



The Influence Badminton Athlete Content on Social Media Youth Training Motivation Palopo City

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Abstract

Youth sport participation is increasingly influenced by digital environments, particularly social media content featuring elite athletes that may shape adolescents' motivation, sport identity, and training commitment. This study aimed to examine the influence of badminton athlete content consumption on social media toward youth training motivation in Palopo City. A quantitative approach with a correlational survey design was used. The participants were 108 adolescents aged 13–19 years who actively used social media and were registered as members of badminton clubs in Palopo City. The sample was selected using purposive sampling based on training activity, social media use, and voluntary participation. Data were collected using two structured Likert-scale questionnaires measuring badminton athlete content consumption and badminton training motivation. The instruments showed strong reliability, with Cronbach's alpha coefficients of 0.876 and 0.891. Data were analyzed using descriptive statistics, normality and linearity tests, and simple linear regression at a 5% significance level. The results showed a strong positive and significant influence of badminton athlete content consumption on youth training motivation, $r = 0.757$, $R^2 = 0.573$, $t = 11.95$, $p < 0.05$. These findings indicate that athlete-related social media content explains 57.3% of the variance in training motivation. The study concludes that social media can serve as a strategic motivational resource in youth badminton development when used in a planned, educational, and contextually relevant manner.

Keywords: Social media; sport content; training motivation; badminton; adolescents.

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INTRODUCTION

Digital communication has increasingly reshaped youth sport participation by expanding the sources through which adolescents encounter sport knowledge, athlete narratives, training examples, and motivational cues. In this context, social media is not merely a recreational channel but a digital environment in which adolescents can observe sport-related behavior, construct athletic identity, and compare their own training aspirations with the practices of admired athletes. This issue is particularly relevant to badminton because the sport requires sustained training commitment, precise skill acquisition, physical readiness, and repeated exposure to performance models. Badminton has been described as a demanding intermittent sport in which match performance depends on technical-tactical control, movement intensity, and repeated high-quality actions (Leong & Krasilshchikov, 2016). The need for sport-specific development is supported by studies on badminton endurance and agility testing, which show that badminton

players require assessment and training approaches that reflect the real demands of the game rather than generic physical indicators (Abián-Vicén et al., 2021; De Franca Bahia Loureiro & De Freitas, 2016; De Franca Bahia Loureiro et al., 2017). At the same time, badminton learning is increasingly connected with digital and technology-supported environments. Studies on mobile learning, virtual reality promotion, and digital feedback in badminton indicate that technology can influence learning motivation, skill engagement, and youth interest in the sport (Hung et al., 2018; Johan & Ghani, 2018). Therefore, the consumption of badminton athlete content on social media can be positioned within a broader transformation of youth sport development, where training motivation is shaped by the interaction of club practice, digital exposure, athlete role models, and adolescents' psychological engagement with sport.

The central problem addressed in this study is the limited empirical explanation of how badminton athlete content consumption on social media predicts youth training motivation in Palopo City. This problem is important because training motivation determines whether adolescents attend practice consistently, persist through difficulty, internalize training goals, and maintain long-term involvement in sport. In local badminton clubs, motivation is not formed only through facilities, schedules, or coach instruction; it may also be shaped by what adolescents repeatedly view, admire, and emotionally engage with in digital spaces. Previous badminton studies have shown that training design and performance environments can influence athletes' physical and technical development. Continuous training was reported to improve selected fitness elements and basic badminton skills, while exercise manipulation using heavyweight rackets was examined in relation to smash skill and physiological responses (Al-Selmi et al., 2019; Hussein et al., 2019). Badminton-specific exercise has also been shown to affect short-serve performance under practice and competition climates, indicating that technical output is sensitive to the motivational and task context in which athletes perform (Duncan et al., 2017). Moreover, technology-supported badminton instruction has been associated with stronger learning motivation and badminton skill performance, while research on badminton assessment highlights the need for structured evaluation standards in learning and training contexts (Hu & Jiang, 2022; Hung et al., 2018). These findings suggest that motivation and performance are influenced by both psychological and environmental conditions. The urgency of the present study lies in examining a contemporary environmental factor that is highly visible to adolescents but has rarely been analyzed in local badminton development: exposure to athlete content on social media as a potential predictor of training motivation.

