

Team Cohesiveness As A Predictor of Achievement Motivation In Futsal Players

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ABSTRACT

Futsal is one of the most popular extracurricular sports activities among students at SMA Negeri 1 Sambit; however, the team's overall performance has not shown significant improvement over time. This condition indicates the presence of non-technical factors that may influence players' development, particularly psychological aspects such as team cohesiveness and achievement motivation. This study aimed to examine the relationship between team cohesiveness and achievement motivation among futsal players at SMA Negeri 1 Sambit. A quantitative correlational research design was employed, involving a total sample of 20 players who actively participated in regular training sessions and official matches. Data were collected using a Team Cohesiveness Questionnaire adapted from Eys et al. (2009), which measures task and social cohesion, and an Achievement Motivation Scale developed by Badawy et al. (2010). The collected data were analyzed using descriptive statistics and simple regression analysis to determine the magnitude and direction of the relationship between the variables. The results showed that the average team cohesiveness score was 75.55, while the average achievement motivation score reached 97.65; both were categorized at a sufficient level. Regression analysis revealed a statistically significant positive relationship between team cohesiveness and achievement motivation ($p < 0.05$), with a contribution value of 29.3%. This finding indicates that team cohesiveness plays a meaningful role in shaping players' motivation to train and compete, although other factors also contribute to motivation development. In conclusion, stronger interpersonal relationships and better cooperation among team members are associated with higher achievement motivation among high school futsal players. These findings highlight the importance of integrating psychological and social components into coaching programs to enhance players' motivation and support sustainable team development in school-based futsal activities.

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- A. Conception and design of the study;
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INTRODUCTION

Team success in team sports, including futsal, is determined not only by individual technical skills but also by the quality of social and psychological interactions between players. Futsal, as a high-intensity game, demands quick coordination, effective communication, and a clear understanding of roles among team members for optimal play. Without cohesiveness and

synchronized actions, teams will struggle to maintain game rhythm, transition between offense and defense, and respond adaptively to match situations (Carron et al., 2012; Filho et al., 2018).

This situation is relevant to the situation of the extracurricular futsal team at SMA Negeri 1 Sambit. Based on the coach's observations, players often experienced difficulty maintaining motor coordination, demonstrated low cohesiveness during matches, and lacked a consistent training rhythm. Irregular player attendance, differing motivation levels, and varying training commitments contributed to unstable team performance. This phenomenon indicates low team cohesiveness and differences in achievement motivation among players, which ultimately impacted the quality of play and match results (Eys et al., 2009).

In addition to team cohesion, achievement motivation is an important psychological factor influencing athlete engagement in training and competition. Achievement motivation reflects an individual's internal drive to achieve the best results, master assigned tasks, and develop abilities through continuous practice (McClelland, 1987; Clarasasti & Jatmika, 2017). Athletes with low achievement motivation tend to be less consistent in training, give up easily when faced with difficulties, and are less oriented towards long-term performance improvement. Therefore, the main problem in this study lies in the weak team cohesion and the uneven achievement motivation of high school futsal players.

Research on team cohesiveness in team sports has grown rapidly over the past two decades. Cohesiveness is defined as the tendency of a group to remain united and work together to achieve a common goal, encompassing the dimensions of task cohesion and social cohesion (Carron et al., 2002; Eys et al., 2015). Task cohesion relates to members' commitment to team goals and tasks, while social cohesion relates to the quality of interpersonal relationships and a sense of togetherness within the team.

Several international studies have shown that team cohesiveness is positively related to sports performance, athlete satisfaction, and training engagement (Filho et al., 2014; Leo et al., 2019). In the context of futsal and soccer, teams with high levels of cohesiveness tend to demonstrate better game coordination, effective communication, and stronger tactical adaptability (Mach et al., 2010; Clemente et al., 2020). University-level research also reveals that cohesiveness plays a role in improving players' readiness to execute game strategies and maintaining stable performance during competition (Kristanti & Jannah, 2022).

