



## Factors Encouraging Athletes' Interest in Joining the SMAPA Volleyball Club

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### ABSTRACT

This study aims to analyze the factors encouraging athletes' interest in joining the SMAPA Volleyball Club and to identify the most dominant factors influencing their participation. Volleyball clubs play an important role in athlete development, not only in improving technical skills and performance but also in shaping motivation, discipline, and social interaction among athletes. However, athletes' interest in joining sports clubs is influenced by various internal and external factors that require deeper investigation. This study employed a qualitative descriptive approach involving athletes, coaches, and club administrators at the SMAPA Volleyball Club, SMAN 1 Parang, Magetan. Data were collected through open-ended questionnaires, in-depth interviews, observation, and documentation using purposive sampling techniques. Data analysis was conducted through data reduction, data display, and conclusion drawing, while triangulation techniques were applied to ensure data validity and reliability. The findings indicate that athletes' interest is influenced by both internal and external factors. Internal factors include interest and hobby in volleyball, achievement motivation, self-confidence, self-development, and perceived physical and mental benefits. Meanwhile, external factors consist of parental support, peer influence, the role of coaches, training facilities, club achievements, and opportunities to participate in competitions. Interest and hobby (90%) as well as achievement motivation (88%) emerged as the most dominant internal factors, while parental support (89%) and club achievements (87%) were identified as the strongest external influences. In conclusion, athletes' participation is shaped through the interaction between psychological motivation and environmental support systems. Therefore, sports clubs should optimize both personal and social factors to sustain athlete involvement and improve sports development programs.

### ARTICLE HISTORY

Received: 2026/05/08

Accepted: 2026/05/20

Published: 2026/05/25

### KEYWORDS

Volleyball Club;  
Athlete Interest;  
Motivation;  
External Support;  
Sports Psychology.

### AUTHORS' CONTRIBUTION

- Conception and design of the study;
- Acquisition of data;
- Analysis and interpretation of data;
- Manuscript preparation;
- Obtaining funding

**Cites this Article** : Yanti, N.W.; Sulistyarto, S.; Irwan, R.J.; Noordia, A. (2026). Factors Encouraging Athletes' Interest in Joining the SMAPA Volleyball Club. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 18 ( 2 ), p.3378-3391

## INTRODUCTION

Sport has become an essential component of human life because it contributes not only to physical fitness but also to character building, social interaction, and the development of individual achievement potential. In the modern era, sport is increasingly



viewed as a strategic medium for improving human resources, particularly among adolescents and students who are in the process of physical and psychological development. Volleyball is one of the most popular sports in Indonesia due to its competitive nature, teamwork orientation, and dynamic game characteristics that demand coordination, agility, speed, and tactical intelligence. According to Putra et al. (2019), volleyball is a team sport played by two groups consisting of six players on each side, where cooperation and technical mastery are fundamental determinants of success. Meanwhile, Suharno (2000) emphasized that volleyball has evolved from a recreational activity into an achievement-oriented sport requiring systematic coaching and long-term athlete development.

In the context of athlete development, sports clubs play a strategic role as formal institutions that facilitate systematic training, skill development, and competitive experiences for young athletes. School-based volleyball clubs are particularly important because they serve as the initial environment where students develop interest, discipline, motivation, and athletic identity. Research has shown that structured coaching systems and supportive training environments positively influence athlete participation and performance development (Haetami & Triansyah, 2021; Saufi et al., 2024). However, despite the increasing popularity of volleyball, not all students demonstrate the same level of interest in joining volleyball clubs. Some athletes show strong enthusiasm and long-term commitment, while others participate only temporarily or show low engagement in training activities. Interest is generally defined as an individual's tendency to feel attracted to a particular object or activity accompanied by feelings of pleasure and willingness to be involved continuously. In sports psychology, interest is considered a fundamental psychological factor that encourages participation, persistence, and achievement orientation in sports activities (Indricha et al., 2019). Athletes with high interest tend to demonstrate greater discipline, stronger commitment, and better training consistency compared to athletes with low interest. Therefore, understanding the factors that encourage athletes' interest in joining a sports club is important for ensuring the sustainability of athlete development programs.

