



The Role of Self-Esteem as A Mediator in The Influence of The Coach–Athlete Relationship on Achievement Motivation Among Young Athletes on Sports Schools

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ABSTRACT

This study aims to analyze the influence of the coach-athlete relationship and self-esteem on achievement motivation. The research method used is quantitative, with data collected from 208 young athletes. The analysis was conducted using Structural Equation Modeling (SEM-PLS). The results indicate that the coach-athlete relationship falls within the moderate to high range, reflecting positive interaction and practical involvement. The self-esteem of young athletes is also rated as moderate to high, suggesting a positive self-perception and sense of ability. Achievement motivation is clearly evident, showing a strong drive to succeed; however, one dimension, creativity, requires improvement. Structural analysis revealed significant positive relationships between the coach-athlete relationship and self-esteem ($\beta = 0.399$) and achievement motivation ($\beta = 0.298$). Both relationships were found to be substantial, both directly and indirectly through self-esteem, with a total effect of 0.512. Furthermore, self-esteem directly influences achievement motivation ($\beta = 0.537$). These findings confirm that positive interpersonal relationships and high self-esteem are key factors in motivating young athletes to achieve.

Keywords: Coach–Athlete Relationship, Self-Esteem, Achievement Motivation, Young Athletes, Sport Psychology

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INTRODUCTION

Sports achievements show how much progress a country has made. Through sports, Indonesia not only indicates its physical and technical achievements, but also reflects the mental strength, discipline, and spirit of its athletes. Indonesia had its golden age at the SEA Games between 1977 and 2011, but after that, the Indonesian contingent's performance declined significantly. For example, at the 2016 Summer Olympics in Rio de Janeiro, Indonesia ranked 46th out of 78 participating countries, while Thailand, which has a smaller population, ranked 35th. This decline in performance was also reflected in the 2021 SEA Games, where Indonesia was only able to come in third with 69 gold medals, while Vietnam and Thailand came in first and second with 205 and 92 gold medals, respectively, with

a difference of 136 gold medals between Indonesia and Vietnam and 23 gold medals between Indonesia and Thailand (Hanif & Setiawan, 2021).

This concern arises based on existing facts regarding athlete development in Indonesia. One factor suspected to have caused the decline in performance is the dominance of senior athletes in international competition at the 2021 SEA Games (Kemenpora, 2021). The dominance of senior athletes indicates weaknesses in the athlete regeneration process, which could hinder the progress of national sports achievements (Widodo, 2023). Therefore, developing long-term strategies that focus on young athletes is very important. The training of young athletes must be carried out systematically, including a series of intensive training sessions, high-quality competitions, and adequate psychological support to develop their potential (Rosita, 2022).

Hermawan et al. (2020) Discusses how athletic achievement is influenced by three main pillars: physical, technical, and psychological. Physical and technical skills can be trained through a structured exercise regimen. At the same time, psychological factors such as achievement motivation, self-esteem, and interpersonal relationships are the main drivers of an athlete's success (Endriani et al., 2023). Psychological factors influence an athlete's success. Psychological factors related to emotional regulation, concentration, goal setting, and mental preparedness before competition greatly contribute to an athlete's performance on the field (Atiq et al., 2023).

The development of young athletes and the strengthening of psychological aspects are becoming increasingly important. Young athletes in their mid-teens are experiencing a phase of identity development and self-discovery (Eriksson et al., 2018). Adolescents who are in the stage of identity vs identity confusion is an individual who seeks to answer questions about who they are and the direction they want their life to take. This stage is particularly relevant because young athletes often find themselves at a crossroads between pursuing a professional sports career and exploring their personal identity outside the world of sports (Habsy et al., 2024). This phase requires social support from the surrounding environment, including family and coaches, so that young athletes can build confidence and motivation to achieve and perform at a higher level.