Meanwhile, achievement motivation has long been studied as a key psychological construct in sports. Achievement motivation is positively correlated with training intensity, persistence, and orientation toward skill mastery (Roberts et al., 2018; Lochbaum et al., 2016). Studies based on Self-Determination Theory show that a supportive and cohesive team environment can increase athletes' intrinsic motivation (Deci & Ryan, 2000; Hagger & Chatzisarantis, 2016).

In Indonesia, research related to cohesiveness and achievement motivation in team sports has generally been conducted on college athletes or competitive clubs (SINTA), with a focus on soccer, volleyball, and futsal (Putra & Sari, 2020; Rahman et al., 2021). However, the context of high school students has received relatively little attention, even though adolescence is a crucial period in the formation of character, motivation, and attitudes toward sports.

Although the relationship between team cohesiveness and achievement motivation has been extensively researched, several significant research gaps remain. First, most previous research has focused on adult athletes or college students, so the results may not be generalizable to high school-aged athletes who are at a different stage of psychosocial development (Horn, 2015). Adolescent characteristics, such as emotional fluctuations, the search for identity, and the influence of the school environment, have the potential to uniquely influence the dynamics of cohesiveness and motivation.

Second, research in the extracurricular context of schools is often descriptive in nature and has not explicitly tested the predictive role of cohesiveness on achievement motivation using a measurable quantitative approach. Third, few studies have clearly separated the dimensions of task cohesion and social cohesion in explaining variations in achievement motivation in high school futsal players, particularly in school environments with limited facilities and training intensity.

Fourth, at SMA Negeri 1 Sambit, there is no quantitative empirical data available to describe the level of team cohesion and achievement motivation of futsal players as a basis for evaluating coaching. Therefore, there is an urgent need for research that systematically examines the relationship between these two variables in the context of secondary education.

Based on the research problems and gaps outlined, this study aims to: (1) describe the level of team cohesiveness among futsal players at SMA Negeri 1 Sambit, (2) describe the level of achievement motivation among futsal players, and (3) analyze the role of team cohesiveness as a predictor of achievement motivation among high school futsal players.

The novelty of this research lies in its focus on the context of high school extracurricular futsal, using a quantitative approach that positions team cohesiveness as a predictor of achievement motivation. This research also enriches the sports literature by providing empirical evidence regarding the psychological dynamics of teams in adolescent athletes, particularly in a school environment that has characteristics that differ from those of professional clubs or universities. Practically, the research findings are expected to serve as a basis for coaches and schools in designing coaching programs that emphasize not only technical aspects but also strengthen team relationships and students' achievement motivation on an ongoing basis.

METHODS

This study was designed using a quantitative method, which focuses on processing numerical data to answer the predetermined research questions. All procedures were directed toward assessing the relationship between cohesiveness and achievement motivation using simple regression. The instruments were developed based on relevant theories to accurately capture the behaviors of futsal players and produce data that could be analyzed numerically. This research employed a correlational design, as its purpose was to determine whether changes in team cohesiveness were accompanied by changes in achievement motivation among the futsal players of SMA Negeri 1 Sambit. The research procedures consisted of instrument development, site determination, data

collection, and final analysis conducted using statistical software to ensure that the results were well organized and replicable (El Hasbi et al., 2023).

The research was conducted at SMA Negeri 1 Sambit, an easily accessible area with active futsal activities. Data collection took place in November 2025 after all administrative requirements and research instruments had been fully prepared. All futsal players of SMA Negeri 1 Sambit who were active in 2025 were included as research subjects. A total of twenty players participated, all selected using a total sampling technique. This technique was chosen because the population size was relatively small and all players shared similar characteristics. Using total sampling helped prevent potential bias that might occur if only part of the players were involved (Sakdiyah & Astuti, 2014). The research variables are described through operational definitions to ensure accurate measurement. The cohesiveness variable is used to examine the extent to which players feel attached to their team, measured through two components: task and social (Rianto, 2020).

