



Jambi City Students' Motivation Toward Lawn Tennis

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ABSTRACT

This study aims to determine the level of motivation of students in Jambi City toward lawn tennis at PLN Tennis Club Jambi. This research used a quantitative descriptive survey method. The population consisted of 15 student athletes, and the sampling technique used total sampling. Data collection techniques included questionnaires, observations, interviews, and documentation. The questionnaire instrument consisted of 40 statement items covering intrinsic and extrinsic motivation indicators using a Likert scale. Data analysis used descriptive statistical techniques. The results showed that the overall motivation level of students toward lawn tennis activities at PLN Tennis Club Jambi was categorized as high. Based on the overall motivation results, 5 students (33.33%) were categorized as very high, 7 students (46.67%) as high, 2 students (13.33%) as moderate, and 1 student (6.67%) as low. Intrinsic motivation obtained a mean score of 85.20% with a standard deviation of 10.220 and was categorized as very high, while extrinsic motivation obtained a mean score of 67.00% with a standard deviation of 10.372 and was categorized as high. In intrinsic motivation, 6 students (40%) were in the very high category, while in extrinsic motivation, 8 students (53.33%) were in the high category. These findings indicate that intrinsic and extrinsic motivational factors significantly influence student participation in lawn tennis training activities at PLN Tennis Club Jambi.

ARTICLE HISTORY

Received: 2026/05/27

Accepted: 2026/05/29

Published: 2026/05/31

KEYWORDS

Motivation;
Students;
Lawn Tennis;
Sports Coaching;
Jambi City

AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

Cites this Article : Wati, D.S.; Setiawan, I.B.; Ali, M. (2026). Jambi City Students' Motivation Toward Lawn Tennis. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 18 (2), p.4385-4398

INTRODUCTION

Sport is recognized as an essential component of human development because it contributes not only to physical fitness but also to psychological well-being, social interaction, and character formation. Participation in sports activities has been associated with improved health outcomes, self-confidence, emotional regulation, discipline, and social responsibility among adolescents (Biddle et al., 2019; Eime et al., 2018). In educational settings, sports serve as a medium for developing cognitive, affective, and psychomotor competencies that support holistic student development (Bailey et al., 2017).

In Indonesia, the strategic role of sports has been reinforced through Law Number 11 of 2022 concerning Sports, which emphasizes that sports activities involve physical,



mental, social, and cultural dimensions aimed at improving the quality of human resources. This policy highlights the importance of sports participation among young people as a means of fostering healthy lifestyles and character development. Consequently, sports clubs and community-based sports organizations play a crucial role in supporting youth participation and talent development (Mutohir & Maksum, 2021).

Among various sports, lawn tennis is recognized as a complex activity requiring physical fitness, agility, coordination, concentration, tactical understanding, and psychological readiness (Kovacs, 2018). Tennis players must perform explosive movements, maintain endurance throughout matches, and make rapid strategic decisions under pressure (Fernandez-Fernandez et al., 2019). Because of these demands, sustained participation in tennis requires strong motivation that enables athletes to engage consistently in training and competition.

Motivation is considered one of the most influential psychological determinants of sports participation and performance (Ryan & Deci, 2020). Motivation refers to the internal and external forces that initiate, direct, and sustain behavior toward achieving specific goals. In sports contexts, motivation influences attendance, training adherence, persistence, enjoyment, and long-term involvement (Teixeira et al., 2020). Students with high motivation tend to demonstrate greater commitment to practice sessions, stronger resilience in overcoming challenges, and higher achievement levels compared with less motivated peers.

Motivation is generally categorized into intrinsic and extrinsic motivation. Intrinsic motivation originates from internal satisfaction, enjoyment, competence, and personal achievement, whereas extrinsic motivation is influenced by external factors such as parental support, coach encouragement, peer relationships, facilities, recognition, and rewards (Ryan & Deci, 2020). Understanding these motivational dimensions is important because they influence the sustainability of sports participation among adolescents.