The coach-athlete relationship is a crucial element in building motivation to achieve, and its quality is analyzed through three primary constructs: emotional closeness, mutual commitment, and complementary behavior. Sabilla & Jannah, (2017) Argues that emotional closeness refers to the level of trust and respect established between the coach and athlete. At the same time, commitment reflects both parties' intention to maintain a long-term relationship for the sake of a common goal. Complementary behavior describes effective interactions in which the coach provides direction and the athlete responds actively. Although previous research has explored the importance of the quality of the coach-athlete relationship, most studies still measure it in general terms, without separating the three constructs or focusing on young athletes (Sholihah & Pudjjuniarto, 2021). In addition, Yulianto et al. (2024) shows that a healthy and well-structured coach-athlete relationship can significantly improve the performance of young athletes.

Self-esteem, along with the coach-athlete relationship, is an important psychological factor that influences achievement motivation. Self-esteem is an assessment of an individual's competence and value (Cahyani & Rahma, 2024). Athletes with high self-esteem tend to have confidence in their abilities, dare to face challenges, and are more persistent in achieving their goals (Rindawan et al., 2020). Conversely, low self-esteem can reduce confidence and motivation to achieve, especially among young athletes who are still in the process of finding their identity.

However, studies on the role of self-esteem as a mediator in young athletes' motivation to achieve are still limited, especially among young Indonesian athletes.

This study aims to analyze the role of self-esteem as a mediator in the influence of coach-athlete relationships on achievement motivation among young athletes in athletic schools. Psychological factors, especially self-esteem, play a crucial role in shaping young athletes' motivation and performance. However, studies on the role of self-esteem as a mediator in coach-athlete relationships and its influence on the achievement motivation of young athletes in Indonesia remain limited. The research gap lies in the lack of studies that explicitly examine the relationships among these three variables among young Indonesian athletes, who are in the process of identity formation and often face unique psychological challenges. Therefore, this study is expected to make a significant theoretical

contribution to the development of sports science, particularly in sports psychology, by expanding the understanding of the role of self-esteem in shaping achievement motivation among young athletes. In practice, the findings of this study can serve as a basis for designing more holistic coaching strategies that focus not only on developing physical skills but also on strengthening the mental and character aspects of young athletes, thereby improving their future performance and achievements. The novel contribution of this study lies in integrating the coach-athlete relationship, self-esteem, and achievement motivation within the specific context of young Indonesian athletes. This topic has not been widely discussed in the existing literature.

METHODS

This study uses a quantitative design with a mediation approach. This design aims to test the causal relationship between variables, with self-esteem as a mediator linking athletic coaching and achievement motivation (Sugiyono, 2019). The research was conducted at the DKI Jakarta Student Sports Training Center (PPOP) because this institution is a national education and training center for young athletes. This school has students from various regions in Indonesia with different social, cultural, and ethnic backgrounds. The research was conducted from March to May 2025.

The demographics discussed in this study involve all PPOP DKI Jakarta youth athletes. This study uses the purposive sampling technique, that is the deliberate selection of samples based on criteria deemed most appropriate for the study objectives. The criteria in this study include: (1) athletes who are still active and enrolled in high school (grades 10–12); (2) actively training at PPOP DKI Jakarta; (3) have at least regional or provincial level competition experience; and (4) are not participating in any competitions at the time of data collection. Of the total 410 registered athletes, 208 athletes were selected as respondents based on these criteria, with the exception of athletes who were participating in competitions at the time of data collection. The decision to select these 208 young athletes was based on the consideration that they met the established inclusion and exclusion criteria and were considered representative for this study. Other exclusion criteria included athletes who could not be contacted or were unwilling to participate in the

study, so that the results of this study focused more on samples that could provide data that was valid and relevant to the research objectives.

This study utilizes primary and secondary data. Primary data was collected through questionnaires which were filled out and answered directly by respondents, while secondary data consisted of various scientific sources such as research articles, textbooks, and academic papers to support the theoretical framework of the study. The questionnaire used in this study underwent a validation and reliability check process to ensure consistency and accuracy of measurement. The questionnaire contained psychological variables of respondents consisting of coach-athlete relationships, self-esteem, and achievement motivation. All variables were measured using a Likert scale consisting of a range appropriate to a specific Likert scale instrument that had been validated in previous studies.