Data were collected through a literature review and a questionnaire. The literature review was used to obtain information from written sources so that the instruments developed remained grounded in established theory. The questionnaire served as the primary data source and was administered to all players. The instrument took the form of closed-ended items using a Likert scale, allowing respondents to indicate their level of agreement with each statement. After all questionnaires were gathered, the data were compiled and analyzed stepwise to portray the team's condition. The cohesiveness instrument was developed using eighteen items measuring two main components (Eys et al., 2009). The achievement motivation instrument was based on a scale consisting of thirty items (Badawy & Al-anani, 2010).

Table 1.
Blueprint of the Team Cohesiveness Scale

Variable	Indicator	Item Numbers	
		Positive Items	Negative Item
Team cohesiveness	Task Cohesion	1,3,5,8,10,14,16,18	12
	Social Cohesion	2,4,7,9,11,13,15,17	6

Table 2.
Blueprint of the Achievement Motivation Scale

Variable	Indicator	Item Numbers
Achievement Motivation	Self-confidence	1,2,3,4,5,6,7
	Desire to Succeed	8,9,10,11,12,13,14,15,16
	Level of Ambition	17,18,19,20,21
	Tendency to Compete	22,23,24

All items were adapted to suit the characteristics of high school futsal players without altering the main indicators. Before being used in the main study, both instruments were tested for validity and reliability on a different group of respondents who had similar training habits. The validity test was conducted to determine whether each item could represent the intended variable. An item was considered valid if its correlation coefficient exceeded the critical value of the r-table.

Afterward, a reliability test using Cronbach's Alpha was carried out to assess the stability of the instrument when used repeatedly. The team cohesiveness instrument

obtained an alpha coefficient of 0.906, and the achievement motivation instrument obtained an alpha coefficient of 0.806, indicating that both instruments were appropriate to use and capable of producing consistent data. Prior to their use, the instruments were tested on respondents who shared similar characteristics with the research subjects. The validity test was performed by examining the correlation between each item and the total score. Items that met the required correlation threshold were deemed feasible, whereas items that did not meet the criteria were excluded from the main study.

Table 3.
Team Cohesiveness Validity

Item	r count	r table	Conclusion
X1	.651**	0,361	Valid
X2	.586**	0,361	Valid
X3	.682**	0,361	Valid
X4	.471**	0,361	Valid
X5	.651**	0,361	Valid
X6	.500**	0,361	Valid
X7	.668**	0,361	Valid
X8	.768**	0,361	Valid
X9	.625**	0,361	Valid
X10	.374*	0,361	Valid
X11	.597**	0,361	Valid
X12	.508**	0,361	Valid
X13	.683**	0,361	Valid
X14	.614**	0,361	Valid
X15	.785**	0,361	Valid
X16	.693**	0,361	Valid
X17	.741**	0,361	Valid
X18	.793**	0,361	Valid

Table 4.
Validity of achievement motivation

Item	r count	r table	Conclusion
Y1	.440*	0,361	Valid
Y2	.559**	0,361	Valid
Y3	.724**	0,361	Valid
Y4	0,026	0,361	Not Valid
Y5	.603**	0,361	Valid
Y6	.548**	0,361	Valid
Y7	.377*	0,361	Valid
Y8	.641**	0,361	Valid
Y9	0,332	0,361	Not Valid
Y10	.416*	0,361	Valid
Y11	.635**	0,361	Valid
Y12	.618**	0,361	Valid
Y13	.650**	0,361	Valid
Y14	.544**	0,361	Valid
Y15	.659**	0,361	Valid
Y16	.649**	0,361	Valid
Y17	.582**	0,361	Valid
Y18	.517**	0,361	Valid
Y19	.542**	0,361	Valid
Y20	.363*	0,361	Valid

Item	r count	r table	Conclusion
Y21	.585**	0,361	Valid
Y22	.539**	0,361	Valid
Y23	0,281	0,361	Not Valid
Y24	.460*	0,361	Valid
Y25	0,009	0,361	Not Valid
Y26	-.388*	0,361	Not Valid
Y27	-0,165	0,361	Not Valid
Y28	.599**	0,361	Valid
Y29	.482**	0,361	Valid
Y30	.559**	0,361	Valid

