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Analysis on the Effect of Anxiety and Training Environment towards the Achievement Motivation through the Mediator of Self-Efficacy of Yogyakarta Futsal Athletes

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A B S T R A C T

The objectives of this study are to: (1) test how anxiety affects the desire of DIY futsal athletes to excel; (2) test how the training environment affects the desire of DIY futsal athletes to excel; and (3) test how self-efficacy in mediating anxiety and the training environment affects the desire of DIY futsal athletes to excel. This research is quantitative. Every futsal athlete who participates in the DIY futsal team is the subject of this study. This study involved 106 people. Data was collected from April to May 2025 through questionnaires. R Square, F Square, Q Square, and Path Coefficient tests were used to perform structural model data analysis. The calculation of the t-test obtained through the bootstrapping method using the Structural-Partial Least Square Equation Model is based on the hypothesis testing of this study. The results of the study showed that: (1) Anxiety had a significant effect on the achievement motivation of DIY futsal athletes (2) The training environment had a significant effect on the motivation of DIY futsal athletes (3) Self-efficacy was able to mediate the influence of anxiety and the training environment on the motivation of DIY futsal athletes to achieve.

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INTRODUCTION

Every individual needs motivation because it is motivation that drives human behavior. The drive to achieve success or success is a form of motivation that is naturally possessed by humans. Motivation acts as a psychological energy that encourages a person to set goals, survive challenges, and improve their performance, including in the field of sports.

In every athlete, this encouragement is very necessary and is known as achievement motivation (Wattimera, 2015). Motivation is the drive in an athlete that generates turmoil or desire to achieve a certain goal. One of the factors that affect athletes' commitment is motivation.

One of the psychological states of athletes that needs to be considered is anxiety. Anxiety is one of the most complex and most studied constructs in psychology, and it is very common in sportsmen (Marín-González et al., 2022). Many athletes assume that anxiety can reduce motor skills which can result in decreased performance (Kemarat et al., 2022). Anxiety in futsal comes from the athletes themselves, who can experience feelings of satisfaction, negative thoughts, unexpected, and excessive performances, as well as confusing stimuli from the outside (Sukadiyanto, 2005).

High levels of anxiety can hinder athletes' motivation in training and competing. Coaches play an important role as a source of psychological support. Heredia-León et al. (2022) stated that athletes' motivation can be influenced by the coach's interpersonal style, so coach behavior is one of the most crucial aspects of the sports training process. (Heredia-León et al., 2022). Likewise, futsal athletes need to be motivated to have enthusiasm in competing

The environment in sports is becoming an increasingly important issue (Backman & Svensson, 2022). Currently, the factors that affect athletes' involvement are more seen in terms of motivation in themselves, and still less attention to the role of the social environment, such as relationships with others. In fact, coaches as direct leaders in sports teams have a big role from the outside to encourage athletes to be enthusiastic in training and matches, as well as improve their competitive ability. Coaches are also a source of social, emotional, and informational support for athletes, so their influence on athlete engagement cannot be ignored. The relationship between coach and athlete is a two-way, mutually influencing process. The quality of this relationship can affect how athletes view the benefits and disadvantages of the relationship. Athletes' engagement includes their thoughts and feelings (Gu, Peng, Du et al, 2023).

For athletes, the self-effect is a person's belief in their ability to act in accordance with their goals and expectations. (Wohon & Ediati, 2019). This means an athlete's belief in his ability to perform certain skills that can affect the athlete's emotions and behavior under stress. The self-efficacy of athletes helps to overcome all obstacles when they are in training and competition. Self-efficacy is related to a person's beliefs related to his or her duties as an athlete, and fully encourages athletes' confidence, and can even be a motivation for athletes. This self-efficacy will encourage athletes to make the right decisions. This is influenced by confidence and they are confident that they can overcome all

existing obstacles, so that without realizing it they will improve their abilities (Latuheru et al., 2022).