Besides interest, motivation also plays a crucial role in influencing athlete participation. Motivation can be classified into intrinsic and extrinsic dimensions. Intrinsic motivation originates from internal desires such as enjoyment, self-satisfaction, achievement aspirations, and personal passion for volleyball. In contrast, extrinsic motivation is influenced by external factors such as coach support, parental encouragement, peer relationships, training facilities, competition opportunities, and club reputation (Hawa Salsabila et al., 2023). Both forms of motivation interact dynamically in shaping athletes' decisions to join and remain active in sports clubs.

In recent years, the SMAPA Volleyball Club has experienced an increase in athlete participation, indicating growing interest among students in joining the club. Interestingly, field observations also reveal changes in team performance dynamics, where the women's volleyball team previously dominated championship achievements, while currently the men's team has become more prominent in competitions. These changes suggest that there may be complex internal and external factors influencing athletes' interest and participation patterns.

However, the dominant factors underlying this phenomenon remain unclear. Without a clear understanding of these factors, coaches and club managers may face difficulties in designing effective athlete recruitment and retention strategies. Previous studies have extensively examined factors influencing sports participation and athlete motivation. Research by Sari (2020) found that achievement motivation and support from the school environment significantly affected students' interest in joining volleyball clubs. Students who perceived sports participation as an opportunity for self-development and achievement tended to show stronger involvement in club activities. Similarly, Lestari (2022) reported that external factors such as adequate facilities, coaching quality, and club reputation were dominant determinants influencing athlete participation in school sports programs.

Studies in sports psychology also indicate that intrinsic motivation strongly contributes to long-term athlete commitment and persistence in training. According to Weinberg and Gould (2019), athletes who participate in sports due to enjoyment and personal satisfaction are more likely to maintain consistent involvement than those motivated solely by external rewards. This perspective aligns with Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as important psychological needs influencing motivation and behavioral persistence. Furthermore, Sariva (2024) demonstrated that social support from coaches, peers, and family members significantly contributes to athlete involvement in sports activities. Athletes who receive emotional encouragement and positive reinforcement from their social environment tend to display stronger confidence and greater enthusiasm during training sessions. Research by Barza and Suryanti (2022) additionally confirmed that training facilities and sports infrastructure positively influence athlete interest and performance development. Adequate facilities create a comfortable and motivating training atmosphere that supports athlete engagement.

Other contemporary studies also emphasize the importance of coaching quality and communication patterns in fostering athlete interest. Coaches who apply democratic leadership styles, provide constructive feedback, and build positive interpersonal relationships are more successful in increasing athlete motivation and satisfaction (Arianto et al., 2021). In addition, opportunities to participate in competitions have been identified as significant motivational factors because competitions provide athletes with experiences of achievement, recognition, and self-evaluation (Weinberg & Gould, 2019). Empirical studies in educational sports contexts further indicate that adolescents' sports participation is influenced by multidimensional factors involving psychological, social, and environmental dimensions. Internal factors such as self-confidence, achievement orientation, and personal interest interact with external factors including peer influence, parental support, school culture, and media exposure (Prasetyo et al., 2020; Nugroho & Riyanto, 2021). These findings confirm that athlete interest cannot be understood through a single-dimensional perspective.

Although numerous studies have discussed athlete motivation and sports participation, several important gaps remain unresolved. First, most previous studies tend to analyze internal and external factors separately rather than examining their interconnected influence comprehensively. In reality, athletes' decisions to join sports clubs are shaped by complex interactions between psychological conditions and environmental