In Jambi City, lawn tennis has shown gradual development through the existence of active sports organizations and coaching programs. One of the prominent institutions supporting youth tennis development is PLN Tennis Club Jambi, which provides structured training opportunities for students. Despite the availability of coaching programs, little empirical evidence exists regarding students' motivation to participate in lawn tennis activities. Understanding motivational factors is essential for coaches, sports administrators, and policymakers in designing effective athlete development programs.

Research on sports motivation has expanded significantly during the last decade. Self-Determination Theory (SDT), proposed by Ryan and Deci (2020), remains one of the most widely used frameworks for understanding sports participation. SDT suggests that motivation develops when individuals experience autonomy, competence, and relatedness in sports environments. Previous studies have consistently reported positive relationships between motivation and sports participation. A systematic review conducted by Teixeira et al. (2020) found that intrinsically motivated athletes demonstrate higher persistence, enjoyment, and long-term commitment to sports

activities. Similarly, Ntoumanis et al. (2021) reported that autonomous motivation contributes significantly to athletic performance and psychological well-being. In youth sports settings, parental support has been identified as an important determinant of motivation. Studies by Knight et al. (2018) and Harwood and Thrower (2020) revealed that supportive parental involvement enhances athletes' confidence, enjoyment, and commitment. Likewise, coaches play a central role in creating motivational climates that foster athlete engagement and performance (Appleton et al., 2016).

Peer relationships also influence adolescents' participation in sports. Students who perceive positive social support from teammates and friends are more likely to remain involved in organized sports programs (Ullrich-French & McDonough, 2019). Furthermore, the availability of adequate sports facilities and training environments contributes positively to participation rates and motivational outcomes (Sallis et al., 2018). Research in tennis specifically has highlighted the importance of psychological factors in athlete development. Kovacs (2018) emphasized that motivation, concentration, and self-confidence are critical predictors of success in tennis. Fernandez-Fernandez et al. (2019) further argued that technical and physical training programs should be accompanied by psychological development strategies to maximize athlete potential.

In Indonesia, studies have explored motivation in various sports contexts. Research conducted by Maksum (2020) showed that intrinsic motivation significantly predicts student participation in extracurricular sports activities. Similarly, Hidayat and Supriyadi (2021) found that coach support and sports facilities positively influence athlete motivation in youth sports clubs. Other studies reported that students with higher motivational levels demonstrate greater participation intensity and improved sports performance (Nugroho et al., 2022; Prasetyo et al., 2023). These findings indicate that motivation is a multidimensional construct influenced by psychological, social, and environmental factors. However, motivational profiles may differ across sports, regions, and organizational contexts, requiring sport-specific investigations.

Although extensive research has examined motivation in sports participation, several limitations remain. First, most previous studies have focused on team sports such as football, volleyball, basketball, and futsal, while empirical investigations in lawn tennis remain relatively limited, particularly in developing countries (Fernandez-Fernandez et al., 2019). Second, existing research predominantly examines competitive athletes or elite performers, whereas studies focusing on student-athletes involved in local sports clubs are still scarce. Student participation patterns may differ substantially from those of elite athletes because educational commitments, family support, and recreational motives often influence their engagement in sports activities (Harwood & Thrower, 2020). Third, studies investigating sports motivation in Indonesia have largely concentrated on school extracurricular activities and university sports programs. Limited evidence is available regarding motivational characteristics among tennis club participants, especially in regional contexts such as Jambi City. Consequently, the factors driving student participation in lawn tennis coaching programs remain

insufficiently understood. Fourth, few studies simultaneously examine intrinsic and extrinsic motivational dimensions within community-based tennis coaching environments. Such information is necessary to identify the dominant motivational factors that influence students' participation and retention in tennis programs. Therefore, this study addresses an important empirical gap by examining the motivation of students participating in lawn tennis activities at PLN Tennis Club Jambi and identifying the factors that influence their involvement in sports coaching programs.

Based on the identified gaps, this study aims to determine the level of students' motivation toward lawn tennis activities at PLN Tennis Club Jambi and to analyze the intrinsic and extrinsic factors influencing their participation in sports coaching programs.