Table 5.
Team cohesiveness reliability

Cronbach's Alpha	N of Items
.906	18

Table 6.
Reliability of Achievement Motivation

Cronbach's Alpha	N of Items
.806	30

Table 7.
Norm-Referenced Assessment

No	Interval	Category
1	M + 1,5 SD < X	Very High
2	M + 0,5 SD < X ≤ M + 1,5 SD	High
3	M - 0,5 SD < X ≤ M + 0,5 SD	Moderate
4	M - 1,5 SD < X ≤ M - 0,5 S	Low
5	X ≤ M - 1,5 SD	Very Low

Afterward, a normality test was conducted to determine whether the data met the assumptions for parametric analysis. The calculations were performed using percentages and category classifications based on the mean and standard deviation, following established guidelines. The data were considered normally distributed if the significance value exceeded 0.05. The next step was a linearity test to examine the pattern of the relationship between team cohesiveness and achievement motivation. If the linearity value was below 0.05, the relationship was considered linear. After both assumptions were met, the analysis proceeded with hypothesis testing using simple regression. The regression equation used was:

$$Y = a + bX$$

Where **Y** represents achievement motivation and **X** represents team cohesiveness. Through this analysis, coefficient values were obtained to indicate the direction of the relationship and the magnitude of the influence of team cohesiveness on achievement motivation.

RESULTS AND DISCUSSION

Result

This study was conducted using a quantitative survey method to obtain an overview of the level of team cohesiveness and achievement motivation among the futsal players of SMA Negeri 1 Sambit. Data collection took place on November 21, 2025, within the school environment and involved all active members of the futsal team, totaling twenty students aged between fifteen and eighteen years. All respondents participated in the same training activities, resulting in relatively similar experiences in the futsal extracurricular program. An overview of the respondents' characteristics is presented in Table 8, which shows that all participants belonged to the same team, were male, and were distributed across three grade levels.

Table 8.
 Respondent Characteristics

Respondent	N	Presentase (%)
Tim Futsal SMA Negeri 1 Sambit	20	100%
Jenis Kelamin		
Male	20	100%
Female	0	0%
Class		
10	3	15%
11	9	45%
12	8	40%
Age		
16	7	35%
17	8	40%
18	5	25%

Table 9.
 Team Cohesiveness data statistics

Variable	Statistic	Score
Team Cohesiveness	(Mean)	75.55
	Standart Deviation	7.352

The results of data processing for the team cohesiveness variable are presented in Table 9, with a mean score of 75.55 and a standard deviation of 7.352. The score classification is presented in Table 10, showing that the majority of players were in the moderate category, totaling ten students. Three students were classified in the high category, two students in the very high category, four students in the low category, and one student in the very low category.

Table 10.
 Result category of cohesiveness

No	Interval	Category	Frekuensi	%
1	86,52 < X	Very High	2	10%
2	79,22 < X ≤ 86,52	High	3	15%
3	71,87 < X ≤ 79,22	Moderate	10	50%
4	64,56 < X ≤ 71,87	Low	4	20%
5	X ≤ 64,56	Very Low	1	5%
Total			20	100%

Table 11.
Descriptive Statistics of Achievement Motivation

Variable	Statistic	Score
Achievement Motivation	(Mean)	97.65
	Standart Deviation	11.371

The achievement motivation variable was analyzed using a similar method and is presented in Table 11, with a mean score of 97.65 and a standard deviation of 11.371. Table 12 shows that twelve students were classified in the moderate category, three students in the very high category, one student in the high category, and two students each in the low and very low categories.

Table 12.
Achievement Motivation Category Results

No	Interval	Category	Frekuensi	%
1	114,70 < X	Very High	3	15%
2	103,33 < X ≤ 114,70	High	1	5%
3	91,96 < X ≤ 103,33	Moderate	12	60%
4	80,59 < X ≤ 91,96	Low	2	10%
5	X ≤ 80,59	Very Low	2	10%
Total			20	100%

This overview indicates that students' drive to achieve success is at a relatively stable level, although several players obtained lower scores. Before conducting further analysis, the researchers verified the data assumptions through a normality test. The results presented in Table 13 show a significance value of 0.200, indicating that the data distribution meets the requirements for parametric analysis.

