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## ANALYSIS OF PARENTAL SOCIAL SUPPORT IN IMPROVING ELEMENTARY SCHOOL STUDENTS' MOTIVATION TO LEARN PHYSICAL EDUCATION

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### ABSTRACT

This study was motivated by the low <sup>1</sup> learning motivation of elementary school students in Physical Education classes, as evidenced by low student participation, a lack of self-confidence when engaging in sports activities, and a tendency for students to avoid physical activities they consider tiring, based on the results of preliminary observations at an elementary school in Sumedang Regency. These conditions are believed to be <sup>2</sup> related to limited parental social support for their children's learning and physical activities. This study aims to analyze the forms of parental <sup>3</sup> support and their influence on students' learning motivation in Physical Education classes. The study employed a qualitative method using a case study approach. Participants were selected through <sup>4</sup> purposive sampling, comprising 15 students, 15 parents, and 1 Physical Education teacher. Data were collected via <sup>5</sup> semi-structured interviews, <sup>6</sup> observations, and documentation, then validated using source triangulation, methodological <sup>7</sup> triangulation, and <sup>8</sup> member checking. The results of the study indicate that parental social support includes emotional, instrumental, informational, and appreciative support. Emotional and instrumental support are the most dominant forms of support in enhancing students' self-confidence, enthusiasm, and engagement in Physical Education learning. The main findings of this study indicate that there are limitations in informational support because some parents lack an understanding of physical education material, leading children to more often turn to friends for answers or seek information on their own. This situation is influenced by limited physical literacy, educational background, and <sup>9</sup> family economic conditions within the Sumedang community. This study concludes that parental social support plays a crucial role in enhancing students' <sup>10</sup> motivation to learn in physical education classes.

**Keyword:** Parental Social Support, Physical Education Motivation, Elementary Education, Socio-Ecological Model.

### INTRODUCTION

Learning in elementary school is a fundamental phase in the development of children's character, study habits, and physical and psychological growth. At this stage, the success of the educational process including Physical Education is influenced not only by the school but also by the immediate social environment, particularly parental support in fostering healthy and active lifestyle habits in children. Physical Education plays a crucial role in enhancing elementary school students' physical fitness, motor skills, social skills, and mental health. (WHO, 2020) explains that physical activity from an early age can help prevent obesity, improve cardiovascular health, and support children's psychosocial development optimally. Furthermore, (Cairney et al., 2019) demonstrate that students' active engagement in physical education can boost self-confidence, learning concentration, and children's emotional well-being. Thus, Physical Education serves not only as a means of physical development but also as a means of emotional development.

This study shows that parental social support plays a crucial role in shaping students' motivation to learn, self-confidence, and engagement in physical education classes in elementary school. Based on the results of interviews, observations, and NVivo analysis, the most common forms of support received by students were emotional and instrumental support. Emotional support was evident through attention, guidance, and verbal encouragement when students felt

tired or lacked enthusiasm for participating in sports activities, while instrumental support was seen in the provision of sports equipment and parental involvement in school activities. However, this study also identified limitations in informational support, as some parents more often asked their children to seek information on their own or ask friends when facing difficulties in physical education learning. This situation indicates that parental involvement in supporting children's physical activity literacy is not yet optimal. These findings align with the research by (Ansel & Arafat, 2021), who stated that "parental social support is positively associated with students' learning motivation," as well as (Subrata, 2023), who emphasized that parental support influences physical Education learning outcomes. International research also indicates that family support can enhance students' engagement and learning motivation (Moubayed et al., 2020), as well as strengthen children's self-confidence and participation in the learning process (Christidamayani & Kristan, 2020).

Theoretically, this study enriches the literature on Self-Determination Theory by demonstrating that students' psychological needs for security, connectedness, and social support are shaped not only by the school environment but are also significantly influenced by family interactions within the context of local Indonesian culture. In a family environment that tends to be collectivist, emotional support from parents is a key factor in building students' self-confidence and courage to participate in physical education activities. However, this study also indicates that emotional closeness is not always accompanied by parents' ability to provide informational support regarding physical activities and sports learning. These findings offer a significant contribution to understanding how various forms of parental support operate differently within the context of physical education at the elementary school level. These research results are supported by (Desryani & Mustika, 2022), who state that the role of parents in providing encouragement and creating a comfortable learning environment can increase the learning motivation of elementary school students. Additionally, (Wahyuningtyas & Muslikah, 2022) also explain that parental social support has a positive relationship with students' independent learning abilities and academic achievement. (Dou et al., 2022) demonstrate that supportive social interactions contribute to the development of students' self-efficacy and engagement in learning, while (Karjanto & Acelajado, 2022) found that a supportive learning environment can enhance student motivation, self-confidence, and active participation in the learning process.

In practical terms, the findings of this study can serve as a guide for physical education teachers in establishing more active communication with students' parents. Teachers do not merely serve as instructors at school but also as facilitators who help parents understand the importance of supporting their children's physical activity at home. Teachers can provide simple guidance on daily physical activities, the importance of parental involvement, and how to support children when they face challenges in physical education. Additionally, schools can develop collaborative programs such as short educational sessions for parents, family sports activities, or communication forms between teachers and parents to enhance family involvement in supporting students' learning motivation. These findings are supported by research by (Nandri Pratiwi & Tirtayani, 2021), which explains that good patterns of interaction and communication between teachers and parents can support children's learning processes more effectively. Research by (Anwar et al., 2021) also indicates that active collaboration between educators and learning support partners positively contributes to students' motivation and engagement in the learning process.