The novelty of this research lies in three aspects. First, it focuses specifically on lawn tennis, a sport that has received relatively limited attention in Indonesian sports motivation research. Second, the study investigates student-athletes within a community-based tennis club setting rather than formal school or elite sports environments. Third, it provides a comprehensive assessment of both intrinsic and extrinsic motivational dimensions, offering a more holistic understanding of participation behavior among youth tennis players.

The findings are expected to contribute theoretically to the literature on sports psychology and youth sports participation while providing practical recommendations for coaches, sports clubs, parents, and policymakers in enhancing athlete motivation and sustaining participation in lawn tennis development programs.

In conclusion, motivation plays a fundamental role in determining students' participation, persistence, and achievement in sports activities. Although previous studies have demonstrated the importance of intrinsic and extrinsic motivational factors, empirical evidence concerning lawn tennis participation among students in Jambi City remains limited. Considering the growing role of PLN Tennis Club Jambi in youth athlete development, investigating students' motivational profiles becomes highly relevant. Therefore, this study seeks to fill existing knowledge gaps by examining the level and determinants of student motivation toward lawn tennis participation, thereby contributing valuable insights for the improvement of sports coaching and athlete development programs in Indonesia.

METHODS

This study employed a quantitative descriptive research design using a survey method to examine the motivation of students toward participation in lawn tennis activities at PLN Tennis Club Jambi. Quantitative descriptive research is appropriate for identifying and describing existing phenomena objectively through numerical data and statistical interpretation, particularly in studies investigating psychological constructs such as motivation in sports settings (Creswell & Creswell, 2023; Thomas et al., 2022). The survey approach was selected because it enables researchers to collect data

systematically from respondents and to describe the characteristics of a population based on measurable indicators (Veal & Darcy, 2021). In sports science research, surveys have been widely utilized to assess motivational factors influencing athlete participation, engagement, and commitment to training programs (Ryan & Deci, 2020; Ntoumanis et al., 2021).

The research was conducted at PLN Tennis Club Jambi, one of the active lawn tennis coaching centers in Jambi City, during April 2026. This club was selected because it provides structured training programs for student athletes and represents an important setting for youth sports development in the region. According to previous studies, sports clubs serve as significant environments for fostering motivation, skill acquisition, and long-term sports participation among adolescents (Harwood & Thrower, 2020; Knight et al., 2018).

The population of this study consisted of all student athletes who actively participated in lawn tennis training activities at PLN Tennis Club Jambi, totaling 15 students. Given the relatively small population size, this research employed a total sampling technique, whereby all population members were included as respondents. Total sampling is recommended when the population size is limited and accessible, ensuring comprehensive data representation and minimizing sampling error (Sugiyono, 2022; Etikan & Bala, 2017).

Data collection was carried out using four complementary techniques: questionnaires, observations, interviews, and documentation. The primary instrument was a structured questionnaire designed to measure students' motivation toward lawn tennis participation. The instrument consisted of 40 statement items, including 20 intrinsic motivation items and 20 extrinsic motivation items, adapted from motivational constructs derived from Self-Determination Theory (Ryan & Deci, 2020). Intrinsic motivation indicators included enjoyment, personal satisfaction, competence, achievement, and self-development, whereas extrinsic motivation indicators encompassed parental support, coach encouragement, peer influence, facilities, rewards, and recognition (Teixeira et al., 2020; Appleton et al., 2016). All items were assessed using a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5), which has been demonstrated as a reliable approach for measuring motivational perceptions in sports research (Boateng et al., 2018).

Data analysis employed descriptive statistical techniques, including frequency distributions, percentages, means, and category classifications, to determine the level of student motivation toward lawn tennis activities. Descriptive analysis is widely recommended for survey-based studies aiming to provide an overview of respondents' characteristics and motivational tendencies without testing causal relationships (Field, 2022; Pallant, 2020). The results were subsequently interpreted according to predetermined motivation categories to provide a comprehensive profile of students' intrinsic and extrinsic motivation toward lawn tennis participation at PLN Tennis Club Jambi.