Although badminton research has expanded across physiology, biomechanics, match analysis, assessment, and technology-enhanced learning, the relationship between athlete-related social media content and youth training motivation remains insufficiently examined within the available DOI-supported literature. Existing studies have contributed valuable knowledge about badminton as a performance domain. Match-analysis research has described differences in rally structure, game duration, shots per rally, and work-rest patterns among elite and youth players (Gómez et al., 2020; Leong & Krasilshchikov, 2016). Observational studies have developed tools for recording technical and tactical badminton actions, demonstrating that badminton performance can be analyzed through systematic and validated behavioral categories (Torres-Luque et al., 2020;

Valdecabres et al., 2019, 2020). Other studies have examined biomechanical, perceptual, and technological aspects of performance, including lunge mechanics, shoulder adaptation, footwork assessment, visuomotor integration, and shuttlecock trajectory control (Chen et al., 2022; Chiu et al., 2020; Fernandez-Fernandez et al., 2019; Lam et al., 2017; Tung et al., 2022). These studies are relevant because they show that badminton development is multidimensional and shaped by measurable physical, technical, and informational factors. However, they do not directly explain how adolescents' digital exposure to athlete content relates to their willingness to train. Studies on digital learning and badminton promotion suggest that mediated experiences can increase motivation and sport interest, but they focus on instructional technology or virtual environments rather than everyday social media content produced by or related to athletes (Hung et al., 2018; Johan & Ghani, 2018). The novelty of the present study therefore lies in connecting digital sport exposure, badminton-specific identity, and youth training motivation in a concrete regional context. Unlike prior studies that emphasize performance measurement or skill development, this study positions athlete content consumption as the predictor and adolescent training motivation as the psychological response.

Based on this context and research gap, this study aims to analyze the influence of badminton athlete content consumption on social media toward youth training motivation in Palopo City. The study specifically seeks to describe adolescents' level of badminton athlete content consumption, describe their level of training motivation, and test whether content consumption significantly predicts training motivation through simple linear regression. The independent variable is badminton athlete content consumption on social media, operationalized through frequency, duration, type of content, and emotional engagement. The dependent variable is youth training motivation, represented by intrinsic motivation, extrinsic motivation, and self-regulation. The scope is limited to adolescents aged 13-19 years who actively use social media and are registered as members of badminton clubs in Palopo City. This limitation is necessary because the study focuses on respondents who have both sport participation experience and direct exposure to digital athlete content. The study does not test an experimental intervention, does not separate the comparative effects of TikTok, Instagram, and YouTube, and does not claim absolute causality because the design is correlational. Nevertheless, the research has theoretical and practical contributions. Theoretically, it extends badminton development research by incorporating digital motivation as a psychological factor within youth sport participation. Practically, it provides evidence for coaches, clubs, and sport organizations to consider athlete content as a complementary motivational resource, provided that it is used critically, educationally, and in alignment with structured training goals. Methodologically, the study offers a measurable model linking content-consumption indicators to training motivation indicators within a local youth badminton population.

METHOD

Research Design

This study employed a quantitative approach with a correlational survey design. The design was selected because the study did not manipulate social media exposure experimentally, but examined the predictive relationship between badminton athlete content consumption on social media as the independent variable and youth training motivation as the dependent variable. The quantitative