This study has limitations because it employed a case study approach at a single elementary school with a limited number of participants, so the findings cannot yet be widely generalized. Additionally, this study primarily focused on the experiences of students and parents without thoroughly exploring the influence of other factors, such as the social environment, school culture, or the family's level of physical literacy. Therefore, future research is recommended to use a quantitative design or mixed-methods approach with a larger sample size to measure the relationship between parental support, learning motivation, and student self-confidence more comprehensively. Future research could also explore the limitations of parental information support as a new aspect in physical education, particularly regarding family physical literacy within the context of elementary education in Indonesia. This aligns with the research by

(Rahmawati & Sugito, 2022), which states that family involvement and the social environment influence the development of children's motivation and learning behavior in elementary school. (Edwards et al., 2019) also emphasize that family physical literacy and environmental support are key factors in shaping children's participation in physical activities and their self-confidence in physical education learning.

Parents play a crucial role as a child's closest social environment, influencing their motivation to learn, particularly in physical education. Parental social support can take the form of attention, emotional encouragement, providing access to sports facilities, participating in physical activities with their children, and motivating them to actively engage in learning. (Saputri, Rahmawati, et al., 2023) explains that parental support in the form of attention, guidance, and motivation has a significant influence on improving the learning motivation of elementary school students. (Nurhikmah & Indrawati, 2024b) shows that parental involvement in physical education such as providing moral support and supplying sports equipment at home can increase students' participation and enthusiasm in physical education classes. Furthermore, (Pate & Dowda, 2021) states that family support has a positive relationship with children's physical activity habits as well as their motivation to participate in sports and physical education activities at school. Therefore, parental social support is a crucial factor in shaping students' interest, discipline, and engagement in physical education learning.

This study defines parental social support as various forms of assistance provided to children, including emotional support in the form of affection and empathy, instrumental support in the form of providing learning resources and basic necessities, informational support in the form of advice and guidance, and appreciative support in the form of recognition of the child's efforts. Meanwhile, motivation to learn physical education is defined as internal and external drives that influence students' engagement in the learning process, as reflected through interest, active participation, enthusiasm, perseverance, and discipline during physical education lessons. Based on these phenomena, this study aims to conduct an in-depth analysis of the forms of parental social support and their influence on student motivation in physical education lessons at the elementary school level using a qualitative approach. This approach was chosen so that the researcher can comprehensively understand the experiences, perspectives, and real-life conditions faced by students and parents in the context of daily life. This concept of parental social support aligns with the findings of (Sari & Lestari, 2021), who explain that variations in parental support contribute to the development of students' motivation and learning attitudes in elementary school. Additionally, (Ang et al., 2020) found that emotional, instrumental, and informational support from families plays a significant role in enhancing students' intrinsic motivation and engagement in learning activities, including physical education.

In the context of Physical Education, learning motivation is influenced not only by school-based learning factors but also by changes in children's activity patterns post-pandemic, which have become more sedentary due to increased screen time and reduced daily physical activity. These conditions have led to a decline in motor skills, self-confidence, and interest in actively participating in Physical Education among some students. Research (Zahara et al., 2024) indicates that family involvement plays a crucial role in rebuilding students' learning motivation through emotional support and guidance regarding children's physical activities at home. This phenomenon can be explained through Self-Determination Theory, which emphasizes that intrinsic motivation develops when the needs for autonomy, competence, and relatedness are met. Parental support in the form of providing sports facilities, opportunities to choose physical activities, and direct supervision of exercises can enhance students' competence and autonomy in participating in Physical Education lessons. (Tilga et al., 2021) found that autonomy support from parents and physical education teachers had a positive effect on adolescents' physical activity and quality of life over the course of one academic year. Additionally, (Emm-Collison et al., 2024) indicates that family-based interventions employing an SDT approach can significantly improve motivation for physical activity and parent-child relationships. Thus, parental social support is not only a form of family care but also a key factor in restoring students' intrinsic motivation and mitigating the impact of a post-pandemic sedentary lifestyle on participation in physical education classes.

One of the problems still frequently encountered in physical education classes in elementary schools is students' low motivation to actively participate in practical activities. This low motivation is evident not only in students' lack of participation during class but also in their tendency to avoid activities they consider tiring, their lack of confidence when performing physical movements in front of their peers, and their tendency to quickly lose interest when faced with challenging physical tasks. (Kim, 2022) explains that learning motivation is the primary factor determining student engagement in physical education activities, particularly in practice-based learning. (Lubans et al., 2021) indicates that students with low motivation tend to have higher levels of performance anxiety and are more likely to avoid group physical activities due to fear of failure or feeling less capable compared to their peers. These conditions result in a less-than-optimal physical education learning process because students are not fully engaged in movement activities designed to improve their motor skills, fitness, and social skills.