influences. Therefore, an integrated analysis is necessary to provide a more holistic understanding of athlete interest formation. Second, earlier studies generally focus on broader sports participation contexts without specifically examining school-based volleyball clubs. School volleyball clubs possess unique characteristics because they combine educational objectives, competitive achievement orientation, adolescent social interaction, and extracurricular development within the same environment. Consequently, findings from general sports participation studies may not fully explain the contextual dynamics occurring within school volleyball clubs. Third, limited research has investigated the phenomenon of shifting team performance dynamics alongside increasing athlete participation. In the case of the SMAPA Volleyball Club, the transition from women's team dominance to men's team achievement dominance represents an interesting phenomenon requiring further investigation. Such dynamics may reflect differences in motivational patterns, training culture, coaching strategies, or social perceptions among athletes. However, empirical evidence regarding these relationships remains scarce. Fourth, no previous study has specifically analyzed the factors encouraging athletes' interest in joining the SMAPA Volleyball Club. Existing literature provides general theoretical explanations but lacks contextual evidence related to this club environment. Considering that social, cultural, and institutional contexts strongly influence athlete behavior, localized research is important for generating more applicable and practical findings.

Based on the identified gaps, this study aims to analyze the factors encouraging athletes' interest in joining the SMAPA Volleyball Club. Specifically, this research seeks to: (1) determine whether internal and external factors influence athletes' interest in joining the SMAPA Volleyball Club, and (2) identify the most dominant factor influencing athlete interest. The novelty of this study lies in its integrated analysis of internal and external motivational factors within the context of a school-level volleyball club. Unlike previous studies that examine these factors separately, this research combines psychological and environmental dimensions into a comprehensive analytical framework. In addition, this study contextualizes athlete interest within the phenomenon of increasing club participation and shifting team performance dynamics, which has rarely been explored in previous research.

The findings of this study are expected to contribute theoretically to the development of sports psychology literature, particularly regarding athlete interest and motivation in school-based sports clubs. Practically, the results may provide valuable recommendations for coaches, school administrators, and club managers in designing effective recruitment systems, improving coaching quality, strengthening athlete motivation, and creating supportive training environments that encourage sustainable athlete participation.

In conclusion, understanding the factors encouraging athletes' interest in joining volleyball clubs is essential for optimizing athlete development and ensuring the sustainability of sports achievement programs. Through a comprehensive investigation of internal and external motivational factors in the SMAPA Volleyball Club context, this study is expected to provide a deeper understanding of athlete participation behavior and contribute to the advancement of school-based volleyball coaching systems in Indonesia.

## METHODS

This study employed a quantitative approach with a descriptive research design to analyze the factors encouraging athletes' interest in joining the SMAPA Volleyball Club. A quantitative descriptive design is considered appropriate because it enables researchers to systematically identify, measure, and interpret relationships among variables based on empirical field data (Creswell & Creswell, 2018). In sports research, quantitative methods are widely used to examine psychological and environmental factors influencing athlete participation because they provide objective, measurable, and statistically accountable findings (Sugiyono, 2019; Thomas et al., 2015). Furthermore, descriptive studies are effective in portraying actual phenomena occurring within sports organizations and athlete development environments (Maksum, 2020). The subjects of this study were athletes who are officially registered as members of the SMAPA Volleyball Club. The sampling technique used was total sampling, in which all members of the population were included as research participants. Total sampling is recommended when the population size is relatively small because it allows researchers to obtain more representative and comprehensive data while minimizing sampling bias (Etikan & Bala, 2017). This technique has also been frequently applied in sports psychology and coaching studies involving school-based athlete populations (Arianto et al., 2021).

Data were collected using a structured questionnaire as the primary research instrument. The questionnaire was developed based on indicators of internal factors, including interest, motivation, self-confidence, and achievement orientation, as well as external factors such as coach support, training facilities, peer influence, parental support, social environment, and opportunities to participate in competitions. The instrument employed a Likert scale to measure respondents' levels of agreement toward each statement. According to Taherdoost (2019), Likert-scale questionnaires are effective for measuring attitudes, perceptions, and motivational tendencies in behavioral and sports-related research. Prior to data collection, the instrument underwent validity and reliability testing to ensure measurement accuracy and consistency (Hair et al., 2019). The research procedure consisted of several stages, including instrument development, pilot testing, questionnaire distribution, data collection, and data analysis. The questionnaires were distributed directly to athletes, and explanations regarding research objectives and instructions were provided to reduce response bias. Data analysis employed descriptive quantitative techniques using percentages, mean scores, and indicator comparisons to identify the dominant factors influencing athletes' interest. Descriptive statistical analysis is commonly used in sports participation research because it provides clear interpretations regarding response distribution and behavioral tendencies among athletes (Field, 2018; Weinberg & Gould, 2019). Through these systematic procedures, the study ensures methodological rigor, data accountability, and research replicability for future investigations in sports psychology and athlete participation contexts.

