting that when children perceive progress or success in line with their own goals, their intrinsic and extrinsic motivation strengthens. Therefore, providing structured opportunities for goal setting and acknowledging incremental achievements can play a key role in sustaining children's engagement in futsal.

### 3.5 Environmental and Institutional Factors

Children's participation and motivation in futsal were found to be strongly affected by the availability, accessibility, and quality of environmental and institutional support. Factors such as the presence of safe and well maintained futsal facilities, structured training programs, school support, and the availability of regular competitions significantly influenced how motivated children felt to continue playing. When the environment was supportive and organized, children reported higher levels of enjoyment, consistency in attendance, and long-term commitment.

Alda lives near a small community futsal court, which she visits regularly. She shared, "*Di dekat rumah ada lapangan kecil buat futsal. Jadi aku bisa latihan kalau libur atau sore-sore.*" ("There's a small futsal field near my house, so I can practice on holidays or in the evenings.") The proximity and accessibility of a playing area enabled her to engage with the sport more frequently, outside of structured training times. Additionally, Alda appreciated that her futsal club had scheduled practices and allowed all members to participate regardless of skill level. These environmental and institutional provisions gave her space to learn without pressure, making her feel safe, included, and motivated to attend regularly.

Tata's motivation was positively influenced by her school's support for futsal. She mentioned, "*Di sekolahku ada ekstrakurikuler futsal, dan tiap semester ada lomba antar kelas. Itu bikin aku makin semangat ikut latihan.*" ("My school has a futsal extracurricular program, and every semester there's an inter-class tournament. That makes me more excited to attend practice.") Institutional programs like structured school competitions provided Tata with clear goals and social incentives to stay involved. The school's encouragement and formal recognition of futsal as a valid activity created an environment where sports participation was valued, which significantly impacted her sustained motivation.

Bintang's training took place in a club setting that offered formal schedules, professional coaching, and opportunities for regional competitions. She stated, "*Aku senang ikut klub karena latihannya teratur, pelatihnya serius, dan kita bisa ikut turnamen resmi.*" ("I like joining the club because the training is regular, the coach is serious, and we can enter official tournaments.") The availability of structured pathways for progression from regular practice to competitive events created a sense of direction and purpose in her futsal journey. She also appreciated the well-equipped training environment, including proper lighting, indoor courts, and uniforms, which enhanced her sense of professionalism and pride. These institutional factors reinforced her commitment and identity as a futsal player.

The insights from Alda, Tata, and Bintang clearly demonstrate the significant role of environmental and institutional factors in shaping children's motivation to participate in futsal. When children are provided with accessible facilities, structured activities, and institutional

support whether from schools or clubs they are more likely to feel valued, organized, and motivated. Supportive environments allow for consistent practice, promote inclusivity, and create social opportunities for recognition and competition. These findings align with ecological models of motivation, which emphasize the interaction between individual motivation and environmental context. Creating and maintaining child-friendly futsal ecosystems both physically and institutionally is therefore essential in sustaining participation and fostering long-term athletic development.

#### **4. DISCUSSIONS**

The results of this study provide rich insight into the complex interplay of intrinsic and extrinsic factors that shape children's motivation to participate in futsal. Grounded in qualitative data collected from three young participants Alda, Tata, and Bintang the findings underscore the multidimensional nature of motivation, revealing how enjoyment, social support, coaching dynamics, goal-setting, and institutional environments converge to sustain participation in the sport.

A key highlight is the role of intrinsic enjoyment as the primary internal driver. Consistent with Deci and Ryan's Self-Determination Theory, all participants articulated a deep sense of personal satisfaction derived from playing futsal. The enjoyment stemmed from different sources: for Alda, the joy of scoring; for Tata, the social and physical engagement; and for Bintang, the boost in confidence and identity. These variations highlight that intrinsic motivation is not monolithic—it is influenced by developmental stages, personality, and context. Importantly, this enjoyment was not tied to external validation but rather to the inherent pleasure and fulfillment of the activity itself, a crucial factor in fostering long-term athletic engagement among children.

Complementing this internal driver, parental support and encouragement emerged as an essential external motivator. The emotional and logistical assistance provided by the parents of all three participants not only facilitated access to futsal but also validated the children's efforts. From purchasing futsal gear to attending matches and providing verbal affirmation, parental involvement bridged the home and sport environments. These findings align with research emphasizing the significance of the family in youth sports motivation suggesting that when children feel supported and recognized at home, they are more likely to commit to and enjoy their athletic endeavors.