The instrument used to measure the coach-athlete relationship in this study was CART-Q designed by Jowett & Ntoumanis, (2004). Adapted through a back-translation process to ensure suitability and accuracy in the language used. The back-translation process involved translating the instrument from the original language into the target language, then translating it back into the original language by another translator to assess consistency of meaning. In addition, this instrument has been tested with respondents with characteristics similar to those of the original respondents and has demonstrated good validity and reliability, with a Cronbach's Alpha of 0.780-0.850, indicating acceptable reliability.

Self-esteem was measured using the Rosenberg Self-Esteem Scale (RSES), which was adapted from the original instrument Rosenberg, (1965). This scale contains 10 questions in a 1-4 Likert format to assess the extent to which individuals value themselves. The RSES was chosen because it has been proven to be valid and reliable in various previous studies. This instrument shows good reliability with a Cronbach's Alpha value of 0.828, which indicates strong internal consistency. Thus, the RSES is an appropriate measuring tool for assessing the self-esteem of young athletes in this study.

The measurement of achievement motivation focused on the Need for Achievement theory scale by McClelland, (1987), developed and adapted by Diarawati (2018) which consists of five dimensions, namely creativity, feedback,

responsibility, task selection, and success orientation. This instrument contains 31 items on a 1-4 Likert scale to assess the level of individual achievement motivation. The reliability test results in this study show a Cronbach's Alpha value of 0.779, which indicates good reliability. This reliability value is in line with previous studies, which also show consistent and reliable results in measuring achievement motivation in various populations (Diarawati, 2018). Thus, this instrument is considered valid and appropriate for use in this study.

The data analysis procedure in this study included several stages, namely coding, entry, assessment, cleaning, analysis, and interpretation. The collected data were analyzed using Microsoft Excel 2017, SPSS version 25.0, and SmartPLS version 4.0. Descriptive analysis was used to present an overview of the distribution of the research variable, including the mean, standard deviation, and minimum to maximum values. Furthermore, bivariate correlation analysis was used to test the relationships among variables, while the SEM-PLS analysis began with testing the outer model to ensure construct validity and reliability. This testing included convergent validity to examine the extent to which the indicators measured the intended constructs and discriminant validity to ensure that different constructs could be clearly distinguished. Next, construct reliability is tested using Composite Reliability (CR) and Cronbach's Alpha, both of which must be greater than 0.7. After that, the inner model is tested to evaluate R², which indicates how well the independent variables explain the dependent variables. Finally, direct and indirect effects are tested by looking at the path coefficient and t-statistic to test significance (Sarstedt et al., 2021).

This research model describes the relationship between exogenous and endogenous variables, namely the coach-athlete relationship (X) as an independent variable, self-esteem (M) as a mediating variable, achievement motivation (Y) as the dependent variable. This model was developed based on sports psychology theory, which emphasizes the importance of social support and self-esteem in creating a motivational framework for young athletes to achieve success.

RESULTS AND DISCUSSION

The results shown in Table 1 reflect a relatively strong relationship between coaches and their young athletes, with an average relationship index of 73.10, which

falls into the moderate to high category. This indicates that most athletes feel they have a good relationship with their coaches, with 47.1% rating the relationship as moderate and 33.7% rating it as high. The three dimensions of the coach-athlete relationship, namely emotional closeness, commitment, and complementarity, interact to support the emotional well-being and performance of athletes.

Table 1. Distribution of Respondents Regarding The Relationship Between Training And Athletes

Variable: Coach-Athlete Relationship	Total	
	n	%
Closeness		
Low (index < 60)	51	24.5
Moderate (index 60-79)	87	41.8
High (index > 80)	70	33.7
Total	208	100
Min-Max	16.67 - 100.0	
Mean ± SD	71.29 ± 16.71	
Commitment		
Low (index < 60)	47	22.6
Moderate (index 60-79)	93	44.7
High (index > 80)	68	32.7
Total	208	100.0
Min-Max	0.00 - 100.0	
Mean ± SD	72.74 ± 16.29	
Complementarity		
Low (index < 60)	44	21
Moderate (index 60-79)	87	41.8
High (index > 80)	77	37.0
Total	208	100.0
Min-Max	25.00 - 100.0	
Mean ± SD	74.81 ± 16.67	
Total coach-athlete relationship		
Low (index < 60)	40	19
Moderate (index 60-79)	98	47.1
High (index > 80)	70	33.7
Total	208	100
Min-Max	22.73 - 100.0	
Mean ± SD	73.10 ± 15.51	