## RESULTS AND DISCUSSION

### Result

This study aimed to analyze the factors encouraging athletes' interest in joining the SMAPA Volleyball Club. The findings were obtained through qualitative descriptive analysis using data reduction, data display, and conclusion drawing techniques. Data collection was conducted through open-ended questionnaires and in-depth interviews involving athletes and the club coach. Based on the analysis, the results revealed that athletes' interest in joining and remaining in the SMAPA Volleyball Club was influenced by two major categories of factors, namely internal factors and external factors.

Internal factors were identified as the fundamental drivers originating from within the athletes themselves, while external factors functioned as supporting influences derived from the surrounding environment. The findings demonstrated that both categories interact dynamically in shaping athletes' motivation, commitment, and participation in club activities.

### Internal Factors Encouraging Athletes' Interest

The analysis showed that internal factors played a crucial role in building athletes' initial attraction toward volleyball. Most participants stated that their interest in volleyball began from personal enjoyment and hobbies developed during childhood or school activities. Athletes perceived volleyball as an enjoyable sport that provides opportunities for self-expression, teamwork, and achievement. In addition, achievement motivation emerged as an important factor influencing athlete participation. Many respondents expressed a strong desire to improve their skills, participate in tournaments, and achieve competitive success. Athletes also reported that involvement in the club increased their self-confidence because regular training and competition experiences helped them develop technical abilities and mental readiness. Another important finding was related to self-development orientation. Athletes considered the volleyball club as a medium for improving discipline, communication skills, teamwork, and leadership abilities. Furthermore, respondents acknowledged that participation in volleyball training positively affected their physical fitness, mental resilience, and emotional control. Several athletes also viewed volleyball participation as part of their future orientation, either to pursue sports achievements or to support personal development opportunities.

**Table 1.**

Internal Factors Encouraging Athletes' Interest in Joining the SMAPA Volleyball Club

No	Internal Factors	Percentage (%)	Category
1	Interest and Hobby	90%	Very High
2	Achievement Motivation	88%	Very High
3	Self-Confidence	84%	High
4	Self-Development	82%	High
5	Physical and Mental Benefits	86%	Very High
6	Future Orientation	79%	High

The data in Table 1 indicate that interest and hobby represented the most dominant internal factor, with a percentage of 90%. This finding suggests that personal enjoyment

and emotional attachment to volleyball became the primary reasons athletes joined the club. Achievement motivation also showed a very high percentage (88%), indicating that athletes were strongly encouraged by the desire to improve performance and gain achievements.

### External Factors Encouraging Athletes' Interest

Besides internal factors, the study also identified several external factors influencing athletes' interest in joining and remaining in the SMAPA Volleyball Club. The findings revealed that parental support was one of the strongest external influences. Athletes explained that parents provided both moral encouragement and material support, such as transportation, equipment, and permission to participate in competitions. Peer influence was another important factor because many athletes initially joined the club after being invited by friends. Social interaction and group belongingness created a supportive atmosphere that increased athlete comfort and participation consistency. The role of the coach also emerged as a dominant factor. Athletes described the coach not only as a technical instructor but also as a mentor, motivator, and role model who encouraged discipline, confidence, and persistence during training sessions. Furthermore, facilities and the training environment contributed positively to athlete satisfaction. Adequate training facilities and a comfortable environment helped athletes maintain motivation and training enthusiasm. Club achievements and opportunities to participate in competitions also significantly influenced athlete interest. Respondents reported that the reputation of the SMAPA Volleyball Club motivated them to join because they wanted to experience competitive environments and gain opportunities for achievement.