Based on the description, it is clear that there is a relationship between anxiety, the training environment, self-efficacy, and the athlete's desire to excel. However, there is little research that studies how the four variables interact with each other, especially in futsal athletes in the Special Region of Yogyakarta (DIY). Therefore, this study aims to see how the training environment and anxiety affect the motivation of DIY futsal athletes to excel by mediating self-efficacy. The results of this study are expected to be the basis for methods to improve the quality of futsal athletes both in preparation and during matches.

THEORETICAL REVIEW

Anxiety

Anxiety is a form of negative emotions, such as feelings of worry and fear (Weinberg & Gould, 2007). The impact of this anxiety can interfere with athletes' performance so that they cannot perform optimally (Soleh, 2019:497). Anxiety is a common experience that can be experienced by anyone, including individuals who have just entered a new environment (Rohmadani, 2020).

Training Environment

According to Hartanti et al. (2004), there are three factors that affect the achievement of sports achievements, namely activity factors (psychological drive to learn), organismal factors (sensory ability), and environmental factors (psychological influences from surrounding conditions). Other external factors that play a role include social factors such as family and community support, cultural factors, and environmental physical conditions such as facilities and learning atmosphere.

Motivation to Excel

One of the important components that affects success in carrying out a task optimally is motivation. The influence of energy and direction on behavior, including needs, interests, attitudes, desires, and stimulants or incentives, can be defined as motivation (Tangkudung, 2023).

Self-Efficacy

According to Bandura et al. (1999), self-efficacy is a person's belief in his ability to manage and complete a series of tasks to achieve goals and overcome the obstacles faced. Self-efficacy reflects an individual's belief that he or she is capable of taking the actions needed to achieve certain outcomes

Futsal Athlete

The term "athlete" is used around the world to refer to a specific population group. The word comes from the Greek root "*Athlos*" which means "achievement" or "match" (Campa F & Coratella, 2021). The term "athlete" refers to individuals who are actively involved in competitive sports activities,

individually or as part of a group, with a high level of physical fitness and a structured training (Araújo & Scharhag, 2016; McKinney et al., 2019).

Relevant Research Studies

1. Research conducted by Halian, et al in 2023 examined how young athletes' assessments of their coaches affect the formation of self-efficacy. The similarities of this study are both highlighting the role of self-efficacy in the context of fostering futsal athletes, as well as the importance of psychosocial environmental factors in influencing the mental condition of athletes. The difference lies in the focus of the variable. The study focused on athletes' perceptions of coaches as a factor in shaping self-efficacy, while this study analyzed the influence of anxiety and training environment on motivation to achieve, with self-efficacy as a mediator.
2. The research conducted by Aizava, et al in 2023 aims to analyze the relationship between Perceived Self-Efficacy in Sports (PSES), mental toughness (MT), and the performance of professional futsal athletes. The similarity of this study lies in the focus on self-efficacy as a psychological variable that affects athletes' performance or motivation. Both also emphasize the importance of mental strength and emotional control in team sports such as futsal. The difference is in the analytical approach: this study uses network analysis to identify relationships between variables, while the research analyzed self-efficacy as a mediator between anxiety and the training environment on achievement motivation.
3. Avionita Miranda Wohon & Annastasia Ediati in 2019 conducted a study to test the relationship between self-efficacy and competition anxiety in Diponegoro University futsal athletes. This study has a similarity about the relationship between self-efficacy and anxiety in futsal athletes. The focus is on the mental/psychological aspects of athletes, especially in the context of matches. In contrast, Avionita & Annastasia (2019) tested the direct relationship between self-efficacy and competition anxiety, as well as comparing by gender. Meanwhile, this study examined the influence of anxiety and exercise environment on achievement motivation through self-efficacy as a mediator variable, and did not focus on gender differences. So, this study has a wider coverage of variables and a more complex approach.