From an educational psychology perspective, learning motivation is understood as internal and external drives that influence an individual's readiness to engage in the learning process to achieve specific goals. In physical education, student motivation is greatly influenced by their immediate social environment, particularly the family. Parental social support in the form of attention, emotional support, guidance in physical activities, and expressions of appreciation is believed to enhance students' self-confidence and courage in participating in physical education activities. (Saputri, Fadhilaturrehmi, et al., 2023) found that parental social support significantly influences the academic motivation of elementary school students. This finding is reinforced by a study (Thogersen-Ntoumani & Ntoumanis, 2020) which states that family support can increase students' perceived competence in physical activities, thereby making children more confident to participate in sports activities at school. Social support also helps students develop a sense of psychological safety so that they do not easily feel embarrassed or afraid of making mistakes during Physical Education lessons.

Based on initial observations in elementary schools, a contradiction was found between the learning objectives of Physical Education which emphasize active physical activity and the actual conditions in the classroom, where some students exhibit passive behavior. Some students are reluctant to participate in activities requiring intense movement, preferring to sit or avoid their turn, and feel anxious when asked to demonstrate movements in front of the class. On the other hand, there are students who are more active because they receive family support, such as the habit of exercising with parents or having facilities for physical activity at home. This indicates that social experiences within the family influence students' readiness and motivation in Physical Education. (Salmon et al., 2022) state that a family environment supportive of physical activity enhances children's engagement and self-confidence in school sports. (Bailey et al., 2019) also found that low family support and limited physical activity experiences at home are associated with low student participation in Physical Education. (Putra & Kurniawan, 2021) emphasize that family involvement has a significant effect on students' motivation and participation in elementary school. Therefore, this study aims to explore the dynamics of parental social support in shaping students' motivation to learn Physical Education through a qualitative approach.

Parental social support is viewed as one of the key factors influencing students' academic and psychological development, as well as their engagement in the learning process. In the context of physical education, such support serves not only as a form of family attention but also as part of the social environment that helps students build self-confidence and readiness to participate in physical activities at school. (Barger & Chen, 2022) explain that instrumental parental support, such as providing learning resources and opportunities for children to engage in physical activities, contributes to increased student engagement in learning. In line with this, research by (Prasetyo & Hidayat, 2021) indicates that family support has a significant relationship with students' motivation and participation in physical education learning. (Smith et al., 2021) also emphasize that parental social support plays a crucial role in enhancing students' self-confidence and engagement in physical activities at school. From an educational psychology perspective, the relationship between parental social support and learning motivation is best understood as an interaction in which children's social experiences at home mutually influence their engagement in the school environment. Emotional support in the form of attention, empathy, and appreciation

can help students feel accepted and more confident when participating in physical education activities, especially when students must perform physical movements in front of their peers. Meanwhile, informational support through guidance and mentoring helps children understand the importance of physical activity for their health and personal development.

Various studies indicate that parental social support plays a systemic role in shaping students' motivation and participation in physical education. Instrumental support, such as providing sports equipment, play areas, and opportunities to engage in physical activities outside of school, has been shown to help students become more active and confident in participating in practical activities. (McDavid & Cox, 2021) found that children who receive facilities and opportunities for physical activity from their families have higher levels of participation in school sports compared to students who receive less of such support. On the other hand, psychological support in the form of attention, supervision, and praise from parents plays a role in enhancing students' self-esteem and sense of security during learning. Research (Lengkana et al., 2020) indicates that parental social support contributes to increased student self-esteem related to courage and self-confidence in physical education activities. (Jalaluddin et al., 2024), who explain that parents' emotional involvement helps students develop more stable learning motivation that does not easily diminish when facing difficulties in physical education practice activities.

In addition to physical and emotional support, parental involvement in fostering positive communication about the importance of physical activity also influences students' intrinsic motivation in Physical Education. Informational support such as providing advice, discussing the benefits of exercise, and offering guidance during at-home learning activities helps students understand that physical education is not merely play, but an essential part of their health and personal development. Research (Beale & Schaefer, 2023) shows that supportive communication between parents and children can increase students' persistence and engagement in school physical activities. At the local level, (Nurhikmah & Indrawati, 2024b) found that parental involvement in physical education can boost students' enthusiasm for participating in sports activities at the elementary school level. (Safwan, 2023) explains that post-pandemic family support helps students maintain consistent engagement in physical education after experiencing changes in activity patterns during the period of online learning. Thus, parental social support can be understood as part of the social environment that helps build students' motivation, self-confidence, and readiness to actively engage in physical education.

Although various studies have demonstrated the importance of parental social support for students' learning motivation, most studies still focus on academic motivation in general and employ quantitative approaches; consequently, they have not yet delved deeply into students' real-life experiences in the context of Physical Education, Sports, and Health (PJOK) instruction in elementary schools. A meta-analysis conducted by (Jeynes, 2024) indicates that parental involvement has a significant relationship with students' motivation and engagement in learning across various educational levels. However, this study emphasizes statistical measurements of relationships between variables and does not explain how students directly interpret the forms of emotional, instrumental, and informational support provided by parents within PE, Sports, and Health activities. At the local level, research by (Saputro et al., 2025) also found that parental social support influences elementary school students' learning motivation; however, this study remains focused on general academic motivation and has not specifically addressed the dynamics of motivation in physical education learning. In fact, in the context of Physical Education, learning motivation is not only related to academic engagement but also involves students' self-confidence, willingness to engage in physical activities, and comfort when interacting with peers during practical learning sessions. Therefore, this study is important to explore in greater depth the experiences of students and parents regarding forms of social support in Physical Education learning through a qualitative approach, thereby providing a more comprehensive understanding of the mechanisms underlying the formation of learning motivation in elementary school students.