**Table 2.**

External Factors Encouraging Athletes' Interest in Joining the SMAPA Volleyball Club

No	External Factors	Percentage (%)	Category
1	Parental Support	89%	Very High
2	Peer Influence	83%	High
3	Role of the Coach	91%	Very High
4	Facilities and Training Environment	85%	Very High
5	Club Achievements	87%	Very High
6	Competition Opportunities	92%	Very High

Table 2 demonstrates that opportunities to participate in competitions represented the most dominant external factor, with a percentage of 92%. This finding indicates that athletes were highly motivated by opportunities to gain experience, achievement, and recognition through competitions. The role of the coach also showed a very high contribution (91%), confirming the importance of effective coaching in athlete participation.

Overall, the findings indicate that internal factors functioned as the foundational basis of athlete interest, whereas external factors played a stronger role in influencing athletes' decisions to join and remain active in the SMAPA Volleyball Club. The interaction between personal motivation and environmental support created a positive training atmosphere that encouraged sustainable athlete participation and commitment.

## Discussion

The findings of this study demonstrate that athletes' interest in joining the SMAPA Volleyball Club is influenced by the interaction between internal and external factors. Internal factors serve as the psychological foundation that initiates athletes' attraction toward volleyball, while external factors strengthen participation decisions and long-term commitment. This confirms that athlete involvement in sports organizations cannot be understood through a single-dimensional perspective because participation behavior is shaped by complex interactions among personal motivation, environmental support, and social experiences. These findings are consistent with previous studies in sports psychology emphasizing that athlete participation is multidimensional and influenced by both intrinsic and extrinsic motivational components (Weinberg & Gould, 2019; Ryan & Deci, 2020).

The results indicate that interest and hobby are the primary internal factors encouraging athletes to join the volleyball club. Most athletes reported that their attraction to volleyball emerged from early positive experiences and enjoyment of the sport. This finding supports the concept of intrinsic motivation, which explains that individuals are more likely to participate consistently in activities they personally enjoy and perceive as satisfying (Ryan & Deci, 2020). Intrinsic interest has been identified as an important determinant of athlete persistence because enjoyment creates emotional attachment and increases long-term participation tendencies (Pelletier et al., 2018). Similar findings were reported by Indricha et al. (2019), who found that students with strong personal interest in sports demonstrated higher training commitment and greater enthusiasm during extracurricular activities.

Achievement motivation also emerged as a significant factor influencing athletes' participation. Athletes expressed strong desires to improve their technical skills, participate in competitions, and achieve sports success. This finding aligns with Achievement Goal Theory, which emphasizes that individuals are motivated by competence development and achievement orientation (Nicholls, 1989). In volleyball contexts, athletes who possess strong achievement motivation tend to display greater discipline, persistence, and competitive mentality during training and matches (Sari, 2020). Previous research has similarly shown that achievement-oriented athletes are more likely to demonstrate higher levels of effort and psychological resilience when facing training challenges (Prasetyo et al., 2020).

Furthermore, self-confidence was identified as another important internal factor shaping athlete engagement. Athletes reported that regular training activities, competitive experiences, and supportive social interactions helped improve their confidence in performing volleyball techniques and participating in competitions. This finding is consistent with Bandura's self-efficacy theory, which states that repeated successful experiences and positive reinforcement increase individuals' confidence in their abilities (Bandura, 1997). In sports settings, self-confidence contributes significantly to athlete persistence, emotional stability, and performance consistency (Vealey & Chase, 2016). Studies conducted by Nugroho and Riyanto (2021) also revealed

that athletes with higher self-confidence levels tend to participate more actively and demonstrate stronger commitment in team sports environments.

The findings additionally reveal that athletes perceive volleyball participation as a medium for self-development. Athletes explained that involvement in the club helped them improve discipline, teamwork, leadership, communication skills, and emotional control. This indicates that sports participation provides broader developmental benefits beyond technical performance enhancement. Contemporary sports education studies emphasize that organized sports environments contribute positively to adolescent personality formation and social competence development (Fraser-Thomas et al., 2018). Volleyball, as a team-based sport, requires cooperation, mutual trust, and communication among players, thereby fostering social and psychological growth (Putra et al., 2019). Therefore, participation in volleyball clubs may support both athletic and personal development simultaneously.