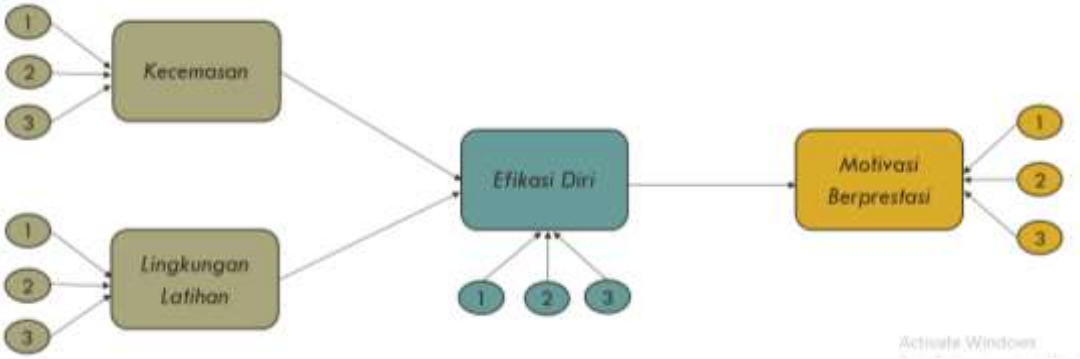

Figure 1. Conceptual Framework

Research Hypothesis

The hypothesis in this study is as follows.

1. Anxiety affects the motivation to excel DIY futsal athletes.
2. The training environment affects the motivation of DIY futsal athletes to excel.
3. Self-efficacy has an effect in mediating anxiety and the training environment on the motivation of DIY futsal athletes to achieve.

METHODOLOGY

Quantitative research is used. The data is collected through a questionnaire provided by Google Forms. This study involved several futsal teams in the Special Region of Yogyakarta (DIY) from April to May 2025. Every futsal athlete in the futsal team of the Special Region of Yogyakarta (DIY) is the subject of this research. The purposive sampling method, which selects respondents according to the research objectives, is used to take samples from the population. The criteria as the subject of research in this study are as follows:

a. Status as a futsal athlete in the Special Region of Yogyakarta
b. Biological age of at least 16 years
c. The duration of the training is at least 1 year.
d. He has participated in official championships ranging from the district level to the international level or multievent.

The PLS model evaluation process is carried out in two main stages: external and internal model evaluation. In the external measurement model, the convergent validity, discriminant validity, and construct reliability are tested through the indicators. On the other hand, the causal relationship between latent variables is examined using an inner model, also known as a structural model. The strength and significance of the influence between variables is determined through the observation of path coefficient values, also known as path coefficients, and statistical significance values obtained through bootstrapping techniques. An internal evaluation of the model is carried out.

To assess the outer model, convergent validity, discriminant validity, composite reliability, and cronbach's alpha were used to meet the data analysis criteria with SmartPLS version 40.6. To see the relationship between the previously hypothesized constructs (latent variables), the structural model (inner model) was carried out using the R Square (R2), F Square (f2), Q Square (Q2), and Path Coefficient tests. The hypothesis testing of this study is based on the calculation of a t-value, or t-test, which is generated using the bootstrapping method.

RESULTS

Research Results

This study involved 106 futsal athletes who were research respondents. The futsal athlete is an active member of several futsal teams in the DIY area. All respondents are DIY futsal athletes with a minimum age of 16 years. Details of the number of respondents based on the futsal team can be seen in the following table:

Table 1. Details of Number of Resondens

Yes	Futsal Team	Regency/City	Number of respondents
1	Porda Sleman	Sleman	27
2	Porda Bantul	Bantul	13
3	Fafage Academy	Yogyakarta City	15
4	Green Warrior	Yogyakarta City	25
5	Porda Gunungkidul	Gunungkidul	13
6	Porda Kulonprogo	Kulonprogo	13
Sum			106

Based on gender, respondents consisted of 17 female athletes and 89 male athletes. The composition of the data by gender can be seen in the following diagram:

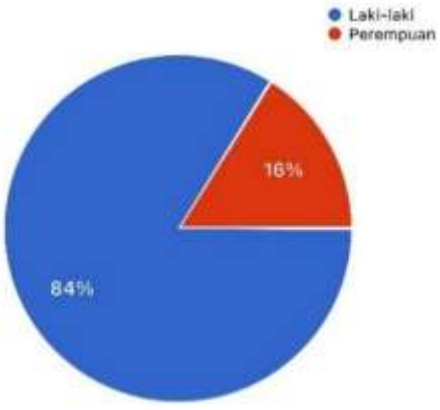

Figure 2. Composition of respondents by gender

Based on the data obtained, all futsal athletes who were respondents had participated in various competitions. Of the 106 athletes, all of them have participated in the competition, namely at the national level 31.8% (34 people), provincial level 20.6% (22 people), district/city level is 28% (30 people), international 0.9% (1 person), inter-team and others 18.6% (19 people).
The instrument in this study is in the form of a questionnaire instrument sheet. The instrument used consists of 48 numbers developed based on research variables.