This study aims to make a more specific contribution to understanding how parental social support shapes elementary school students' enthusiasm for Physical Education classes. Unlike previous studies, which generally focused on academic motivation in general and used a quantitative approach, this study emphasizes the direct exploration of students' and parents'

experiences through a qualitative approach, thereby enabling a more in-depth description of the dynamics of social support within the context of PE, Sports, and Health education. This study also highlights how emotional, instrumental, and informational support from parents interacts with students' learning experiences, particularly in building self-confidence, the courage to engage in physical activities, and students' readiness to participate in practical learning. International research by (Armour & Sandford, 2021) confirms that social experiences and environmental support have a significant influence on student engagement in physical education. At the local level, (Nurhikmah & Indrawati, 2024) show that parental involvement in physical education activities can increase elementary school students' participation in physical activities at school. Therefore, this study is expected to enrich the literature on the role of the family in physical education and health learning, while also serving as a foundation for developing collaborative strategies between schools and parents to more effectively enhance students' motivation, participation, and learning experiences.

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## METHOD

This study employs a qualitative method using a case study approach, as it focuses on understanding how parents provide social support to students and why certain forms of support particularly informational support have not been optimally implemented in Physical Education instruction. The case study approach was chosen because these phenomena occur within the real-life contexts of school and family life and are therefore inseparable from the participants' social environment. Through this approach, the researcher can explore the experiences of students, parents, and teachers in depth to obtain a comprehensive picture of the dynamics of social support on student learning motivation. Qualitative research allows researchers to understand the meanings, experiences, and social interactions that occur naturally in the field (Creswell & Poth, 2023). Additionally, a case study design is appropriate when researchers aim to answer "how" and "why" questions regarding a contemporary phenomenon within a real-life context (Yin, 2022). Data collection was conducted through interviews, observations, and documentation, ensuring that the data obtained is richer and capable of comprehensively describing the participants' conditions. This approach also helps researchers understand the relationship between parental social support and students' motivation in participating in Physical Education classes in a more in-depth and contextual manner (Assyakurrohim et al., 2022).

This study was conducted at an elementary school in Sumedang Regency, which was purposively selected due to its semi-rural setting and the varying levels of parental involvement in their children's educational activities. The school was chosen because initial observations revealed a decline in students' motivation to participate in Physical Education classes. The study participants consisted of 15 upper-grade students, 15 parents, and 1 Physical Education teacher. Student selection was conducted using purposive sampling with the following inclusion criteria: students in grades 4–6 who actively participated in Physical Education lessons and demonstrated varying levels of learning motivation high, moderate, or low. This variation was chosen to allow the researcher to obtain a more comprehensive picture of the forms of parental social support for student learning motivation. The parents involved were primary parents or guardians who supported their children's learning activities at home, with diverse occupational backgrounds and socioeconomic conditions. According to (Campbell et al., 2020), purposive sampling in qualitative research is conducted to obtain participants capable of providing in-depth information aligned with the research focus. Prior to conducting the study, the researcher first obtained permission from the school as well as informed consent from parents and participants as a form of compliance with research ethics involving minors (Alderson & Morrow, 2020).

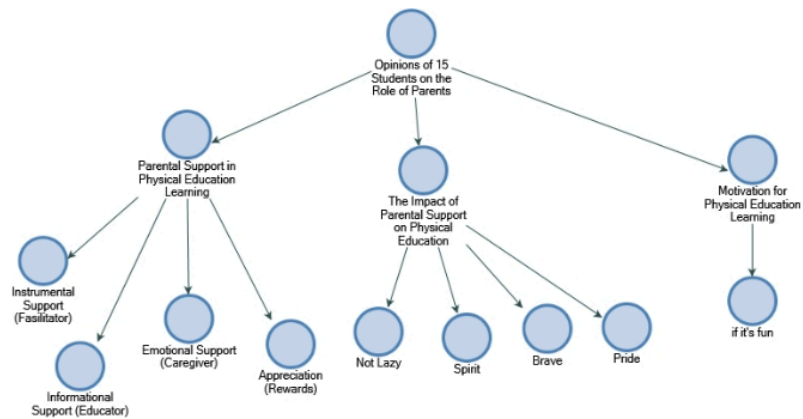
The primary instrument in this study was the researcher, who served as a human instrument and played a direct role in the data collection and analysis process. The researcher was supported by semi-structured interview guidelines, observation sheets, and documentation to help obtain systematic data. Interviews were used to explore the experiences of students, parents, and teachers regarding forms of social support and their influence on motivation to learn Physical Education. Observations were conducted during the learning process to directly observe students' responses, engagement, and enthusiasm, while documentation was used to supplement and

strengthen the research data. To maintain objectivity and minimize bias during the interview process, the researcher applied source triangulation and method triangulation by comparing data from interviews, observations, and documentation. Additionally, the researcher conducted member checking with participants to ensure that the interpretation of the data aligned with the experiences they described (Merriam & Tisdell, 2022). During the interview process, the researcher strives to maintain a neutral stance, avoids leading participants' responses, and provides equal opportunities for each participant to express their views openly. These steps are crucial to ensure that the data collected remains credible, objective, and reflects the actual conditions (Nowell et al., 2021).