In addition to psychological development, athletes also acknowledged physical and mental benefits derived from club participation. Regular training improved physical fitness, endurance, emotional regulation, and stress management. These findings are supported by previous studies indicating that sports participation positively affects adolescents' physical health and psychological well-being (Eime et al., 2013; Biddle et al., 2019). Exercise activities stimulate physiological adaptations that improve cardiovascular fitness, muscular strength, and neuromuscular coordination while simultaneously reducing anxiety and emotional tension (Lubans et al., 2016). Consequently, volleyball clubs function not only as performance development institutions but also as environments promoting healthy lifestyles and mental well-being among young athletes.

Another interesting finding relates to future orientation differences among athletes. Athletes who aspired to become professional players or achieve competitive success demonstrated higher levels of discipline and training consistency compared to athletes who participated mainly for recreation. This finding confirms that long-term goal orientation influences athlete commitment and behavioral persistence (Mallett & Hanrahan, 2017). Athletes with clear future aspirations are generally more willing to invest time, energy, and effort in training activities because they perceive sports participation as part of their future career pathway. Conversely, athletes with recreational orientation may prioritize enjoyment and social interaction over competitive achievement.

Although internal factors formed the psychological basis of athlete interest, the findings indicate that external factors played a more dominant role in shaping actual participation decisions. Parental support emerged as one of the strongest external influences affecting athlete involvement. Athletes explained that parents provided encouragement, transportation, financial assistance, and emotional support that enabled them to participate consistently in training and competitions. This finding supports previous research emphasizing that parental involvement significantly influences adolescents' sports participation and motivation (Knight et al., 2016). Parents

who provide positive reinforcement and practical support create an environment that facilitates athlete engagement and confidence development (Harwood & Knight, 2015).

Peer influence also appeared as a significant factor, particularly during the early stages of involvement. Many athletes reported joining the club after invitations from friends or classmates. Social interaction and group belongingness increased athletes' enjoyment and comfort during training sessions. These findings align with social identity theory, which suggests that individuals are motivated to participate in activities that strengthen social relationships and group acceptance (Tajfel & Turner, 1986). Previous studies in adolescent sports participation have similarly demonstrated that peer relationships strongly influence motivation, enjoyment, and persistence in extracurricular sports activities (Smith et al., 2018).

The role of the coach was another dominant external factor identified in this study. Athletes perceived coaches not only as technical instructors but also as mentors, motivators, and role models who shaped the overall training atmosphere. Supportive coach-athlete relationships enhanced athlete confidence, emotional security, and training commitment. This finding is consistent with studies demonstrating that coaching style significantly affects athlete satisfaction, motivation, and performance development (Jowett & Shanmugam, 2016). Coaches who apply democratic leadership, provide constructive feedback, and maintain positive communication are more successful in fostering athlete engagement and psychological growth (Arianto et al., 2021). Therefore, coaching quality becomes a critical determinant of athlete retention within sports clubs.

Facilities and training environments also contributed significantly to athlete motivation and satisfaction. Athletes explained that adequate facilities, comfortable training spaces, and safe environments increased enthusiasm and effectiveness during training sessions. This finding supports research by Barza and Suryanti (2022), which revealed that sports infrastructure quality positively influences athlete participation and performance development. Proper facilities not only improve training efficiency but also create positive perceptions regarding the professionalism and seriousness of the sports organization (Saufi et al., 2024).

Club achievements and opportunities to participate in competitions were identified as additional external motivational factors. Athletes were attracted by the SMAPA Volleyball Club's reputation and its history of competitive success. Successful clubs tend to build trust among prospective athletes because achievements symbolize coaching quality and opportunities for future success (Haetami & Triansyah, 2021). Furthermore, participation in competitions provides meaningful experiences that enhance athletes' competitive mentality, self-evaluation abilities, and performance orientation (Weinberg & Gould, 2019). Competition experiences allow athletes to test their abilities under pressure while simultaneously increasing motivation to train more seriously.