The results in Table 1 emphasize that an effective coach-athlete relationship depends on these three dimensions. Closeness, with an average score of 71.29, reflects the level of trust and comfort established between coaches and athletes, allowing athletes to feel emotionally supported. Commitment, with an average score of 72.74, indicates the willingness of coaches and athletes to invest in the relationship, which is important for sustainability and goal achievement. Complementarity, with the highest score of 74.81, describes how coaches and

athletes complement each other in their roles, with coaches providing direction and athletes responding with effort and active engagement. Overall, these results indicate that the coach-athlete relationship in this study is largely positive (Brown & Arnold, 2021).

Table 2, Shows the distribution of self-esteem among 208 young athletes. Based on the self-esteem index, 33 athletes (15.9%) had low self-esteem, with an index below 60. Most respondents (102 athletes, 49.0%) showed moderate self-esteem, with an index between 60 and 79. Meanwhile, 73 athletes (35.1%) had high self-esteem, with an index above 80. The average self-esteem of respondents was 71.74, with a standard deviation of 13.87, indicating a relatively wide range of self-esteem among the young athletes in this study. The range of self-esteem scores was 30.00 to 100.00, reflecting significant differences in individuals' perceptions of themselves. These results indicate that most athletes fall into the moderate self-esteem category, while a smaller proportion exhibit high or low self-esteem. This variation is critical to consider in further analysis, especially in the context of the relationship between self-esteem and achievement motivation, given that higher self-esteem tends to be associated with stronger self-confidence and higher motivation to achieve goals (Jannah et al., 2022).

Table 2. Distribution Of Respondents' Self-Esteem

Self-Esteem	Total	
	n	%
Self-esteem		
Low (index < 60)	33	15.9
Moderate (index 60-79)	102	49
High (index > 80)	73	35.1
Total	208	100.0
Min-Max	30.00 - 100.0	
Mean ± SD	71.74 ± 13.87	

Table 3 shows the distribution of achievement motivation divided into five dimensions: personal responsibility, task selection, feedback, creativity, and success orientation. For the responsibility dimension, the majority of athletes (63.9%) had high motivation, as reflected in the average score of 83.74. This shows that most athletes have a strong sense of responsibility for achieving their personal goals. The task selection dimension shows more varied results, with the majority of athletes (52.4%) falling into the moderate category, and an average score of 67.76,

indicating that athletes still have room to improve their ability to choose more challenging tasks. Similarly, in the feedback dimension, 52.4% of athletes were in the moderate category, but 37.5% showed high motivation with an average score of 75.16, indicating that feedback had a significant effect on their motivation.

The creative dimension showed the most striking results: 42.3% of athletes were in the low category, and only 8.2% were in the high category, with an average score of 62.04. These results indicate that many young athletes lack creativity and initiative, which is caused by a lack of stimulation for creative ideas, and athletes focus more on technical aspects. This indicates the need for an approach that better supports the exploration of innovative ideas and solutions. Meanwhile, the success-oriented dimension shows that the majority of athletes (49.5%) are in the moderate category, with an average score of 69.15, indicating that some are motivated to achieve success. However, others are still not entirely focused on achieving maximum goals. Overall, these results show that although athletes' motivation to succeed is generally quite strong, the creativity dimension needs special attention to encourage greater creativity and initiative in developing athletes' potential (Sad & Education, 2020).