Table 2. Variables and Indicators

Yes	Variable	Indicators
1	Anxiety	Before the match
		During the game
2	Training environment	Coach-athlete relationship
		Athlete development
		Athlete involvement
3	Motivation to Excel.	Spirit
		Confident
		Strongwill
		Discipline
4	*Self Efficacy*	Task difficulty level
		Generalization
		Strength

This study uses the Partial Least Square (PLS) approach to analyze the data. PLS is a variant- or component-based Structural Equation Modeling (SEM) model. The tool used is SmartPLS version 4.0.6, which is specially created to estimate variant-based structural models. The following is a form of a path diagram that illustrates the exterior and in-house design of the research model:

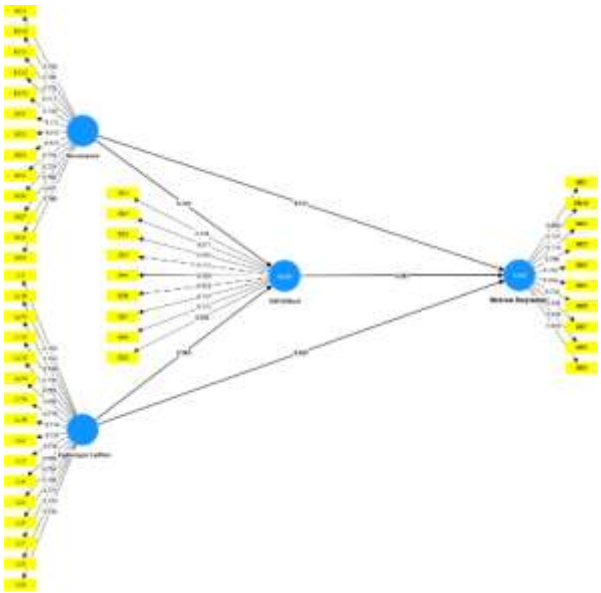

Figure 3. Outer Model Results

Validity Test

This research is validated using an expert decision approach, namely the assessment of experts in the relevant field. After compiling questionnaire items based on theoretical studies, the researcher asked for input and advice from experts to assess the clarity, suitability, and measurability of the instrument items.

In addition, this study assesses the validity of construction using the methods of Convergent Validity and Discriminant Validity. The Outer Loading value of each construct indicator and the Average Variance Extracted (AVE) of each variable are used to assess the validity of the convergence.

The basis for the decision used in the study shows that Hair et al., (2014), states that if the indicator items have a loading factor value of or higher than 0.7 and the Average Variance Extracted (AVE) value of each variable is higher than 0.5, then the item is said to be valid in terms of convergent validity.

Based on the validity test carried out on 48 indicator items, there are 5 indicator items that have a loading factor below 0.7, thus the indicator items will be retested by removing invalid items.

Table 3. Average Variance Extracted (AVE)

Variable	***Average variance extracted (AVE)***
Anxiety	0.578
Training Environment	0.573
Motivation to Excel.	0.608
Self-efficacy	0.721

Furthermore, based on table 3 above, it is shown that the AVE value of each variable is higher than 0.5 and it can be concluded that the latent variable in this study is declared to meet the convergent validity. Thus, based on the above two results, it is concluded that there are no problems with the validity of the convergent in the tested model and that subsequent tests can be carried out.

Reliability Test

Reliability tests are carried out to ensure that the research instrument is consistent and stable as a construct or variable measure. To evaluate the reliability of this study, Cronbach's Alpha and Composite Reliability values were used. These values indicate the consistency of the internal rules used (Hair et al., 2014). If the Alpha Cronbach value and Composite Reliability are greater than 0.7, then it is considered reliable. The results of the reliability test are shown here.