approach was appropriate because both variables were measured through structured Likert-scale questionnaires and analyzed using numerical indicators, including means, standard deviations, normality values, linearity, correlation coefficients, coefficients of determination, and regression coefficients. The correlational survey design was also consistent with the research objective, namely to determine whether adolescents who reported higher exposure to badminton athlete content also reported stronger motivation to train. In this study, the term “influence” is interpreted as statistical prediction within a correlational model, not as experimental causality, because the research did not involve treatment assignment, controlled digital-media intervention, or longitudinal manipulation of content exposure. Digital and sport-learning studies have shown that technology-mediated sport experiences can be associated with motivation and skill-related engagement when the media content is directly connected to the sport activity being learned or practiced (Hung et al., 2018). Similarly, badminton assessment research emphasizes the importance of using structured and transparent measurement procedures when evaluating learning or performance-related outcomes in badminton contexts (Hu & Jiang, 2022). Therefore, the design used in this study was aligned with the research problem, the type of data collected, and the intended statistical analysis.

Table 1. Research design and variable structure

Component	Description
Research approach	Quantitative research
Research design	Correlational survey design
Independent variable (X)	Badminton athlete content consumption on social media
Dependent variable (Y)	Youth training motivation
Main statistical model	Simple linear regression
Interpretive boundary	Predictive association; not experimental causality

Participants

The population of this study consisted of adolescents aged 13-19 years who were registered as active members of badminton clubs under the Palopo Branch of PBSI in 2024. The source document reports a total population of 247 adolescents from 15 badminton clubs. The sample consisted of 108 adolescents selected through purposive sampling. This sampling technique was appropriate because the study required respondents who had direct relevance to the research topic: they needed to be active badminton club members, have regular training experience, actively use social media, and be able to respond to statements concerning both athlete-related content exposure and training motivation. The inclusion criteria were: (1) adolescents aged 13-19 years, (2) registered active membership in a badminton club in Palopo City, (3) active training participation for at least the previous six months, (4) possession of at least one social media account, (5) social media use for at least one hour per day, and (6) voluntary willingness to participate as a respondent. The source document does not report additional exclusion criteria, participant gender distribution, club-level distribution, or parental/guardian consent procedures for respondents under 18 years old. Therefore, those details are not added as factual claims in this Method draft and should be completed in the final manuscript if the data are available. Because the study involved adolescents, ethical reporting should clearly state confidentiality procedures, voluntary

participation, and parental or guardian permission where required by institutional or journal policy.

Table 2. Population, sample, and participant criteria

Aspect	Information reported in the source document
Population	247 adolescents aged 13-19 years registered as active badminton club members under PBSI Palopo Branch in 2024
Number of clubs	15 badminton clubs
Sample size	108 adolescents
Sampling technique	Purposive sampling
Inclusion criteria	Active training for at least six months, social media account ownership, social media use for at least one hour per day, and voluntary participation
Information not yet reported	Gender distribution, club-by-club respondent distribution, socioeconomic background, and detailed parental/guardian consent procedure

Instruments and Research Procedures

Data were collected using a closed-ended questionnaire with a five-point Likert scale, ranging from 1 = strongly disagree to 5 = strongly agree. The questionnaire consisted of two main sections. The first section was the Badminton Athlete Content Consumption on Social Media Scale, which measured four indicators: frequency of content access, duration of content consumption, type of athlete content consumed, and emotional engagement with the content. This scale consisted of 24 statement items. The source document reports that all items were valid based on the Pearson Product Moment correlation test, with item correlation values greater than 0.30, and that the scale had a Cronbach's alpha. The second section was the Badminton Training Motivation Scale, which measured intrinsic motivation, extrinsic motivation, and self-regulation in the context of badminton training. This scale consisted of 20 statement items and had a Cronbach's alpha. The use of structured indicators and reliability reporting is consistent with sport-assessment literature emphasizing the need for transparent measurement and instrument-quality evidence in badminton-related studies (Torres-Luque et al., 2020; Valldecabres et al., 2019).