Table 3. Distribution Of Respondents' Achievement Motivation

Achievement Motivation Variable	Total	
	n	%
Dimension of personal responsibility		
Low (index < 60)	12	5.8
Moderate (index 60-79)	63	30.3
High (index > 80)	133	63.9
Total	208	100.0
Min-Max	42.86 - 100.0	
Mean ± SD	83.74 ± 13.30	
Task selection dimension		
Low (index < 60)	56	26.9
Moderate (index 60-79)	109	52.4
High (index > 80)	43	20.7
Total	208	100.0
Min-Max	38.89 - 100.0	
Mean ± SD	67.76 ± 14.08	
Feedback dimension		
Low (index < 60)	21	10.1
Moderate (index 60-79)	109	52.4
High (index > 80)	78	37.5
Total	208	100.0
Min-Max	38.89 - 100.0	
Mean ± SD	75.16 ± 13.99	

Achievement Motivation Variable	Total	
	n	%
Creative dimension		
Low (index < 60)	88	42
Moderate (index 60-79)	103	49.5
High (index > 80)	17	8.2
Total	208	100.0
Min-Max	27.78 - 100.0	
Mean ± SD	62.04 ± 12.37	
Success-oriented dimension		
Low (index < 60)	54	26
Moderate (index 60-79)	103	49.5
High (index > 80)	51	24.5
Total	208	100.0
Min-Max	33.33 - 100.0	
Mean ± SD	69.15 ± 15.00	
Total achievement motivation		
Low (index < 60)	26	12.5
Moderate (index 60-79)	120	57.7
High (index > 80)	62	29.8
Total	208	100.0
Min-Max	48.39 - 100.0	
Mean ± SD	71.96 ± 10.66	

The results of the correlation analysis in Table 4 indicate a significant positive correlation among the research variables. The interpersonal relationship between coach and athlete is moderately correlated with self-esteem ($r=0.396$; $p<0.01$) and strongly associated with achievement motivation ($r=0.507$; $p<0.01$). This means that the more positive the relationship between the coach and the athlete, the greater the young athlete's self-esteem and achievement motivation. These findings reinforce the hypothesis that emotional support, trust, and balanced communication from coaches significantly contribute to athletes' motivation and self-confidence (Pan & Sui, 2025). Self-esteem and achievement motivation ($r = 0.650$; $p<0.01$), strongly indicating that athletes with higher self-esteem also have higher achievement motivation. This is in line with the findings Coussens, (2024) that self-esteem plays an important role in greater motivation, perseverance, and athletic performance.

Table 4. Results Of Test of The Relationship Between Variables

Variable	Coach-athlete relationship	Self-esteem	Achievement motivation
Coach-athlete relationship	1	0.396**	0.507**
Self-esteem		1	0.650
Achievement motivation			1

Note: *significant at $p < 0.05$; **significant at $p < 0.01$ (2-tailed)

The results of the analysis shown in Table 5 indicate that all indicators in the model have high outer loadings and meet the established convergent validity criteria. In the coach-athlete relationship variable, the dimensions of closeness (0.938), commitment (0.936), and complementarity (0.938) show extreme outer loading scores (>0.90), indicating that the measurement of emotional bonds, trust, and cooperation between coaches and athletes has been carried out appropriately, in accordance with interpersonal relationship theory which states that these three dimensions play an important role in motivating athletes to achieve their goals (Jowett & Ntoumanis, 2004). The self-esteem variable showed a perfect outer loading score (1.000), indicating that the self-esteem measurement in this study was highly valid and free of significant errors, in accordance with self-esteem theory, which states that self-esteem measurements must reflect self-worth in its entirety (Rosenberg, 1965).

In the achievement motivation variable, all dimensions have outer loadings above 0.70, indicating that these indicators are valid in representing achievement motivation among young athletes. The dimensions of responsibility (0.835), task selection (0.743), feedback (0.749), creativity (0.762), and success orientation (0.762) indicate that these indicators can be relied upon to describe achievement motivation within the framework of sports psychology, which emphasizes the importance of internal factors in motivating athletes (McClelland, 1987). Overall, these results support the validity of the developed model and confirm that all indicators are consistent with the theory underlying this study, while also demonstrating that the model provides valid measurements of the relationships among coaches and athletes, self-esteem, and the motivation to achieve among young athletes.