RESULTS AND DISCUSSION

Result

Descriptive Statistics of Student Motivation

Table 1.
 Descriptive Statistics of Student Motivation

Variable	N	Minimum	Maximum	Mean	Std. Dev.	Category
Intrinsic Motivation	15	67	100	85.20	10.220	Very High
Extrinsic Motivation	15	50	80	67.00	10.372	High

Based on the descriptive statistical analysis using SPSS version 27, the number of respondents in this study was 15 students. The intrinsic motivation variable obtained a minimum score of 67 and a maximum score of 100, with a mean score of 85.20 and a standard deviation of 10.220. These results indicate that the intrinsic motivation level of students was categorized as very high. This finding shows that students possessed strong internal encouragement, such as interest, enjoyment, self-satisfaction, and the desire to improve their abilities in participating in lawn tennis training activities at PLN Tennis Club Jambi.

Meanwhile, the extrinsic motivation variable obtained a minimum score of 50 and a maximum score of 80, with a mean score of 67.00 and a standard deviation of 10.372. The results indicate that students' extrinsic motivation was categorized as high. This condition shows that students received strong encouragement from external factors such as coach support, parental support, peer relationships, training facilities, and rewards provided during the training process.

Intrinsic Motivation Level

Table 2.
 Distribution of Intrinsic Motivation

Percentage Interval	Category	Frequency	Percentage
81-100	Very High	6	40%
61-80	High	5	33.33%
41-60	Moderate	3	20%
21-40	Low	1	6.67%
0-20	Very Low	0	0%

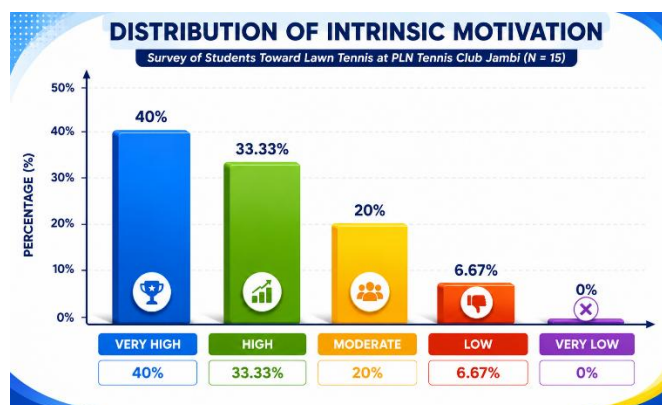


Figure 1.
 Intrinsic Motivation Graph

Based on the analysis results of intrinsic motivation data toward lawn tennis activities at PLN Tennis Club Jambi, it was found that 6 students (40%) were categorized as very high, 5 students (33.33%) as high, 3 students (20%) as moderate, and 1 student (6.67%) as low. No students were categorized as very low. These findings indicate that students' intrinsic motivation in participating in lawn tennis training activities was very high. This can be seen from students' interest, enjoyment, self-satisfaction, desire to improve, and enthusiasm in participating in regular training sessions.

The high intrinsic motivation demonstrated that lawn tennis had become an activity favored by students. Students participated in training not only because of obligations, but also because they felt enjoyment and satisfaction from the activity itself. Students with strong intrinsic motivation tended to show better discipline, enthusiasm, and consistency during the training process.

