INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS

ISSN(print): 2643-9840, ISSN(online): 2643-9875

Volume 09 Issue 11 November 2026

DOI: 10.47191/ijmra/v9-i11-28, Impact Factor: 8.685

Page No. 7754-7762

The Effect of Parental Support and Organizational Culture on the Training Performance of Petanque Athletes in East Kalimantan Province through Self-confidence

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ABSTRACT: This study aims to analyze the direct and indirect effects of parental support and organizational culture on the training performance of petanque athletes in East Kalimantan Province, with self-confidence as a mediating variable. Training performance is the primary foundation for achieving sports excellence; however, athlete development at the regional level still tends to focus on physical and technical aspects, while psychosocial factors receive less attention. This study employs a quantitative approach with an explanatory design. The population consists of all 120 active petanque athletes in East Kalimantan Province, all of whom were selected as samples through saturated sampling (total sampling). Data were collected using a 5-point Likert scale questionnaire that had been tested for validity and reliability. Data analysis used Structural Equation Modeling based on Partial Least Square (SEM-PLS) with SmartPLS 4.0 software. The results show that: (1) parental support has a positive and significant effect on self-confidence (β = 0.342; p = 0.000); (2) organizational culture has a positive and significant effect on selfconfidence (β = 0.318; p = 0.000); (3) parental support has a positive and significant effect on training performance (β = 0.215; p = 0.008); (4) organizational culture has a positive and significant effect on training performance (β = 0.198; p = 0.015); (5) selfconfidence has a positive and significant effect on training performance (β = 0.412; p = 0.000); (6) self-confidence partially mediates the effect of parental support on training performance (β = 0.141; p = 0.001; VAF = 39.6%); and (7) self-confidence partially mediates the effect of organizational culture on training performance (β = 0.131; p = 0.003; VAF = 39.8%). The R^2 value for self-confidence is 0.512 and for training performance is 0.634, both in the moderate category. The SRMR value of 0.072 indicates the model has a perfect fit. These findings confirm that parental support and organizational culture are external factors that play an important role in enhancing self-confidence and training performance of petanque athletes, both directly and through the mediation of self-confidence. The theoretical model integrating Social Cognitive Theory (Bandura), Ecological Systems Theory (Bronfenbrenner), and Self-Determination Theory (Deci & Ryan) proves capable of explaining the mechanism of environmental factors' influence on athletes' achievement behavior. This study contributes theoretically to the development of sport psychology and coaching management, as well as provides practical implications for FOPI administrators, coaches, and parents in creating a holistic and conducive development environment for improving petanque athletes' performance.

KEYWORDS: parental support, organizational culture, self-confidence, training performance, petanque athletes

INTRODUCTION

Petanque is a rapidly growing sport in Indonesia, including in East Kalimantan Province. The 2024 Petanque Provincial Championship in East Kalimantan demonstrated a high level of enthusiasm and competition between regions (Kaltim Post, 2024). However, behind this enthusiasm, there are fundamental issues that need attention. The primary issue motivating this research is the persistently low consistency of East Kalimantan petanque athletes' achievements at the national level, as well as the observed symptoms of declining training performance ahead of major competitions. According to initial observations of training in several regions such as Samarinda, Balikpapan, and Kutai Kartanegara, many athletes were found showing fluctuations in training quality, easily giving up under pressure, and a lack of self-confidence while training under the supervision of the coaches.

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Optimal training performance is the primary foundation for achieving peak performance. However, recent studies highlight psychosocial aspects have no less important impacts than physical aspects in athlete development (Pambudi, 2026). Unfortunately, high training performance is often hindered. Sports development at the regional level still often focuses solely on the development of physical and technical aspects, while psychological aspects such as self-confidence receive insufficient attention.