Table 3. Research instruments and measured indicators

Variable	Indicators	Number of items	Scale / scoring
Badminton athlete content consumption on social media (X)	Frequency, duration, type of content, emotional engagement	24 items	Five-point Likert scale
Youth training motivation (Y)	Intrinsic motivation, extrinsic motivation, self-regulation	20 items	Five-point Likert scale

The research procedure was implemented in several stages. First, the researchers identified the population of adolescent badminton club members in Palopo City and determined the eligibility criteria based on training activity, social media use, and willingness to participate. Second, prospective respondents were informed about the purpose of the study, the voluntary nature of participation, and the questionnaire

procedure. Third, respondents completed the structured questionnaire measuring badminton athlete content consumption and training motivation. Fourth, the researchers checked response completeness to ensure that only usable responses were included in the dataset. Fifth, all responses were coded, tabulated, and prepared for statistical analysis using IBM SPSS Statistics version 26.0. No experimental treatment, media-content intervention, platform-specific exposure manipulation, or training program was administered in this study. The procedure therefore captured adolescents' self-reported content consumption and training motivation at one measurement point. Because athlete-related media can involve emotional identification and sport-related engagement, the measurement of emotional engagement was relevant to the study context; sport-event research has shown that affective experiences can mediate how individuals respond to badminton-related environments and sport experiences (Cabello-Manrique et al., 2021).

Table 4. Summary of research procedures

Stage	Procedure	Output
Preparation	Identifying the population, determining sample criteria, preparing instruments, and coordinating data collection with badminton clubs	Eligible respondent pool and prepared questionnaire
Participant confirmation	Checking age, club membership, training activity, social media use, and willingness to participate	Respondents who met purposive sampling criteria
Questionnaire administration	Distributing the structured Likert-scale questionnaire to respondents	Raw responses for X and Y variables
Response checking	Reviewing completeness and usability of questionnaire responses	Cleaned dataset for analysis
Data coding and tabulation	Coding item scores and grouping them according to variable indicators	Dataset ready for descriptive and inferential analysis
Statistical analysis	Conducting descriptive statistics, prerequisite tests, and simple linear regression	Empirical results for hypothesis testing

Data Analysis

The data were analyzed using descriptive and inferential statistics with IBM SPSS Statistics version 26.0. Descriptive statistics were used to summarize the distribution of badminton athlete content consumption and youth training motivation through mean, standard deviation, score range, frequency, and percentage. Before hypothesis testing, prerequisite tests were conducted. The Kolmogorov-Smirnov test was used to examine normality, with data considered normally distributed when the significance value was greater than 0.05. Linearity testing was then conducted to determine whether the relationship between content consumption and training motivation could be appropriately analyzed using a linear regression model. The source document reports that the relationship was linear based on the significance value for linearity, but the value for deviation from linearity is not reported; this should be added in the final manuscript if available. After the assumptions were met, simple linear regression was used to test the hypothesis that badminton athlete content consumption significantly predicts youth training motivation.

The correlation coefficient (R) was interpreted to describe the strength and direction of the relationship, the coefficient of determination (R^2) was used to estimate the proportion of variance in training motivation explained by content

consumption, and the t-test of the regression coefficient was used to determine statistical significance. The significance level was set at 5% ($\alpha = 0.05$). Because the design was correlational, regression results were interpreted as predictive association rather than proof of direct causality. This analytical caution is important because youth training motivation may also be influenced by coaching quality, parental support, peer climate, access to facilities, self-efficacy, and previous training experience, which were not included in the present model.

Table 5. Data analysis plan

Analysis stage	Technique	Purpose	Decision criterion / output
Descriptive analysis	Mean, standard deviation, minimum-maximum, frequency, and percentage	To describe respondents' content consumption and training motivation	Reported as descriptive summary and category distribution
Normality test	Kolmogorov-Smirnov test	To examine whether variable scores were normally distributed	$p > 0.05$ indicates normal distribution
Linearity test	Test for linearity	To examine whether the relationship between X and Y was linear	Linearity $p < 0.05$; deviation from linearity should be reported if available
Hypothesis test	Simple linear regression	To test whether content consumption predicts training motivation	Regression coefficient significant when $p < 0.05$
Relationship strength	Correlation coefficient (R)	To determine direction and strength of relationship	Positive R indicates a positive association
Explained variance	Coefficient of determination (R^2)	To estimate variance in motivation explained by content consumption	Reported as percentage of explained variance