Equally influential was the coaching style and player-coach interaction, which significantly shaped the children's emotional responses to training. Coaches who offered encouragement, used positive reinforcement, and balanced structure with enjoyment were seen as motivators rather than authority figures. This relational coaching style helped children feel secure, competent, and enthusiastic. The findings reflect the principles of transformational leadership in youth sport coaching, where empathy, communication, and individualized attention have a measurable impact on motivation and performance. Coaches thus act as not only instructors but also mentors who mold the psychological environment of young athletes.

Another central theme is goal orientation and achievement perception, which revealed how even at a young age, children construct personal meanings around progress and success. While Alda focused on mastering basic techniques, Tata's sense of achievement stemmed from being selected for her school team, and Bintang measured her progress through competitive outcomes and personal improvement. These findings demonstrate the coexistence of mastery and

performance goals and underscore the importance of helping young athletes set realistic, developmentally appropriate goals. When children perceive progress whether internal or externally validated—it amplifies both their intrinsic and extrinsic motivation.

Furthermore, the study uncovered the importance of environmental and institutional factors. Access to safe, child-friendly futsal facilities, the presence of organized training structures, and support from schools or clubs significantly influenced children's participation and enthusiasm. These environmental supports function not only as logistical enablers but also as symbols of value and recognition. For instance, the provision of tournaments, proper equipment, and organized schedules provided children with a sense of purpose, professionalism, and belonging. These findings are congruent with ecological models of motivation that emphasize the interdependence between individual behavior and contextual support.

Taken together, the findings paint a comprehensive picture of how multiple domains intersect to shape children's motivation in futsal. While intrinsic enjoyment lays the foundation, consistent reinforcement from family, coaches, and institutions forms the scaffolding that sustains engagement. This holistic perspective has practical implications for educators, coaches, and policymakers. First, designing futsal programs that prioritize enjoyment and skill development over competition may help foster intrinsic motivation. Second, involving parents meaningfully in the child's sport experience strengthens emotional bonds and long-term commitment. Third, training coaches in child-sensitive communication and relational coaching techniques can greatly enhance player satisfaction and performance. Finally, schools and community organizations should invest in accessible, inclusive, and structured futsal ecosystems to facilitate sustained participation.

Motivation in children's futsal is not driven by a single factor but by the dynamic interaction of enjoyment, support, recognition, and environment. Recognizing and nurturing these interconnected factors can play a pivotal role in not only increasing participation but also in cultivating a positive, lifelong relationship between children and physical activity.

## 5. CONCLUSIONS

Based on the results of research and discussion, it can be concluded that the motivation of children to participate in futsal is influenced by the dynamic interaction between intrinsic and extrinsic factors. Intrinsic factors such as fun, self-confidence, and personal satisfaction are the main drivers that keep children engaged in futsal activities voluntarily and sustainably. On the other hand, extrinsic factors such as parental support, a positive and supportive coach's training style, the achievement of personal goals, as well as the support of the environment and institutions such as schools and sports clubs, contribute to strengthening these motivations. All three participants in the study showed that as futsal became a means to express themselves, socialize, and achieve personally meaningful goals, their commitment to the sport grew stronger. Thus, the motivation of children in futsal is not only a matter of desire to play, but also the result of the process of identity formation, social recognition, and an emotionally and structurally supportive environment.

Based on the findings, it is suggested that all parties involved in children's sports coaching including parents, coaches, teachers, and managers of educational institutions or sports clubs can create a futsal ecosystem that is child-friendly, inclusive, and fun. The training Program should not only focus on the competition aspect, but also pay attention to the emotional needs of the

child, provide exploration space, and encourage the gradual development of skills. Parents need to be actively involved through moral and logistical support, while coaches are encouraged to develop an empathic, positive, and confidence-building approach to communication. School institutions and local communities are also expected to provide adequate facilities, healthy competition, and ongoing coaching programs so that children's participation in futsal can develop into experiences that shape character and long-term healthy lifestyles.

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All acknowledgments (if any) should be included at the very end of the paper before the references and may include supporting grants, presentations, and so forth.

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