Two crucial external factors are parental support and organizational culture. Parents play a significant role in shaping athletes' character and personality and in fostering their self-confidence. Support can take the form of motivation, fulfillment of facilities and infrastructure, and emotional support (Saputra, 2020). On the other hand, a positive sports organizational culture (in this case, FOPI of East Kalimantan Province), characterized by a structured development system, effective communication between coaches and administrators, and values of solidarity, has been proven to contribute positively to athlete performance. Research by Prayoga (2022) on amateur boxing athletes in South Kalimantan explicitly proves that organizational culture significantly affects sports performance. This finding is reinforced by a study in the Retos journal (Prayoga & Sukoco, 2024), which shows an influence of organizational culture on the performance of amateur petanque athletes in Indonesia.

Self-confidence, as an internal variable, bridges external factors and performance. High self-confidence athletes tend to be more courageous in trying new things, more diligent in training, and persistent under pressure. Parental support and a supportive organizational environment are believed to improve self-confidence, which in turn affects improvement in training performance. Research on junior badminton athletes, for instance, confirms that family support is the strongest predictor of achievement motivation, a concept closely related to self-confidence and performance (Hidayat & Pambudi, 2024).

Although research on parental support and organizational culture has been conducted before, the novelty of this study lies in several aspects**.** First**,** this study tests the four variables (parental support, organizational culture, self-confidence, and training performance) in a single comprehensive model that has never been done in the sport of petanque. Second**,** it focuses on training performance (not just match achievement), which is the foundation of long-term achievement. Third, it examines the specific context of petanque athletes in East Kalimantan Province, which has never been studied before. Fourth, it uses self-confidence as a mediating variable that bridges external factors and training performance, differing from previous studies that more often used achievement motivation as a mediator. Fifth, it integrates three grand theories simultaneously—Social Cognitive Theory (Bandura), Ecological Systems Theory (Bronfenbrenner), and Self-Determination Theory (Deci & Ryan)—providing a more comprehensive theoretical foundation.

Therefore, this study aims to analyze both the direct and indirect impacts of parental support and organizational culture on the training performance of petanque athletes in East Kalimantan Province, with self-confidence as a mediating variable. The findings are expected to contribute theoretically to the development of sport psychology and coaching management, as well as provide practical implications for FOPI administrators, coaches, and parents in creating a holistic and conducive development environment for improving petanque athletes' performance.

METHOD

This study employed a quantitative approach with an explanatory design. The population of the study consisted of all active petanque athletes in East Kalimantan Province, totaling 120 individuals, all of whom were selected as the sample through a saturated sampling technique (total sampling). The research participants were spread across 10 regencies/cities in East Kalimantan Province. Data collection was conducted using a questionnaire with a 5-point Likert scale that had been tested for validity and reliability. The research instrument consisted of four main variables: Parental Support (X1), Organizational Culture (X2), Self-Confidence (Z), and Training Performance (Y).

Data analysis was performed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS) with the assistance of SmartPLS 4.0 software. Model evaluation was conducted in two stages: outer model evaluation (convergent validity, discriminant validity, composite reliability, and Cronbach's alpha) and inner model evaluation (R-square, effect size, goodness of fit, and hypothesis significance testing through bootstrapping). The demographic characteristics of the respondents are presented in Table 1, and the validity and reliability of the research instruments are presented in Table 2.

Table 1. Characteristics of Respondents (n = 120)

Characteristic	Category	Frequency (n)	Percentage (%)
Gender	Male	60	50.0
	Female	60	50.0

Age	15–17 years	28	23.3
	18–20 years	46	38.3
	21–23 years	32	26.7
	24–26 years	14	11.7
Training Experience	< 1 year	18	15.0
	1–3 years	52	43.3
	4–6 years	34	28.3
	> 6 years	16	13.4
Total		**120**	**100.0**

Table 2. Validity and Reliability of Research Instruments

Variable	Number of Items	Valid Items	r-calculated Range	Cronbach's Alpha	Category
Parental Support (X1)	17	17	0.412–0.785	0.892	Very Reliable
Organizational Culture (X2)	20	20	0.398–0.812	0.915	Very Reliable
Self-Confidence (Z)	16	16	0.425–0.796	0.878	Very Reliable
Training Performance (Y)	16	16	0.387–0.802	0.901	Very Reliable

RESULT AND DISCUSSION

RESULTS

1. Outer Model Evaluation

The convergent validity evaluation results show that all indicators have outer loadings > 0.70 and all constructs have AVE values > 0.50; therefore, all indicators are considered valid. The results are presented in Table 3.