Extrinsic Motivation Level

Table 3.
 Distribution of Extrinsic Motivation

Percentage Interval	Category	Frequency	Percentage
81-100	Very High	4	26.67%
61-80	High	8	53.33%
41-60	Moderate	2	13.33%
21-40	Low	1	6.67%
0-20	Very Low	0	0%

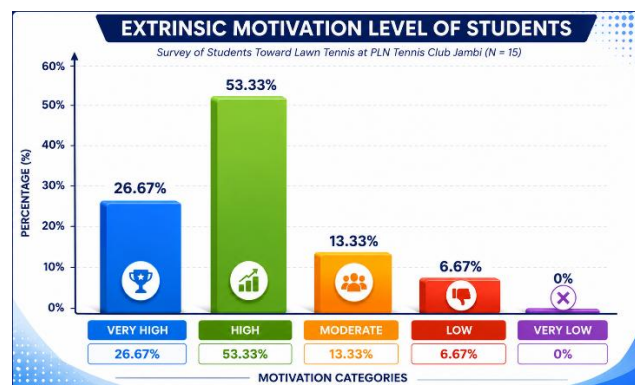


Figure 2.
 Extrinsic Motivation Graph

Based on the analysis results of extrinsic motivation data, it was found that 4 students (26.67%) were categorized as very high, 8 students (53.33%) as high, 2 students (13.33%) as moderate, and 1 student (6.67%) as low. No students were categorized as very low. These results indicate that students' extrinsic motivation in participating in lawn tennis training activities was categorized as high.

The high extrinsic motivation was influenced by several external factors, including support from coaches, parents, peers, training facilities, and rewards received during training activities. Coaches played an important role in motivating students by providing guidance, encouragement, and positive reinforcement during practice sessions. In addition, support from parents and peers also helped students maintain their enthusiasm and consistency in participating in lawn tennis training activities.

Overall Student Motivation

Table 4.
 Overall Student Motivation Distribution

Percentage Interval	Category	Frequency	Percentage
81-100	Very High	5	33.33%
61-80	High	7	46.67%
41-60	Moderate	2	13.33%
21-40	Low	1	6.67%
0-20	Very Low	0	0%

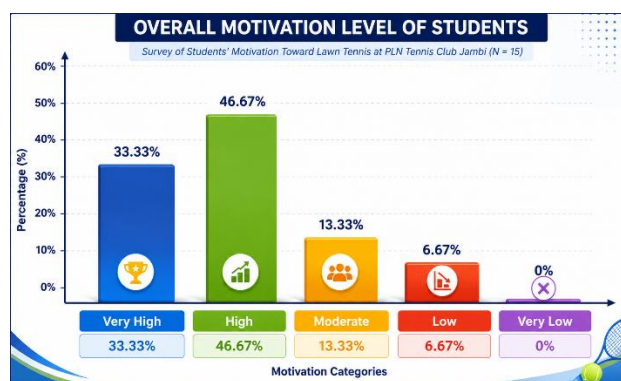


Figure 3. Overall Motivation Graph

Based on the overall motivation analysis results, 5 students (33.33%) were categorized as very high, 7 students (46.67%) as high, 2 students (13.33%) as moderate, and 1 student (6.67%) as low. These findings indicate that most students possessed high motivation toward lawn tennis activities at PLN Tennis Club Jambi.

The findings of this study demonstrate that intrinsic and extrinsic motivation factors interact with each other in influencing students' participation in sports coaching activities. Students with strong internal motivation combined with positive environmental support tend to participate more actively and consistently during training activities. These findings are in line with motivational theories stating that interest, enjoyment, coach support, parental encouragement, peer relationships, and training facilities are important factors in maintaining sports participation among students.

Discussion

The findings of this study indicate that students participating in lawn tennis activities at PLN Tennis Club Jambi demonstrate a generally high level of motivation toward training and sports participation. This result confirms that motivation plays a central role in encouraging adolescents to engage consistently in organized sports activities. Motivation is recognized as a multidimensional psychological construct that influences athletes' willingness to participate, persist, and achieve within sports environments (Ryan & Deci, 2020). The high motivational level observed among student athletes suggests that lawn tennis is perceived not only as a recreational activity but also as a meaningful avenue for personal development, achievement, and social interaction.