Table 13.
Normality Test Results

Variable	*Sig.	Description
Team Cohesiveness and Achievement Motivation	0.200	Normally Distributed

The next step was the linearity test, as shown in Table 14, with a significance value of 0.559. This result indicates that the relationship between the two variables forms a consistent linear pattern, allowing the use of simple regression analysis to examine the relationship between the variables studied.

Table 14.
Linearity Test Results

Variable	*Sig. Deviation From Linearity	Description
Team Cohesiveness and Achievement Motivation	0.559	Linear

The results of the simple regression analysis presented in Table 15 show a significance value of 0.014. This value is lower than the 0.05 threshold, indicating that the relationship between team cohesiveness and achievement motivation is statistically significant.

Table 15.
Simple Regression Analysis Results

Variable	Constant*	B**	t-value	Sig. t***
Team Cohesiveness and Achievement Motivation	34.393	0.837	2.732	0.014

The regression coefficient value of 0.837 and the constant value of 34.393 indicate that achievement motivation can be explained by the level of team cohesiveness. The positive coefficient shows that when team cohesiveness increases, players' motivation to achieve success also tends to rise. This relationship is represented through the regression equation, in which achievement motivation is obtained from the sum of 34.393 and 0.837 (team cohesiveness), demonstrating a direct association between the two variables. The coefficient of determination in Table 16 shows an R Square value of 0.293, indicating that team cohesiveness contributes 29.3% to the variance in achievement motivation.

Table 16.
Coefficient of Determination Results

Variable	R*	R Square	Contribution
Team Cohesiveness and Achievement Motivation	0.541	0.293	29.3%

The remaining 70.7% is influenced by other factors beyond the scope of this study, such as students' personal goals, family support, competition experience, training conditions, or the role of the team coach. The findings show that harmonious relationships among players can enhance their enthusiasm for achieving optimal results. Players who feel accepted and comfortable with their teammates tend to exert greater effort during both training and competition. A number of players still demonstrated lower scores, indicating a need for additional guidance. Coaches or team supervisors may use these findings as a reference for improving the training atmosphere so that all team members can develop more evenly.

Discussion

This study aimed to examine the extent to which team cohesiveness influences achievement motivation in futsal players at SMA Negeri 1 Sambit during training and competition. The analysis showed that, in general, the players had a fairly good level of cohesiveness, although not yet fully optimal. This finding reflects that most players felt socially and functionally connected with their teammates, but there is still room for improvement to ensure all team members feel truly comfortable, engaged, and have a strong sense of belonging during each training session.

The regression analysis revealed a direct and significant relationship between team cohesiveness and achievement motivation. The regression coefficient of 0.837 indicates that each one-unit increase in cohesiveness is followed by a corresponding increase in achievement motivation. This positive relationship confirms that a supportive, structured, and socially conducive training environment can motivate

players to exert greater effort in achieving training and competition goals. These findings align with the theory of group cohesiveness, which states that athletes who feel like an important part of a team will demonstrate higher levels of commitment and effort intensity (Carron et al., 2012; Eys et al., 2015).

The t-value of 2.732, with a significance level of 0.014, indicates that the effect of cohesiveness on achievement motivation is statistically significant. Therefore, the null hypothesis stating no direct effect is rejected, while the alternative hypothesis is accepted. These results reinforce the view in sports psychology that social dynamics within a team are not merely supporting factors but are crucial elements in shaping athletes' mental and motivational readiness, particularly in team sports like futsal, which require rapid coordination and intensive cooperation (Filho et al., 2018; Leo et al., 2019).