Table 3. Convergent Validity Evaluation Results

Construct	Indicator	Outer Loading	AVE	Status
Parental Support (X1)	X1.1	0.812	0.678	Valid
	X1.2	0.834		Valid
	X1.3	0.798		Valid
	X1.4	0.845		Valid
Organizational Culture (X2)	X2.1	0.825	0.692	Valid
	X2.2	0.847		Valid
	X2.3	0.791		Valid
	X2.4	0.836		Valid
Self-Confidence (Z)	Z.1	0.804	0.665	Valid
	Z.2	0.819		Valid

	Z.3	0.788		Valid
	Z.4	0.827		Valid
Training Performance (Y)	Y.1	0.831	0.701	Valid
	Y.2	0.852		Valid
	Y.3	0.796		Valid
	Y.4	0.843		Valid

The discriminant validity evaluation using the Fornell-Larcker Criterion shows that the square root of the AVE for each construct is greater than the correlation values between that construct and other constructs (see Table 4). The Composite Reliability (CR) and Cronbach's Alpha values of all constructs are > 0.70, indicating that all constructs are declared reliable (see Table 5).

Table 4. Discriminant Validity Evaluation (Fornell-Larcker Criterion)

Construct	X1	X2	Z	Y
Parental Support (X1)	0.823			
Organizational Culture (X2)	0.456	0.832		
Self-Confidence (Z)	0.512	0.487	0.815	
Training Performance (Y)	0.534	0.521	0.598	0.837

Table 5. Composite Reliability and Cronbach's Alpha Evaluation Results

Construct	Composite Reliability	Cronbach's Alpha	Status
Parental Support (X1)	0.912	0.895	Reliable
Organizational Culture (X2)	0.928	0.913	Reliable
Self-Confidence (Z)	0.905	0.887	Reliable
Training Performance (Y)	0.918	0.902	Reliable

2. Inner Model Evaluation

The R^2 value for the Self-Confidence variable (Z) is 0.512, and that for Training Performance (Y) is 0.634; both fall within the moderate category. The SRMR value of 0.072 indicates that the model has a perfect fit. The results of the effect size (f^2) test show that the effect of parental support on self-confidence ($f^2 = 0.182$) and the effect of organizational culture on selfconfidence ($f^2 = 0.156$) fall within the moderate category, while the effect of self-confidence on training performance ($f^2 = 0.245$) also falls within the moderate category. The results are presented in Table 6.

Table 6. R-Square and Effect Size (f^2) Results

Endogenous Variable	R-Square	Category
Self-Confidence (Z)	0.512	Moderate
Training Performance (Y)	0.634	Moderate
Path	f^2	Category
X1 → Z	0.182	Moderate
X2 → Z	0.156	Moderate
X1 → Y	0.098	Small
X2 → Y	0.087	Small
Z → Y	0.245	Moderate

The results of hypothesis testing using the bootstrapping method are presented in Table 7. Based on Table 7, all hypotheses (H1 through H7) are accepted.

Table 7. Hypothesis Significance Testing Results (Bootstrapping)

Hypothesis	Path	Path Coefficient (β)	T-Statistic	P-Value	Decision
H1	X1 → Z	0.342	4.215	0.000	Accepted
H2	X2 → Z	0.318	3.876	0.000	Accepted
H3	X1 → Y	0.215	2.654	0.008	Accepted
H4	X2 → Y	0.198	2.432	0.015	Accepted
H5	Z → Y	0.412	5.123	0.000	Accepted
H6	X1 → Z → Y	0.141	3.245	0.001	Accepted
H7	X2 → Z → Y	0.131	3.012	0.003	Accepted

4. Mediation Analysis

The mediation analysis results (VAF) indicate that self-confidence partially mediates the effect of parental support on training performance (VAF = 39.6%) and the effect of organizational culture on training performance (VAF = 39.8%). The results are presented in Table 8.