Data collection was conducted through in-depth interviews, passive participant observation, and documentation to gain a comprehensive understanding of the forms of parental social support for student motivation in Physical Education. Semi-structured interviews were conducted with 15 students, 15 parents, and 1 Physical Education teacher using an interview guide developed in accordance with the research focus. Each interview lasted approximately 10–20 minutes and was conducted face-to-face either at the school or at the participant's home, as mutually agreed upon. Observations were conducted five times during Physical Education lessons to directly observe student engagement, teacher interactions, and the forms of support evident from parents toward their children's learning activities. During the observation process, the researcher acted as a passive participant-observer to ensure the learning situation unfolded naturally without direct intervention from the researcher. Documentation was used as supporting data, including student attendance records, photos of learning activities, and reports on student learning outcomes. The data collection process was halted when data saturation was reached, meaning that the information obtained from participants began to show similar patterns, and no new significant themes were identified (Hennink & Kaiser, 2022). To ensure data validity, the researcher employed source and method triangulation by continuously comparing the results of interviews, observations, and documentation. According to (Denzin, 2023), triangulation is used to enhance the depth and accuracy of understanding a research phenomenon.

Data analysis was conducted systematically from the beginning of the data collection process until the study was completed. The researcher followed a data analysis process that included data reduction, data presentation, and drawing conclusions. During the data reduction stage, the results of interviews, observations, and documentation were selected, simplified, and focused on information relevant to the research objectives. This data reduction process was facilitated using NVivo software through the stages of open coding, axial coding, and selective coding to identify patterns, categories, and the main themes of the study. In this study, the use of NVivo served as a technical tool to assist the data reduction process as described in the Miles and Huberman analysis model, thereby enabling complex data to be grouped in a more systematic and structured manner. According to (Saldaña, 2021), coding is a crucial process in qualitative research for organizing and assigning meaning to data based on specific categories. After the coding process is complete, the data is presented in the form of matrices, descriptive narratives, and direct quotes from participants to make the relationships between themes easier to understand. (Miles et al., 2022) explain that data presentation helps researchers identify patterns and relationships within the data before drawing conclusions. The final stage involves drawing conclusions that are continuously verified through triangulation and member checking to ensure the credibility, consistency, and objectivity of the research findings (Creswell & Guetterman, 2021).

## RESULTS



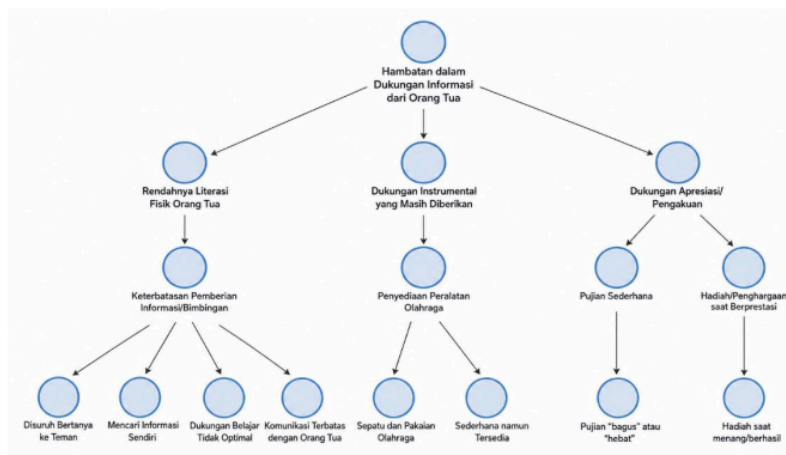
**Figure 4.1: Project Map Showing the Views of 15 Students on the Role of Parents**

### 1. Parental Support in Physical Education

#### Figure 4.1 Project Map of 15 Students' Views on the Role of Parents

Based on the results of a Q&A session with 15 students, it was found that parental support is a key factor in helping students participate in Physical Education classes. The forms of support most frequently experienced by students include emotional support, informational support, instrumental support, and simple expressions of appreciation. Most students admitted to having felt lazy, tired, or unmotivated while participating in PJOK classes. However, parents continue to encourage their children to participate in school sports activities. One student said, "If I'm feeling lazy, my parents tell me not to be lazy all the time and to keep attending class. If I'm tired after exercising, they say that's normal and tell me to rest first." Similar statements were also made by several other students who said that their parents continued to encourage them even when they felt tired after exercising.

Emotional support is evident in parents' interest in their children's stories and experiences during Physical Education classes. Nearly all students reported that their parents made an effort to listen to their stories, even if only briefly. One student said, "Even though they're busy, Mom and Dad still sometimes listen to my stories about sports." In addition, some parents also showed their support by accompanying their children during sports activities at school or in the neighborhood. Another form of support is informational support. Some students admitted that their parents helped provide guidance on the importance of sports and physical health. Students said, "Mom and Dad sometimes help with sports assignments and explain the benefits of sports for a healthy body." However, it was also found that some parents were not yet able to provide direct assistance when their children encountered difficulties in Physical Education classes.