Table 5. Outer Loading Values of The Final Model of The Influence of The Coach-Athlete Relationship and Self-Esteem on Achievement Motivation

Variable	Outer Loading Value
Relationship between coach and athlete	
Closeness	0.938
Commitment	0.936
Complementarity	0.938
Self-esteem	1.000
Achievement motivation	
Responsibility	0.835
Task selection	0.743
Feedback	0.749
Creativity	0.762
Success-oriented	0.762

The results in Table 6 show that all variables achieved high levels of reliability and validity. The Composite Reliability (CR) for all variables was above 0.70. This means that the instruments used in the study were consistent and usable (Hair, 2018). The coach-athlete relationship variable has a CR of 0.932 and an AVE of 0.879, indicating that these indicators satisfactorily represent the construct. The self-esteem variable has a CR and AVE of 1.000, indicating strong reliability. Meanwhile, achievement motivation has a CR of 0.833 and an AVE of 0.600, both of which still meet the minimum validity threshold (Sarstedt et al., 2021). The results indicate that all variables in this study are valid and suitable for use in structural model analysis.

Table 6. Construct Reliability-Validity Values

Variable	Composite Reliability	Average Variance Extracted (AVE)
Coach-athlete relationship	0.932	0.879
Self-esteem	1.000	1.000
Achievement motivation	0.833	0.600

The R-Square test results in Table 7 indicate that the self-esteem variable had a value of 0.159, which falls in the weak category. In contrast, the achievement motivation variable recorded a value of 0.504, which is in the strong category. These figures indicate that the coach-athlete relationship has little influence on self-esteem but a strong impact on increasing achievement motivation among young athletes. This means that approximately 50.4% of the variation in achievement motivation is explained by the coach-athlete relationship and self-esteem. In

contrast, the remaining variation is due to factors outside the model. These findings are consistent with the opinion Sarstedt et al., (2021) where the R-Square value is 0.50, indicating a strong influence and can be used in social research.

Table 7. R-Square Test Results

Variable	R-Square	Description
Self-esteem	0.159	Weak
Achievement motivation	0.504	Strong

The results of the analysis in Table 8 show that the coach-athlete relationship variable has a direct, positive, and significant effect on self-esteem with a direct effect value of 0.399 ($p < 0.01$). This value shows that the better the relationship quality between the coach and the athlete, the higher the young athletes' self-esteem. No indirect effect was found in this relationship, so the total impact equals the direct impact of 0.399. This finding reinforces the view that positive interaction, emotional support, and effective communication from coaches play an important role in fostering athletes' confidence and self-esteem (Coussens, 2024).

Table 8. Magnitude and Direction of Direct and Indirect Effects of Self-Esteem

Direction of Effect	Direct Effect	Indirect Effect	Total Effect
Coach-athlete esteem → Self-esteem	0.399**	-	0.399

Note: *significant at $t > 1.96$

The results from Table 9 show that the coach-athlete relationship has a positive and significant impact on motivation at the performance level, both directly and indirectly. The direct effect is 0.298 ($p < 0.01$), while the indirect impact through self-esteem is 0.214 ($p < 0.01$), yielding a total impact of 0.512. This shows that a good relationship between coaches and athletes not only motivates directly but also indirectly by increasing athletes' self-esteem. The self-esteem variable also has a substantial direct effect on motivation at the performance level. The explained value is 0.537 ($p < 0.01$). Athletes with high self-esteem tend to be highly motivated to achieve because they believe in their abilities and have clear goals (Ahmed et al., 2021).

Table 9. Magnitude and Direction of Direct and Indirect Effects of Achievement Motivation

Direction of Influence	Direct Effect	Indirect Effect	Total Effect
Coach-athlete relationship → Achievement motivation	0.298	0.214	0.512
Self-esteem → Achievement motivation	0.537**	-	0.537**