The strong intrinsic motivation identified in this study reflects students' enjoyment, satisfaction, and personal interest in playing tennis. According to Self-

Determination Theory (SDT), intrinsic motivation emerges when individuals participate in an activity because it is inherently enjoyable and fulfilling rather than driven by external rewards (Ryan & Deci, 2020). Previous studies have consistently demonstrated that intrinsically motivated athletes exhibit greater persistence, commitment, and psychological well-being than those primarily driven by external incentives (Teixeira et al., 2020; Ntoumanis et al., 2021). In the context of lawn tennis, students may experience enjoyment through skill mastery, competitive challenges, and opportunities to improve their physical capabilities. Similar findings were reported by Kovacs (2018) and Fernandez-Fernandez et al. (2019), who emphasized that intrinsic enjoyment is a critical factor sustaining long-term participation in tennis training programs. Another important finding is that students demonstrated a strong desire to improve their technical abilities and athletic performance. This aligns with research indicating that perceptions of competence significantly contribute to motivation and sports engagement among adolescents (Appleton et al., 2016; Balaguer et al., 2018). When athletes perceive progress in their skills, they develop greater confidence and commitment to training activities. In tennis, improvements in stroke accuracy, footwork, coordination, and match performance can reinforce feelings of competence and achievement, thereby strengthening intrinsic motivation (Kovacs, 2018).

The findings also reveal the substantial contribution of extrinsic motivation factors. Students reported receiving encouragement from coaches, parents, and peers, which positively influenced their participation in lawn tennis activities. Coach support has consistently been identified as one of the strongest predictors of athlete motivation and retention in sports programs (Harwood & Thrower, 2020; Duda & Appleton, 2016). Coaches who provide constructive feedback, emotional support, and clear performance goals create a motivational climate that promotes athlete engagement and satisfaction. Within PLN Tennis Club Jambi, the presence of structured coaching programs likely contributes to students' positive motivational experiences. Parental support emerged as another influential factor. Previous studies have shown that adolescents are more likely to remain active in sports when parents provide emotional encouragement, logistical assistance, and positive reinforcement (Knight et al., 2018; Lisinskiene et al., 2019). Parents often serve as role models and facilitators of sports participation by providing transportation, equipment, and moral support. Consequently, supportive family environments contribute significantly to sustaining students' involvement in tennis activities.

Peer influence also plays a vital role in shaping sports motivation. During adolescence, friendships and social relationships become increasingly important determinants of behavior (Ullrich-French & McDonough, 2019). Positive interactions with teammates can enhance enjoyment, social belonging, and commitment to sports participation. The present findings support previous research indicating that peer acceptance and group cohesion contribute positively to athlete motivation and continued participation in organized sports (Eime et al., 2018; Bean et al., 2018).

The availability of facilities and training infrastructure may further explain the relatively high motivation levels observed in this study. Sports participation tends to

increase when athletes have access to appropriate facilities, equipment, and training environments (Sallis et al., 2018; Hoare et al., 2017). PLN Tennis Club Jambi provides dedicated tennis courts and organized coaching sessions, creating opportunities for students to practice regularly and develop their skills. Such environmental support has been shown to enhance both intrinsic and extrinsic motivation among youth athletes (Crane & Temple, 2015).

From a broader perspective, the findings support previous Indonesian studies examining motivation in youth sports contexts. Research conducted by Maksum (2020), Nugroho et al. (2022), and Prasetyo et al. (2023) demonstrated that motivated students tend to participate more actively in sports programs and exhibit higher levels of commitment to training activities. Similarly, Hidayat and Supriyadi (2021) found that coach support, parental involvement, and sports facilities significantly influence athlete motivation in sports clubs. The consistency between the present findings and previous studies suggests that motivational determinants among student athletes in Jambi City are comparable to those observed in other Indonesian sports settings.

Furthermore, motivation toward tennis participation may contribute to broader developmental outcomes beyond sports performance. Research has shown that motivated youth athletes experience improvements in self-confidence, emotional regulation, leadership, teamwork, and academic engagement (Biddle et al., 2019; Bailey et al., 2017; Holt et al., 2017). Tennis, as an individual sport requiring concentration, discipline, and strategic thinking, provides unique opportunities for character development and life-skill acquisition. Therefore, maintaining high levels of motivation is essential not only for athletic achievement but also for holistic adolescent development.