### 1.1 Barriers to Parental Informational Support

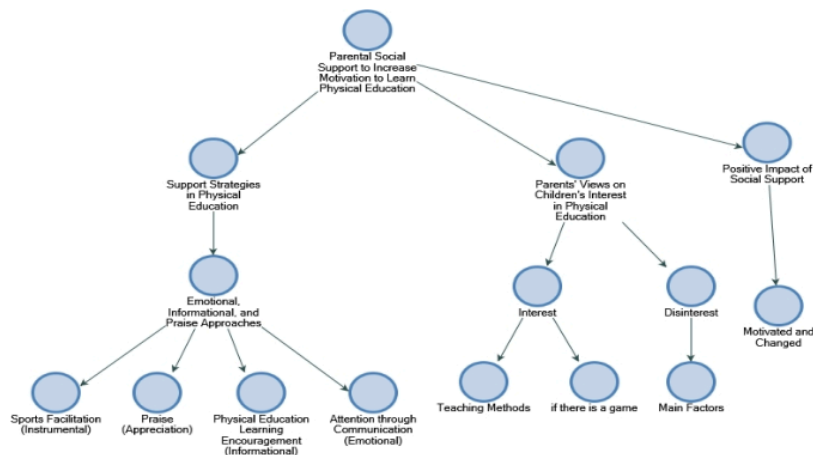
An interesting finding in this study indicates limitations in informational support from parents. Some students reported that when they encounter difficulties with physical education assignments, parents tend to tell their children to ask friends or find the information themselves. One student said, "If there's a difficult assignment, sometimes I'm told to ask a friend or figure it out on my own." This finding suggests a barrier in the informational support parents provide for physical education learning. Based on the interview results, some parents admitted to having limited understanding of the subject matter or sports practices, making them unable to fully support their children. This situation led to learning assistance being increasingly directed toward peers or other sources outside the family. In addition to emotional and informational support, students also experienced instrumental support in the form of the provision of sports equipment. All students reported that parents still provided basic necessities such as sports shoes and clothing, even if they were simple. One student stated, "Mom and Dad provide sports shoes and clothes, even if they're simple." The next form of support is appreciation or recognition. Some students said that parents offer praise when their children successfully participate in sports activities or achieve accomplishments. One student said, "When I succeed or win a competition, I'm usually given a prize." However, some students also mentioned that the recognition they receive is still limited to simple praise such as "good" or "great."

### 2. The Impact of Parental Support on Physical Education

Interview results indicate that parental support has a positive impact on students' attitudes and motivation toward participating in physical education classes. Most students reported feeling more enthusiastic, more confident, and more willing to participate in sports activities after receiving support from their parents. One student said, "I've become braver and don't feel lazy about joining the lessons." Another student added, "I feel more enthusiastic and happy because I'm being noticed." Additionally, some students felt proud when their parents expressed appreciation for their efforts in participating in school sports activities. Verbal support in the form of advice, attention, and encouragement from parents also influences students' engagement in learning. Based on the interview results, students who receive more attention tend to be more active in participating in sports activities compared to students who receive less support from their families.

### 3. Motivation for Physical Education

Research findings indicate that students are motivated to participate in physical education classes because sports activities are considered fun and not boring. Most students enjoy lessons that involve games, active movement, and group activities. Some students said, “I like it when the lessons involve a lot of playing and moving around.” Other students also noted that physical education classes feel different from regular classroom lessons because they provide opportunities to move around and play with friends. However, some students admitted they did not enjoy physical education classes when the activities were too strenuous or tiring. One student said, “If it’s too tiring, sometimes I just don’t feel like participating.” These findings indicate that variations in teaching methods and types of physical activities also influence students’ motivation to participate in physical education classes.



**Figure 4.2: Project Map on Parental Social Support to Enhance Motivation for Physical Education**

Figure 4.2 shows the results of data analysis using NVivo 12, which identified several main themes: parental support strategies, parents’ views on their children’s interest in physical education, barriers to informational support, and the positive impact of social support on students’ motivation to learn. The “emotional support” node appears to have a strong relationship with the “self-confidence” and “motivation to learn” nodes.

#### 4. Support Strategies in Physical Education

Based on interviews with 15 parents, several strategies were identified that are used to boost children’s motivation to participate in physical education classes. These strategies include providing emotional support, offering guidance, assisting with learning, providing access to sports facilities, and offering praise. Most parents show their support through direct communication and encouragement with their children. One parent stated, “I encourage them, listen to their stories, and appreciate their efforts.” Another parent mentioned that they try to accompany their child during simple exercises at home so the child feels supported. Some parents also explain the importance of sports for physical health. One informant said, “I usually explain slowly that sports are important for health.” Additionally, there are parents who help their children practice when they have difficulty with certain movements.