Table 4. Reliability Test Results

Variable	**Cronbach's alpha**	**Composite reliability**
Anxiety	0.927	0.938
Training Environment	0.938	0.946
Motivation to Excel.	0.928	0.939
Self-efficacy	0.950	0.958

Table 4 shows that each study variable received Alpha Cronbach and Composite Reliability values above the minimum threshold, which is 0.70. Therefore, it can be concluded that each construct in the model has a high level of reliability, and overall, it meets the necessary reliability criteria. The results show that the validity and reliability of the research models have been tested, and they are feasible to proceed to the next stage of structural model analysis.

Hypothesis Test

a. Structural Model Evaluation

The structural model (*inner model*) is carried out to see the relationship between constructs (latent variables) that have previously been hypothetical. There are several tests on the structural (*inner model*) model, namely *the R Square (R2), F Square (f2), Q Square (Q2),* and *Path Coefficient tests*.

1) Coefficient of Determination (R Square)

The value of R square indicates the magnitude of the influence of independent variables on dependent variables. The following is the R2 coefficient in this research.

Table 5. Result Coefficient of Determination (R2)

Variable	***R Square***	***Adjusted R Square***
Motivation to Excel.	0.548	0.535
Self-efficacy	0.527	0.518

R square or *coefficient of determination (R2)* is used to measure the proportion of variance of a dependent variable described by an independent variable with a coefficient between 0 and 1. According to Hair et al., (2014) the higher the value of R square, the better the prediction model of the research

model. The R2 values of 0.75, 0.50, or 0.25 can be described as substantial or strong, moderate, or weak categories.

Based on table 5, it is explained that the R square value in this study shows the results of the determination coherence value on the achievement motivation variable of 0.535 or 53.5%, which means that the achievement motivation variable is influenced by the independent variable of 53.5% and the remaining 46.5% is influenced by the variable outside the study. Meanwhile, the self-efficacy variable has a determination coefficient value of 0.527 which indicates that the self-efficacy variable can be explained by the independent variable of 52.7% and the remaining 47.3% is explained by other variables outside the study.

2) Effect Size (*f*2)

Elian calculates the value of R2 for each endogenous construct. Changes in R2 values that occur when certain exogenous constructions are removed from the model can be used to determine whether the removed construct has a significant impact on endogenous construction. According to Hair et al. (2014), the F-square scoring criteria are as follows: $0.02 \leq f \leq 0.15$ = small effect; $0.15 \leq f \leq 0.35$ = medium effect; and $f \geq 0.35$ = large effect. The following table 7 shows the size of the F Square.

Table 6. *Effect Size (f)*

Variable Relationships	F-Square	Information
Anxiety -> Motivation to Perform	0.037	Small
Training Environment -> Motivation for Achievement	0.218	Keep

3) Predictive Relevance (Q2)

This measurement serves as an indicator of the relevance of the model's predictions. By paying attention to the Q2 value, the researcher can assess how well the model is able to predict endogenous variables based on the observed exogenous variables. If the value of $Q2 > 0$ indicates that the exogenous construct has significant predictive relevance to the endogenous construct. Conversely, if the Q2 value is ≤ 0, it indicates that the model has a lack of predictive relevance (Hair et al., 2014). Here are the results of Q Square's work:

Table 7. *Predictive Relevance (Q2)*

Variable	***Predictive Relevance (Q Square)***
Motivation to Excel.	0.314
Self-efficacy	0.365

Table 7 shows that all variables have values greater than 0. This shows that the model has a good predictive relevance value, where exogenous variables can predict endogenous variables.

4) Path Coefficient Test

The path coefficient test determines whether the relationships between variables have a positive or negative relationship. The test results in this study were between +1 and -1.