Overall, the findings indicate that students' motivation toward lawn tennis at PLN Tennis Club Jambi is influenced by a combination of intrinsic and extrinsic factors. Intrinsic factors such as enjoyment, competence, and self-improvement appear to interact with extrinsic influences including coach support, parental encouragement, peer relationships, and facility availability. These findings reinforce contemporary motivational theories and empirical evidence suggesting that successful sports participation among adolescents requires supportive psychological, social, and environmental conditions. Consequently, sports clubs and stakeholders should continue strengthening motivational climates that foster enjoyment, competence, autonomy, and social support to ensure sustainable participation and athlete development in lawn tennis programs.

CONCLUSION

Based on the findings of this study, it can be concluded that the motivation of Jambi City students toward lawn tennis activities at PLN Tennis Club Jambi was generally categorized as high. The results demonstrated that students showed strong interest and active participation in training activities, indicating that lawn tennis has

become an attractive and meaningful sport among young athletes in Jambi City. The overall motivation analysis revealed that 5 students (33.33%) were classified as having very high motivation, 7 students (46.67%) as high, 2 students (13.33%) as moderate, and 1 student (6.67%) as low. These findings suggest that the majority of participants possess positive attitudes and enthusiasm toward engaging in lawn tennis training programs.

The analysis of intrinsic motivation indicated that internal motivational factors constituted the strongest source of participation. The intrinsic motivation variable achieved a mean score of 85.20 ± 10.220 , which falls within the very high category. Specifically, 40% of students demonstrated very high intrinsic motivation, while 33.33% were categorized as high. This result confirms that students are primarily driven by personal enjoyment, self-satisfaction, interest in tennis, the desire to improve their abilities, and enthusiasm for regular training participation.

Meanwhile, the extrinsic motivation analysis showed that environmental and social factors also played a significant role in encouraging participation. The extrinsic motivation variable obtained a mean score of 67.00 ± 10.372 , categorized as high. Most students reported receiving positive support from coaches, parents, peers, and training facilities, which contributed to their commitment and consistency in attending training sessions.

Overall, the findings demonstrate that intrinsic and extrinsic motivational factors interact synergistically in shaping students' participation in lawn tennis activities. Students who possess strong internal motivation and receive supportive environmental encouragement tend to participate more actively and consistently in training programs. Therefore, maintaining a positive coaching climate, strengthening social support systems, and providing adequate facilities are essential strategies for enhancing student participation and achievement in lawn tennis. The results of this study provide valuable insights for coaches, schools, and sports organizations in developing effective youth tennis coaching programs and promoting sustainable sports participation among students.

ACKNOWLEDGMENTS

The authors would like to express their deepest gratitude to Allah SWT for His blessings, mercy, and guidance, which made the completion of this research and article possible. Without His grace, the research process and the preparation of this manuscript could not have been accomplished successfully. The authors would also like to convey their sincere appreciation to PLN Tennis Club Jambi for providing permission, facilities, and full support throughout the research process. The cooperation and openness demonstrated by the club greatly contributed to the successful collection of data and implementation of the study. Special thanks are extended to the supervisors, Iwan Budi Setiawan, S.Pd., M.Pd., and Muhammad Ali, S.Pd., M.Pd., for their invaluable guidance, constructive feedback, insightful suggestions, and continuous motivation during every stage of this research. Their academic expertise and encouragement have significantly

enhanced the quality of this study and the preparation of this manuscript. The authors are also grateful to all student athletes of PLN Tennis Club Jambi who willingly participated as respondents in this study. Their cooperation, honesty, and enthusiasm in providing information were essential to the achievement of the research objectives. Finally, the authors would like to thank their families, friends, colleagues, and all individuals who provided moral support, encouragement, and assistance throughout the research and writing process. The authors acknowledge that this study would not have been completed without the contributions and support of many parties. It is hoped that the findings of this research will contribute to the development of sports coaching programs, particularly in fostering student motivation and participation in lawn tennis activities in Jambi City.

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