#### 5. Parents’ Limitations in Providing Informational Support

In addition to providing support, some parents admitted to having limitations in helping their children understand Physical Education material. Parents stated that they did not always understand the sports techniques or assignments given by teachers. As a result, children were often directed to ask their friends or look for information on their own. One parent shared, “If I

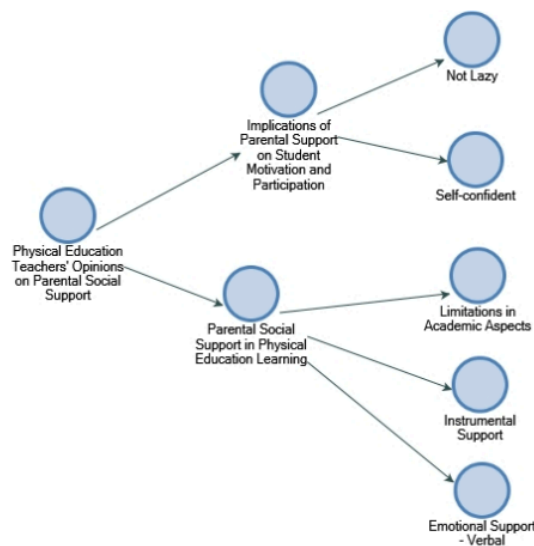
don't understand, I usually tell them to ask a friend or figure it out on their own." This finding indicates that parents' limited physical literacy is one of the barriers to providing informational support to their children. In terms of instrumental support, most parents still strive to provide basic sports necessities like clothing and shoes despite limited financial means. One parent said, "We can only provide basic equipment because of our limited economic circumstances." Another form of support involves simple appreciation through praise or rewards when children demonstrate effort or achievement in Physical Education. Parents explained that such recognition is given to keep children motivated to remain active in sports activities.

#### 6. Parents' Perspectives on Children's Interest <sup>1</sup> in Physical Education

Based on the interview results, parents believe that children's interest in Physical Education is influenced by several factors, such as self-confidence, physical ability, fatigue, and the teaching methods used by teachers. Some parents stated that their children lack self-confidence when performing certain movements or participating in activities they consider difficult. One parent said, "My child lacks self-confidence because they feel they can't perform the movements." Additionally, some parents mentioned that laziness and fatigue also contribute to children's lack of interest in participating in Physical Education classes. On the other hand, parents observed that children are more enthusiastic when lessons are delivered through games or enjoyable activities. One informant said, "Children are more enthusiastic when there are many games and they get to try new movements." Parents also believe that the teachers' teaching methods have a significant influence on students' motivation to participate in physical education.

#### 7. The Positive Impact of Parental Social Support

Interview results indicate that social support from parents has a positive impact on changes in students' attitudes toward physical education. Emotional support, instrumental support, informational support, and appreciation make students more willing to try, less likely to give up, and more active in participating in sports activities. One parent said, "Usually, my child gives up easily, but after being encouraged, he is willing to try again." Another parent also mentioned that their child became more confident and less afraid of failure when receiving continuous support. Most parents believe that simple gestures of attention, such as verbal encouragement, guidance, and praise, can help boost their child's enthusiasm for learning. Support provided gradually makes children feel cared for and more comfortable participating in physical education classes.



## 8. Results of Triangulation with Physical Education Teachers

Interviews with physical education teachers were conducted as a form of triangulation to corroborate the data from students and parents. Based on the interview results, the teachers explained that parental social support for physical education learning is evident through emotional support, instrumental support, and parental involvement in motivating students to participate in school sports activities. Physical education teachers noted that emotional support from parents is a key factor in boosting students' self-confidence during physical education classes. The informant stated that: "Without parental support, children usually become less eager to participate in physical education. Even a simple encouragement makes them more confident." In addition to emotional support, the teacher also explained that most parents provide instrumental support in the form of supplying sports equipment. The informant stated that: "Parents usually prepare shoes, sportswear, and school supplies so that their children are ready for class."

However, the interview results also indicate that some parents still face limitations in providing informational support regarding physical education. Teachers explained that some parents tend to leave the understanding of sports to the school. Informants stated that: "When it comes to physical education, most parents leave it to the school and just follow the teacher's instructions." Nevertheless, teachers believe that parental social support still **has a positive impact on students' motivation and** confidence in participating in physical education classes.

## DISCUSSION

**Parental Social Support and Motivation for Physical Education.** Research findings indicate that parental social support plays a significant role in enhancing students' motivation in physical education. Emotional support in the form of attention, encouragement, and guidance makes students more confident and willing to participate in physical education activities at school. These findings align with those of (Saputri, Fadhilaturrahmi, et al., 2023), who state that parental involvement in education can increase children's motivation to learn. Emotional support through attention and warm communication makes students feel valued and more active in learning. Additionally, instrumental support in the form of providing sports equipment also influences students' comfort in attending Physical Education classes. Although facilities remain basic, students still feel their parents' care. These findings align with (Rahman Yulia, 2024), who explains that support for learning facilities can increase students' enthusiasm. When compared to studies on family physical literacy in developed countries, such as (Edwards et al., 2019) note that, in the

context of physical literacy, parental support involves not only providing resources and emotional encouragement but also fostering a habit of structured physical activity and an understanding of long-term health, thereby helping children become more independent in their physical activities. This difference indicates that in the local context, support remains predominantly focused on emotional and instrumental aspects, whereas in developed countries, it has evolved toward a more comprehensive approach to physical literacy.

**Barriers to Informational Support and Parents' Physical Literacy.** The most notable finding in this study is the limited informational support provided by parents. Some parents are not yet able to help their children understand Physical Education assignments or materials, so children are directed to ask their friends or seek information on their own. This finding indicates limitations in parents' physical literacy regarding their understanding of physical education activities. The results of this study represent a new contribution because most previous research has focused more on emotional support and learning motivation, but has not highlighted informational barriers in physical education learning. This situation may be influenced by parents' low understanding of sports material, limited practical experience with sports, and insufficient communication between schools and families regarding physical education learning. Theoretically, this condition can be explained through the concept of physical literacy, which emphasizes the importance of an individual's knowledge, understanding, and self-confidence in physical activities. When parents have limited physical literacy, their ability to support their children is also limited.