Table 8. Path Coefficient Test Results

Variable Relationships	**Path Coefficient**	**Information**
Anxiety -> Motivation to Perform	0.153	Positive
Training Environment -> Motivation for Achievement	0.423	Positive
Anxiety -> Motivation to Perform -> Self-efficacy	0.090	Positive
Training Environment -> Motivation for Achievement -> Self-Efficacy	0.159	Positive

All variables have a positive influence relationship on their direct influence, as shown by the results of the path coefficient test shown in table 8 above. In other words, the level of influencing variables will most likely affect the level of influencing variables positively, and the resulting relationship of the two variables is also positive.

b. Evaluation of Hypothesis Testing Results

In this study, hypothesis testing aims to evaluate the direct influence between variables. Hypothesis testing is based on the calculation of t-values, also known as t-tests, which are generated through the bootstrapping method. The basis used to test the hypothesis directly is that if the p< value is 0.05 (significance level 5%) and the statistical t-value is > 1.960, then there is a significant influence of exogenous variables on endogenous variables.

Table 9. Hypothesis Testing (Direct Influence)

Hypothesis	**T Statistics**	**P Value**	**Information**
Anxiety -> Motivation to Perform	2.021	0.043	Supported
Training Environment -> Motivation for Achievement	4.600	0.000	Supported

Table 9 above shows the results of the hypothesis testing calculations, which show that all directly related hypotheses are accepted and significant. The results of testing the variable relationship hypothesis are described as follows:

1. The results of the first hypothesis regarding the effect of anxiety on achievement motivation can be found with a statistical t value of 2.021 > 1.960 and a p value of 0.043 < 0.05, thus it can be concluded that the hypothesis is supported and significant. So the hypothesis that "Anxiety has a positive and significant effect on achievement motivation" **is accepted**.
2. The results of the second hypothesis regarding the influence of the training environment on achievement motivation can be found with a statistical t value of 4,600 > 1,960 and a p value of 0.000 < 0.05, thus it can be concluded that the hypothesis is supported and significant. So the hypothesis that "The training environment has a positive and significant effect on achievement motivation" **is accepted**.

Table 10. Mediation Testing

Hypothesis	**T Statistics**	**P Value**	**Information**
Anxiety -> Motivation to Perform -> Self-efficacy	2.323	0.020	Supported
Training Environment -> Motivation for Achievement -> Self-Efficacy	2.447	0.014	Supported

Table 10 shows the results of the mediation test calculations, which show that each of the two hypotheses is indirectly declared significant. The results of the mediation test are described as follows:

3. The results of the third hypothesis regarding the effect of anxiety on achievement motivation through self-efficacy as a mediating variable, it can be found that the statistical t-value is 2.323 > 1.960 and the p value is 0.020 < 0.05, thus it can be concluded that the hypothesis is supported. So the hypothesis that "Self-efficacy is able to mediate the influence of anxiety on achievement motivation" **is accepted**.
4. The results of the fourth hypothesis regarding the influence of the training environment on achievement motivation through self-efficacy as a mediating variable, it can be found that the statistical t-value is 2.447 > 1.960 and the p value is 0.014 < 0.05, thus it can be concluded that the hypothesis is supported. So the hypothesis that "Self-efficacy is able to mediate the influence of the training environment on achievement motivation" **is accepted**.

DISCUSSION

The discussion in this study describes the results of the test on the effect of anxiety on the achievement motivation of DIY futsal athletes, the effect of the training environment on the achievement motivation of DIY futsal athletes, and the effect of self-efficacy in mediating anxiety and the training environment on the motivation of DIY futsal athletes. The data collected for this study consisted of research questionnaires created using Google Forms.

The effect of anxiety on the motivation of DIY futsal athletes to perform

One of the variables related to motivation and one of the most researched in sports is anxiety (Garcia, et al, 2015; Pineda, et al, 2019). Anxiety is defined as an emotional state characterized by uncertainty and tension (Spielberger, 1966). which is related to the activation of organisms that occur in competitive situations (Patel, et al, 2010).

Anxiety is a situational reaction to various stressful stimuli. Anxiety is caused by feelings of fear, worry, and excessive tension. Athletes with high anxiety levels are unable to bring out their abilities due to fear of the opponent they are facing, worrying, and excessive tension before the game. Athletes must be able to control their anxiety levels as well as possible to achieve performance during the game (Jannah et al., 2019).