RESULT AND DISCUSSION

RESULT

This section presents the empirical findings on the influence of badminton athlete content consumption on social media toward youth training motivation in Palopo City. The analysis was based on 108 valid respondents aged 13-19 years who were active social media users and registered members of badminton clubs in Palopo City. The predictor variable was badminton athlete content consumption on social media (X), while the criterion variable was youth training motivation (Y). The source document reports $N = 108$ for both variables and does not report missing values; therefore, the results are presented using the available valid paired data. Demographic details such as gender distribution were not reported in the source document, so they are not added to this Results section.

Table 6. Descriptive statistics of research variables

Variable	N	Mean	SD	Range	Min	Max	Data not reported in source
Badminton athlete content consumption (X)	108	72.34	9.18	50	45	95	Median, mode, variance, and sum
Youth training motivation (Y)	108	68.52	10.41	50	40	90	Median, mode, variance, and sum

The descriptive statistics are presented in Table 6. The mean score for badminton athlete content consumption was 72.34 with a standard deviation of 9.18, a minimum score of 45, and a maximum score of 95. The mean score for youth training motivation was 68.52 with a standard deviation of 10.41, a minimum score of 40, and a maximum score of 90. Based on the score classification used in the source document, both variables were categorized as high. The two variables had the same observed range of 50 points, but youth training motivation showed a slightly larger standard deviation, indicating greater score dispersion than badminton athlete content consumption.

Table 7. Frequency distribution of badminton athlete

Category	Score range	Frequency (n)	Percent (%)
Very high	85-100	22	20.4
High	70-84	41	38.0
Moderate	55-69	31	28.7
Low	40-54	14	13.0
Total	-	108	100.0

The frequency distribution is shown in Table 7. Most respondents were in the high category of badminton athlete content consumption, with 41 respondents or 38.0% of the sample. The very high category included 22 respondents or 20.4%, while the moderate category included 31 respondents or 28.7%. Only 14 respondents or 13.0% were in the low category. Overall, 63 respondents or 58.4% of the sample were in the high to very high categories. This pattern shows that badminton athlete content on social media was frequently accessed by adolescents involved in badminton clubs in Palopo City. A histogram or visual figure was not provided in the source document, so the distribution is presented in tabular form only.

Table 8. Normality and linearity test results

Test	Variable / Relationship	Statistic	Sig.	Decision
Kolmogorov-Smirnov	Content consumption (X)	0.082	0.071	Normal
Kolmogorov-Smirnov	Training motivation (Y)	0.079	0.093	Normal
Linearity test	Content consumption (X) -> Training motivation (Y)	F = 93.12	< .001	Linear relationship

The normality and linearity test results are presented in Table 8. The Kolmogorov-Smirnov test showed that badminton athlete content consumption had a significance value of 0.071, while youth training motivation had a significance value of 0.093. Both values were greater than 0.05, indicating that the data were normally distributed. The linearity test produced $F = 93.12$ with $p < .001$, indicating that the relationship between badminton athlete content consumption and youth training motivation was linear. These prerequisite results supported the use of Pearson correlation and simple linear regression for hypothesis testing.

Table 9. Pearson correlation matrix

Relationship	r	Sig.	Direction	Decision
Content consumption (X) and training motivation (Y)	0.757	< .001	Positive	Significant

The Pearson correlation matrix is presented in Table 9. Badminton athlete content consumption was positively and significantly correlated with youth training motivation, $r = 0.757$, $p < .001$. The positive direction indicates that higher content consumption scores were associated with higher training motivation scores. Because the study contained only one predictor variable, no correlation among multiple independent variables was required.