**Student Interest in Physical Education.** Research findings indicate that students are more interested in participating in Physical Education classes when activities are conducted through games and enjoyable methods. Monotonous or overly strenuous lessons, on the other hand, cause students to feel tired and lose motivation. These findings align with the research by (Khotimah et al., 2024), which states that games in Physical Education can increase student engagement and enthusiasm. Additionally, research by (Setiawan et al., 2025) also explains that varying teaching methods can create a more active and enjoyable learning environment. Physical education teachers play a crucial role in designing engaging lessons tailored to students' needs. Diverse activities, group games, and non-competitive approaches can help boost participation among students who lack confidence.

**Practical and Theoretical Implications.** This study offers practical implications for physical education teachers and students' parents. Teachers need to establish more intensive communication with parents so that support for physical education learning can be provided collaboratively. In addition, schools can provide basic education on the importance of physical activity and how to support children in sports learning. Theoretically, this study reinforces the concepts of social support and Self-Determination Theory, which suggest that students' learning motivation is influenced by support from their immediate environment, particularly the family. This study also offers new insights regarding the barriers to informational support resulting from parents' limited physical literacy. **Research Limitations and Recommendations.** This study has limitations because it was conducted at only one school with a limited number of informants. Furthermore, the study relied primarily on interview data and was not supported by long-term observations. Future research is recommended to involve more schools and use a mixed-methods approach to yield broader and more in-depth findings. Subsequent researchers may also explore the relationship between parents' physical literacy and its impact on students' motivation in physical education.

**Parental Social Support and Motivation to Learn Physical Education.** The results of triangulation by physical education teachers reinforce the findings from interviews with students and parents that family social support influences motivation to learn physical education. Teachers observed that students who receive attention and encouragement from their parents tend to be more confident, more active, and less likely to give up when participating in sports activities at school. These findings indicate that social support functions not only as a form of family attention but also as a source of external motivation for students in Physical Education learning. These research findings align with Self-Determination Theory proposed by (Deci & Ryan, 2020) which explains that social environmental support can enhance students' basic psychological needs, such as a sense of competence, a sense of belonging, and self-confidence. In

the context of this study, emotional support in the form of attention, verbal encouragement, and simple guidance made students feel more comfortable participating in physical education activities.

In addition, the research findings also indicate that instrumental support in the form of providing sports equipment remains significant for students, even when provided in a simple manner. This finding demonstrates that parental attention is not always measured by the extent of the facilities provided, but rather by the parents' involvement and concern regarding their children's learning activities. This finding supports the research by (Arsil et al., 2022), which states that family involvement can enhance students' motivation and participation in learning. This study also identified limitations in the informational support provided by parents regarding Physical Education learning. Some parents still leave the understanding of sports to the school or ask their children to find information on their own. This finding is a novelty of the study because it indicates a barrier in parents' physical literacy when supporting Physical Education learning. Most previous studies have focused more on emotional support and learning motivation, whereas this study demonstrates that parents' limited understanding of sports can influence the form of support provided to their children.

In the context of physical education in elementary schools, the results of this study indicate that collaboration between schools and families is essential. Physical education teachers serve not only as instructors of physical activities but also as liaisons with parents to ensure that support for students is provided as effectively as possible. Through cooperation between teachers and families, students' motivation to learn, self-confidence, and participation in physical education classes can be maximized.

## CONCLUSION

Based on the research findings, it can be concluded that parental social support plays a significant role in enhancing students' motivation to learn, self-confidence, and engagement in Physical Education classes in elementary school. The most prevalent forms of support identified were emotional and instrumental support, such as providing motivation, attention, guidance, and sports equipment, which help students feel more confident and actively participate in learning. However, this study also found that informational support from parents remains limited, particularly in helping children understand the material or physical activities in greater depth. This finding enriches the Self-Determination Theory by demonstrating that the fulfillment of students' psychological needs specifically a sense of connectedness and self-confidence is influenced not only by the school environment but also by family interaction patterns within the context of Indonesia's collective culture. In this context, parents' emotional closeness is a key factor in building students' courage to participate in Physical Education activities, even though this is not yet fully accompanied by the ability to provide knowledge-based support regarding physical activities and sports.

In practical terms, the findings of this study underscore the importance of physical education teachers' role in fostering active collaboration with parents to support student learning, both at school and at home. Teachers can begin by establishing regular communication, providing guidance on simple physical activities, and involving parents in family sports programs or educational activities related to children's physical literacy. These efforts can help increase family involvement while strengthening ongoing support for student learning. This study has limitations because it was conducted using a case study approach at a single elementary school with a limited number of participants, so the results cannot yet be widely generalized. Therefore, future research is recommended to use a quantitative or mixed-methods approach with a larger participant sample to test the relationship between parental support, learning motivation, and student self-confidence more comprehensively. Future research should also explore in greater depth the aspects of informational support and family physical literacy as a novel development in Physical Education studies at the elementary school level in Indonesia.

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