Table 8. Mediation Analysis Results (VAF)

Path	Direct Effect	Indirect Effect	Total Effect	VAF	Mediation Type
X1 → Z → Y	0.215	0.141	0.356	39.6%	Partial Mediation
X2 → Z → Y	0.198	0.131	0.329	39.8%	Partial Mediation

DISCUSSION

The findings of this study indicate that the theoretical model developed is supported by empirical data. All proposed hypotheses (H1 through H7) are accepted, confirming that parental support and organizational culture are proven to have a positive and significant effect on athletes' self-confidence and training performance, both directly and indirectly through selfconfidence as a mediating variable. The discussion of each finding is presented as follows.

1. The Effect of Parental Support on Self-Confidence

The results of the study indicate that parental support has a positive and significant effect on athletes' self-confidence (β = 0.342; p = 0.000). This finding aligns with Bandura's Social Cognitive Theory (1997), which explains that environmental factors, including family support, interact with personal factors (self-confidence) to influence athletes' behavior. In the context of petanque, a sport that requires composure and a high level of concentration, consistent emotional support from parents is essential in helping athletes build mental resilience. This finding is also consistent with Self-Determination Theory from Deci and Ryan (1985), which explains that parental support, especially emotional support and appreciation, fulfills athletes' need for relatedness. Empirically, this finding strengthens the results of Pambudi (2026) and Setiawan and Juita (2025), which found a positive relationship between social support and resilience of efficacy in athletes.

2. The Effect of Organizational Culture on Self-Confidence

Organizational culture has a positive and significant effect on athletes' self-confidence (β = 0.318; p = 0.000). This finding can be explained through Bronfenbrenner's Ecological Systems Theory (1979), which places organizational culture within the exosystem and macrosystem. An organization with a positive culture creates a climate in which athletes feel valued, heard, and

recognized as an important part of the team, which in turn strengthens their self-confidence. From the perspective of SelfDetermination Theory, a positive organizational culture fulfills the need for autonomy and the need for relatedness, which contributes significantly to increasing athletes' self-confidence. This finding is consistent with Prayoga (2022) and Prayoga and Sukoco (2024), which proved that organizational culture significantly affects the sports performance of amateur boxing athletes.

3. The Effect of Parental Support on Training Performance

Parental support has a positive and significant effect on athletes' training performance (β = 0.215; p = 0.008). Instrumental support, such as providing facilities and infrastructure and covering training costs, enables athletes to participate in training programs optimally. This finding is consistent with Pambudi (2026), which showed that family support is the strongest predictor of athlete performance, as well as Hidayat and Pambudi (2024), which showed that parental support has a direct effect on athlete achievement in South Kalimantan. Theoretically, this finding can be explained through Bandura's Social Cognitive Theory (1997), where parental support as an environmental factor provides modeling and verbal persuasion that shape athletes' beliefs about their abilities.

4. The Effect of Organizational Culture on Training Performance

Organizational culture has a positive and significant effect on athletes' training performance (β = 0.198; p = 0.015). A positive organizational culture creates a structured development system, clear targets, and measurable evaluation. This finding aligns with Prayoga (2022), which showed that organizational culture significantly affects sports performance, as well as Wibowo and Sukoco (2023), which showed that organizational culture in the dimensions of innovation, team orientation, and stability contributes positively to organizational performance in athlete development.