The coefficient of determination of 0.293 indicates that approximately 29.3% of the variation in achievement motivation is influenced by team cohesiveness. While this figure is not absolutely dominant, its contribution remains significant in the context of school sports development. The remaining 70.7% is influenced by other factors such as coach support, self-confidence, competitive experience, training conditions, and individual player characteristics. This demonstrates that achievement motivation is multidimensional and cannot be explained by a single variable, as confirmed in various previous studies (Roberts et al., 2018; Hagger & Chatzisarantis, 2016).

The findings of this study are consistent with the results of a study by Asroi and Jannah (2019), which stated that team cohesiveness plays a crucial role in increasing athlete effort and engagement during training. When players feel accepted and valued within their group, they tend to demonstrate greater mental readiness and the courage to actively participate in training and matches. This was also evident in the futsal players at SMA Negeri 1 Sambit, where most players demonstrated relatively high levels of motivation, although some players still had low levels.

This difference in motivation levels can be explained by the quality of social relationships between players. Players who feel close to their teammates tend to have a stronger internal drive to train consistently and contribute maximally to the team. Conversely, players who feel less integrated often show less interest in training and matches. This pattern aligns with the findings of Kristanti and Jannah (2022), who confirmed that a sense of togetherness and emotional closeness within a team is positively correlated with achievement motivation in team athletes.

The results of this study have important implications for futsal coaching practice at the high school level. First, coaches need to recognize that coaching should not only focus on technical and physical aspects, but also on strengthening social relationships within the team. Collaboratively designed training programs, such as partner drills, tactical role rotations, and team-based mini-games, can be effective strategies for improving team cohesion (Damanik, 2020; Clemente et al., 2020).

Second, coaches are advised to create an inclusive and supportive training environment, where every player feels they have an equal role and opportunity to develop. Open communication, constructive feedback, and recognition of player effort

not just results can strengthen a sense of community and increase motivation for achievement on an ongoing basis (Mageau & Vallerand, 2003).

Third, schools can support coaching by providing additional activities beyond technical drills, such as simple team building activities, post-match reflective discussions, or team social activities. This approach not only strengthens social cohesion but also helps players internalize the values of cooperation, responsibility, and commitment to a common goal. Thus, increased achievement motivation impacts not only futsal performance but also the overall character development of students.

Despite providing meaningful findings, this study has several limitations that warrant consideration. First, the study involved only one futsal team from a single school, so generalizing the results to other school contexts should be done with caution. Second, this study used a cross-sectional design, thus unable to explain the longitudinal causal relationship between cohesiveness and achievement motivation.

Third, the variables studied were limited to team cohesiveness and achievement motivation, without considering other psychological factors such as self-efficacy, coach leadership, or motivational climate. Therefore, future research is recommended to use a longitudinal or experimental design and include additional variables to gain a more comprehensive understanding of the motivational dynamics of adolescent athletes.

CONCLUSION

Based on the results of the study on team cohesiveness as a predictor of achievement motivation among the futsal players of SMA Negeri 1 Sambit, it was found that the level of team cohesiveness fell into the *moderate* category. This indicates that although interpersonal relationships among players have been established, they have not yet reached a highly cohesive level. This condition aligns with the results of the achievement motivation assessment, which also showed a *moderate* level, indicating that the players' drive to achieve success remains at a moderate stage. The regression analysis demonstrated that team cohesiveness serves as a predictor of achievement motivation, contributing 29.3% with a positive direction of influence. This means that an increase in team cohesiveness is followed by an increase in the achievement motivation of the futsal players at SMA Negeri 1 Sambit.

Based on these findings, several recommendations are proposed for future team development. Coaches are encouraged to enhance team cohesiveness through structured training programs that provide opportunities for cooperation, communication, and positive interaction among players so that practice sessions become more focused and mutually supportive. Players are also expected to maintain and strengthen their sense of unity, peer support, and commitment to training, as strong interpersonal relationships help create a harmonious team environment and foster higher achievement motivation during competitions. Furthermore, future research is recommended to include additional variables that may influence achievement motivation, as well as to employ larger samples or different research designs to produce broader and more comprehensive results.

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