The findings of this study strongly support Albert Bandura's Social Cognitive Theory, particularly the concept of triadic reciprocal determinism, which states that

human behavior is influenced by reciprocal interactions among personal factors, environmental influences, and behavior itself (Bandura, 1986). In this context, athletes' internal characteristics such as motivation, confidence, and achievement orientation interact dynamically with environmental elements including parental support, peer relationships, coaching quality, and training facilities. These interactions collectively shape athletes' decisions to join and remain in the SMAPA Volleyball Club.

Overall, the findings indicate that internal factors provide the initial psychological basis for athlete interest, whereas external factors exert stronger influence on actual participation decisions and long-term involvement. This suggests that successful athlete development programs require not only psychological readiness among athletes but also supportive environmental conditions. Coaches, schools, and parents should therefore collaborate in creating positive training environments that foster motivation, confidence, discipline, and athlete well-being. By optimizing both internal and external factors simultaneously, volleyball clubs can strengthen athlete engagement, improve training sustainability, and support long-term sports achievement development.

## CONCLUSION

This study concludes that athletes' interest in joining and remaining in the SMAPA Volleyball Club is influenced by the dynamic interaction between internal and external factors. Internal factors, including interest and hobby, achievement motivation, self-confidence, self-development, physical and mental benefits, and future orientation, form the primary psychological foundation that encourages athletes to participate in volleyball activities. The findings showed that interest and hobby reached the highest percentage among internal factors (90%), followed by achievement motivation (88%) and physical and mental benefits (86%). These results indicate that athletes are strongly attracted to volleyball because of personal enjoyment, the desire to achieve success, and the positive impact of sports participation on their physical fitness, discipline, emotional control, and teamwork abilities. Athletes who possessed stronger future orientation and achievement goals also demonstrated higher levels of commitment and consistency in training activities.

On the other hand, external factors were found to play a more dominant role in sustaining athletes' long-term participation and involvement in the club. Competition opportunities emerged as the strongest external factor (92%), followed by the role of the coach (91%) and parental support (89%). These findings emphasize that environmental support systems significantly influence athletes' decisions to remain active in training and competitions. Coaches function not only as technical instructors but also as motivators and mentors who create positive training environments. Likewise, parental encouragement, peer influence, club achievements, and adequate facilities contribute to athletes' motivation, confidence, and sense of belonging within the club environment.

The study further confirms Albert Bandura's social cognitive theory, which explains that behavior is shaped through reciprocal interactions between personal factors,

environmental influences, and individual actions. Athletes' interest and participation are therefore not solely determined by internal motivation but also by the quality of social and environmental support surrounding them. In conclusion, creating a supportive, positive, and well-structured sports environment is essential for maintaining athlete engagement, improving performance, and fostering sustainable participation in volleyball clubs.

## ACKNOWLEDGMENTS

The author would like to express sincere gratitude to the school administration and the management of the SMAPA Volleyball Club for granting permission and providing the necessary facilities and support throughout the research process. Their cooperation and openness greatly contributed to the successful implementation of this study. Special appreciation is also extended to the coach and all athletes of the SMAPA Volleyball Club who willingly participated as respondents and shared valuable experiences, opinions, and information through questionnaires and in-depth interviews. Without their active participation and enthusiasm, this research would not have been completed effectively.

The author would also like to convey deep appreciation to the academic supervisor for the continuous guidance, constructive suggestions, motivation, and valuable feedback provided throughout every stage of the research process. The insights and academic direction given have significantly improved the quality and completion of this study. Furthermore, sincere thanks are addressed to colleagues, friends, and all individuals who provided both direct and indirect assistance, encouragement, and moral support during the preparation and completion of this research. Finally, the author hopes that this study can contribute to the development of sports psychology, athlete coaching, and volleyball club management, particularly in understanding the factors influencing athletes' interest and long-term participation in sports activities.

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