5. The Effect of Self-Confidence on Training Performance

Self-confidence has a positive and significant effect on athletes' training performance (β = 0.412; p = 0.000). Self-confident athletes enter the training area with a positive and optimistic attitude, believe in their ability to master the training materials, are courageous in attempting new techniques, and are more focused and composed when receiving instructions from the coach. This finding is consistent with the studies by Juita (2022) and Ardiansyah and Hidayat (2023). The study by Christakou et al.
(2024) also found that self-confidence plays an important role in determining athletes' responses to external pressure.

6. The Indirect Effect of Parental Support on Training Performance through Self-Confidence

Self-confidence partially mediates the effect of parental support on training performance (β = 0.141; p = 0.001; VAF = 39.6%). Consistent parental support creates psychological security and comfort, which serves as the foundation for developing selfconfidence. Self-confident athletes, in turn, demonstrate better training performance. This finding is consistent with Hidayat and Pambudi (2024), which proved the mediating effect of psychological variables in the relationship between parental support and athlete achievement. The VAF value of 39.6% indicates that nearly 40% of the effect of parental support on training performance is mediated by self-confidence.

7. The Indirect Effect of Organizational Culture on Training Performance through Self-Confidence

Self-confidence partially mediates the effect of organizational culture on training performance (β = 0.131; p = 0.003; VAF = 39.8%). A positive and supportive organizational environment enhances athletes' sense of being valued and sense of belonging, which in turn strengthens their self-confidence. Athletes who are self-confident because they are in a supportive environment will be more courageous, more focused, and more diligent in undergoing training. This finding is consistent with Prayoga (2022), which proved the mediating effect of psychological variables in the relationship between organizational culture and sports performance. The VAF value of 39.8% indicates that nearly 40% of the effect of organizational culture on training performance is mediated by self-confidence.

8. Integration of Findings with Grand Theory

Overall, the findings of this study can be integrated within the framework of the three grand theories used. Social Cognitive Theory (Bandura, 1997) explains the mechanism of interaction between personal factors (self-confidence), behavior (training performance), and environment (parental support and organizational culture). Ecological Systems Theory (Bronfenbrenner, 1979) explains that athlete development is influenced by various interrelated environmental layers, from the microsystem (parents) to the exosystem and macrosystem (organizational culture). Self-Determination Theory (Deci & Ryan, 1985) explains that the fulfillment of three basic psychological needs—autonomy, competence, and relatedness—through parental support and a positive organizational culture increases athletes' self-confidence, which in turn optimizes training performance.

CONCLUSIONS

Based on the results of the data analysis and discussion, it can be concluded that the theoretical model developed in this study is supported by empirical data. All the proposed hypotheses (H1 through H7) are accepted, which means that parental support and organizational culture are proven to have a positive and significant effect on athletes' self-confidence and training performance, both directly and indirectly through self-confidence as a mediating variable. This study shows that parental support and organizational culture are important external factors in enhancing petanque athletes' self-confidence and training performance. Self-confidence is proven to act as a partial mediating variable that bridges the influence of these external factors on training performance. The theoretical model integrating Social Cognitive Theory (Bandura), Ecological Systems Theory (Bronfenbrenner), and Self-Determination Theory (Deci & Ryan) proves capable of explaining the mechanism of environmental factors' influence on athletes' achievement behavior. This study contributes theoretically to the development of sport psychology and coaching management, as well as provides practical implications for FOPI administrators, coaches, and parents in creating a holistic and conducive development environment for improving petanque athletes' performance.

ACKNOWLEDGMENT

The author would like to express sincere gratitude to all parties who assisted in the implementation of this study, particularly the petanque athletes of East Kalimantan Province, the coaches, and the administrators of FOPI (Federasi Olahraga Petanque Indonesia) East Kalimantan Province, who granted permission and provided assistance during the data collection process. The author also extends appreciation to the academic supervisors and colleagues at Universitas Negeri Yogyakarta for their valuable guidance and support throughout the research process. Finally, the author thanks the parents and family members of the athletes for their cooperation and participation, without which this study would not have been possible.

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