Note: *significant at $t > 1.96$

The findings from the structural model analysis in this study correlate with the coach-athlete model in Figure 1. The relationship between the research variables is positive and significant. The coach-athlete relationship has a direct positive effect on achievement motivation (coefficient = 0.298, $p = 0.000$) and an indirect impact through self-esteem, with a total effect of 0.512. The coach-athlete relationship with self-esteem also has a significant positive impact, with a coefficient of 0.399 ($p=0.000$). In this case, self-esteem directly influences achievement motivation, with a coefficient of 0.537 ($p=0.000$). This means that the more positive the relationship between the coach and the athlete, the higher the athlete's self-esteem and achievement motivation. These findings confirm that a coach's support, emotional closeness, and communication are significant in building a strong foundation for an athlete's self-confidence and achievement motivation (Coussens, 2024). In addition, self-esteem is a mediating variable that strengthens the influence of the coach-athlete relationship on achievement motivation, in line with the concept of sports psychology that positive self-perception is fundamental to high-level performance (Ahmed et al., 2021).

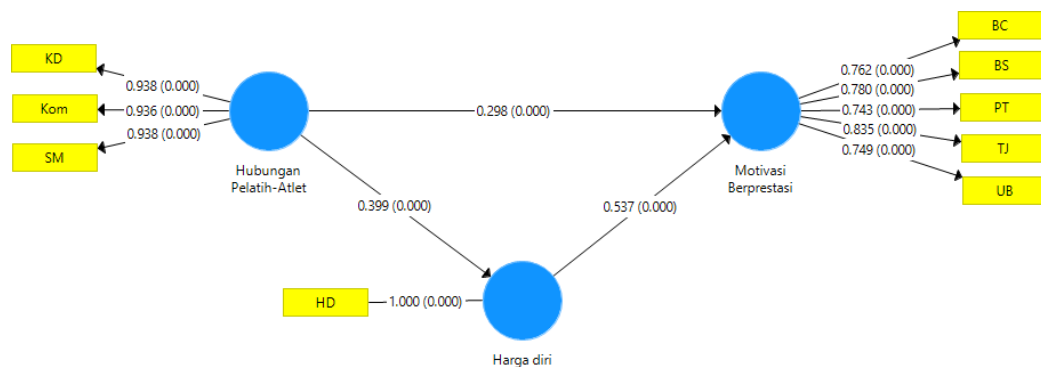


Figure 1. SEM Analysis Results Based On Indicator Contributions to Latent Variables

Explanation:

KD	:	Proximity	UB	:	Feedback
Communication	:	Commitment	BS	:	Success-oriented
SM	:	Complementary	PT	:	Task selection
HD	:	Self-esteem	TJ	:	Responsibility
BC	:	Creativity		:	

CONCLUSIONS

This study reveals that a positive coach-athlete relationship significantly influences young athletes' achievement motivation, both directly and indirectly through self-esteem as a mediator. The results show that the dimensions of emotional closeness, commitment, and complementarity in the coach-athlete relationship significantly increase athletes' self-esteem and achievement motivation. Self-esteem, as a mediating variable, strongly influences achievement motivation, which aligns with sports psychology theory that emphasizes the importance of social support and positive self-perception in improving athlete performance. Thus, this study provides a theoretical contribution to enrich the understanding of the roles of coach-athlete relationships and self-esteem in young athletes' achievement motivation. In practice, the results of this study can be used to design more effective youth athlete training programs, with a focus on strengthening interpersonal relationships between coaches and athletes and increasing athletes' self-esteem as part of a performance motivation strategy. Coaches are expected to pay more attention to aspects of emotional closeness, commitment, and complementarity in their interactions with athletes, to support the holistic development of athletes' mental and character.

This study has several limitations. First, it involved only young athletes at one location, namely the PPOP DKI Jakarta athletic school, limiting the generalizability of the findings. Second, the relatively medium sample size ($n = 208$) may affect the external validity of the research results. In addition, this study focused only on the dimensions of coach-athlete relationships and self-esteem, without considering other external factors that could affect achievement motivation. Further research is recommended to expand the sample by involving athletes from various regions and sports to improve the generalizability of the results. The study could also broaden the variables tested, including the influence of environmental,

family, and training facility factors on the coach-athlete relationship and achievement motivation. Furthermore, further research could also examine the long-term impact of the coach-athlete relationship on the athlete's career development.

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