In the world of competitive sports, the psychological aspect has a big influence on the performance of athletes when competing. The achievements of athletes are very closely related to how they perform in competitions. This appearance is influenced by various factors, one of the most dominant of which is mental condition (Nisa & Jannah, 2021; Murod & Jannah, 2021). This can be seen from how much motivation athletes are to achieve victory and achievements.

The results of the analysis showed that anxiety affected the desire of DIY futsal athletes. This finding is in line with the opinion of Mylsidayu (2022) who states that anxiety can have a significant influence on athlete performance. Anxiety is often associated with negative feelings, so good self-control skills are needed to manage the stress of the situation. Lack of self-control can lead to uncontrolled anxiety, which will eventually interfere with activities and negatively impact the athlete's performance on the field.

Athletes need to have strong motivation to form positive energy. Motivation has an influence on achieving the best performance. Performance in sports is influenced by the intensity of motivation, the higher the motivation, the more athletes will achieve their best performance. Therefore, a holistic approach that integrates physical, technical, and mental training is indispensable to support the optimal achievement of DIY futsal athletes.

The influence of the training environment on the motivation of DIY futsal athletes to excel

Based on the results of the analysis, it is shown that the training environment has an influence on the motivation of DIY futsal athletes. For most athletes involved in sports, coaches are an influential element in the competitive experience (Baker, & Hawes, 2000). The leadership style of a sports coach shapes

the environment in which athletes carry out their responsibilities, therefore, it can be said that the leadership style can influence the athlete (Ntoumanis, Vazou, & Duda, 2007; Mageau & Vallerand, 2003). For example, training behavior is one of the social factors and can lead to changes in athlete motivation (Ryan, 1982). Coaches have a great influence on their teams, and the coach's leadership style has a huge impact on the performance of athletes (Ramzaninezhad & Keshtan, 2009).

The negative relationship between coaches and athletes is an important contributor to athlete anxiety. In addition, the behavior that the coach shows in relation to competition can have an effect in reducing athletes' anxiety (Baker, & Hawes, 2000). Smith, Smoll & Barnett (1995) showed that coaching behaviors that foster positive coach-athlete relationships, reduce evaluation anxiety, and increase team cohesiveness significantly reduce sports anxiety in young baseball players. The Smith et al (1998) model shows that the consequences and perceived meaning of these consequences are important factors in understanding athlete anxiety.

This means that coaches who have the quality to train athletes have a significant impact on each variable, namely motivation, achievement, and athlete performance. In addition, coaches who have good qualities to train athletes can influence athletes' performance through achievement motivation. Previous research has also stated that the involvement of coach factors to build mentality is more influential than other factors (Manley et al., 2020). However, in building an athlete's mentality, coaches prefer the way of conversation between coaches and athletes. Therefore, by having a closer conversation between the coach and the athlete, it will be easier for the coach to get to know the athlete's condition and think about ways to increase motivation and achievement in the athlete (Murphy & Sullivan, 2021).

A conducive training environment plays an important role in shaping athletes' motivation for achievement. Coaches as a central figure in the training ecosystem have a great influence on the psychological experience of athletes, both through leadership styles, instructional behaviors, and interpersonal communication approaches. A positive emotional connection between a coach and an athlete, characterized by trust and emotional support, can foster intrinsic motivation and increase athletes' confidence in their ability to compete.

Overall, a training environment supported by positive interpersonal relationships, adequate social support, and open communication has been proven to increase the motivation of DIY futsal athletes' achievements. Coaches are not only in charge of developing technical abilities, but also have the responsibility of creating a psychological atmosphere that supports the mental and emotional development of athletes. Thus, comprehensive sports achievement coaching needs to involve psychosocial aspects as an integral part of the training strategy.

The effect of self-efficacy in mediating anxiety and the training environment on the motivation of DIY futsal athletes to excel

Research conducted by Rubio et al. (2022) shows that there is a strong relationship between emotional intelligence and anxiety levels, as well as between emotional intelligence and motivation. Athletes have several types of confidence including the need to trust their ability to perform physical skills, achieve a high level of physical fitness, make the right decisions, practice mental skills such as

focusing attention and managing anxiety, bounce back from failure, overcome obstacles, achieve mastery and performance of self-determined standards, as well as win and show superiority over opponents. The results of the study show that self-efficacy is the most important factor that differentiates between less successful and successful athletes (Mitić et al., 2021).

Based on the results of the study, it is known that self-efficacy plays a mediator in the relationship between anxiety and motivation for DIY futsal athletes' achievements. Athletes who have high self-efficacy tend to show greater effort, perseverance in training, readiness to face challenges, and a positive attitude towards competitive situations. They also tend to have lower levels of anxiety compared to athletes with low self-efficacy.

Athletes' self-efficacy has a significant influence on the level of anxiety they experience before the game, and with lower anxiety, they can perform better during the game. Athletes with high self-efficacy tend to focus more on their work and believe in their capacity to complete the game successfully (Widodo, et al, 2022).

The results of the study showed that there was an influence of self-efficacy in mediating the training environment on the motivation of DIY futsal athletes to achieve. Lent and Lopez's (2002) original tripartite framework explains the importance of the three types of efficacy beliefs that can arise in the coach-athlete relationship. The first belief is a belief in self-efficacy or a belief in one's ability to perform the actions necessary to produce the desired result (Bandura, 1986). The second belief is other-efficacy, which is an individual's belief about the ability of a relational partner relative to desired outcomes (e.g., I trust my coach). The last belief is the self-efficacy inferred from the relationship which is an individual's assessment of how his or her own abilities are judged by the relational partner (for example, I think my coach is confident in me; Lent & Lopez, 2002).

The results showed that self-efficacy plays an important role in reducing the influence of the training environment and anxiety on the desire to excel in DIY futsal athletes. Athletes with high self-efficacy show greater ability to manage pressure, deal with uncertainty, and maintain focus during matches. Confidence in personal abilities strengthens the internal drive to achieve, while suppressing the negative impact of competitive anxiety.

Self-efficacy is also the key in optimizing the quality of the training environment. A positive coach-athlete relationship, as well as an athlete's perception that the coach believes in his abilities, has been shown to increase intrinsic motivation and reduce anxiety. When coaches are able to accurately interpret athletes' social cues and show psychological support, athletes feel more valued and encouraged to excel, in line with the relational efficacy framework of Lent and Lopez (2002).

Self-efficacy can be concluded as a critical mediator that connects internal (anxiety) and external factors (training environment) to athletes' motivation to perform. Psychological training that emphasizes strengthening self-efficacy, supported by a supportive social environment, is an effective strategy in improving the performance and success of DIY futsal athletes. Therefore,

psychological and social interventions need to be integrated into the overall athlete coaching program.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The results of the study show that:

1. Anxiety has a significant effect on the motivation to achieve DIY futsal athletes
2. The training environment has a significant effect on the motivation of DIY futsal athletes to excel
3. Self-efficacy is able to mediate the influence of anxiety and the training environment on the motivation of DIY futsal athletes to excel

Suggestion

1. The need to pay special attention to strengthening athletes' self-efficacy in order to support anxiety management, increase motivation to achieve, and overall psychological development.
2. It is necessary to emphasize the importance of self-efficacy as a key factor in building athletes' mental resilience, which can be strengthened through social support, and the active role of coaches.
3. In the context of exercise, it is possible to have structured and continuous activities or forms of mental exercise. This is intended so that athletes are able to increase self-efficacy and manage competition pressure optimally.

FURTHER STUDY

This research has several limitations that need to be considered as a brick:

1. The coverage of respondents is limited to futsal athletes in the DIY area, so generalization of these findings to the athlete population outside the region needs to be done carefully. The social, cultural, and training environment conditions in other areas can be different and can affect athletes' anxiety and motivation differently.
2. The approach used is quantitative and relies on questionnaires as the main data collection tool. This allows for subjective biases from respondents in answering questions, and does not describe psychological dynamics in depth.
3. The data collection time in this study was conducted after the game, so the measured anxiety level did not fully represent the psychological state of the athlete before the game. Anxiety dynamics can change significantly between the period before and after facing competitive situations.

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