Table 10. Simple regression model summary

Predictor	R	R Square	Adjusted R Square	F	Sig.
Badminton athlete content consumption (X)	0.757	0.573	Not reported	142.80	< .001

The simple regression results are presented in Table 10. The model produced $R = 0.757$ and $R \text{ Square} = 0.573$, indicating that badminton athlete content consumption explained 57.3% of the variance in youth training motivation. The remaining 42.7% of variance was not explained by the predictor included in this model. The regression model was statistically significant, $F = 142.80$, $p < .001$, showing that badminton athlete content consumption significantly predicted youth training motivation in the analyzed sample.

Multiple regression analysis was not conducted because the research model included only one predictor variable, namely badminton athlete content consumption on social media. Therefore, the inferential analysis was limited to Pearson correlation, simple linear regression, and the regression coefficient for the single predictor. No simultaneous model involving multiple independent variables was available in the source data.

Table 11. Regression coefficients

Model	B	Std. Error	Beta	t	Sig.
Constant	18.43	4.21	Not applicable	4.38	< .001
Content consumption (X)	0.693	0.058	Not reported	11.95	< .001

The regression coefficients are presented in Table 11. The constant value was 18.43, with $t = 4.38$ and $p < .001$. The unstandardized regression coefficient for

badminton athlete content consumption was $B = 0.693$, with a standard error of 0.058, $t = 11.95$, and $p < .001$. The regression equation was $Y = 18.43 + 0.693X$. This coefficient indicates that every one-unit increase in the content consumption score was associated with a predicted increase of 0.693 units in youth training motivation, based on the regression model reported in the source document.

Based on the regression results, the research hypothesis was supported. The significance value for badminton athlete content consumption was below 0.05, indicating a positive and significant predictive relationship between badminton athlete content consumption on social media and youth training motivation. Because there was only one hypothesis and one predictor variable in the model, no additional hypothesis decisions for separate predictors or simultaneous predictors were required.

In summary, the findings show a consistent positive pattern between badminton athlete content consumption on social media and youth training motivation. The respondents reported high levels of both content consumption and training motivation, the data met the normality and linearity assumptions, and the Pearson correlation showed a strong positive relationship between the two variables. The simple regression model was statistically significant and indicated that badminton athlete content consumption accounted for 57.3% of the variance in youth training motivation. Thus, the main empirical pattern of this study is that adolescents with higher exposure to badminton athlete content tended to demonstrate higher motivation to train.

DISCUSSION

The descriptive findings, which show that both badminton athlete content consumption and youth training motivation were in the high category, indicate that social media has become embedded in the motivational ecology of adolescent badminton players in Palopo City. The meaning of this finding is not merely that adolescents access sport content frequently, but that athlete-related digital exposure appears to coexist with a strong willingness to train. In learning and performance terms, such exposure may provide symbolic feedback, imagined standards of competence, and emotionally meaningful examples of persistence. This interpretation is conceptually consistent with the OPTIMAL theory of motor learning, which emphasizes the importance of motivation, attention, and perceived competence in optimizing performance and learning (Wulf & Lewthwaite, 2016). It is also supported by evidence that technology-supported badminton instruction can improve learning motivation and badminton skill engagement when digital tools are connected to the sport task (Hung et al., 2018), and by sport-event research showing that emotional experiences can shape responses to badminton-related environments (Cabello-Manrique et al., 2021). However, this finding differs from badminton match-analysis and performance-assessment studies that mainly explain performance through rally structure, technical-tactical variables, or measurable motor outcomes rather than digital motivational processes (Blanca-Torres et al., 2020; Gómez et al., 2020; Leong & Krasilshchikov, 2016). The difference is likely due to the present study's psychological focus and its use of self-reported digital exposure rather than direct performance observation. A limitation is that the data do not show whether the content consumed was educational, realistic, or merely entertainment-oriented. The practical implication is that coaches

should not assume that high content exposure is automatically beneficial; rather, athlete content should be curated, discussed, and linked to concrete training goals.

The frequency distribution showed that 58.4% of respondents were in the high and very high categories of badminton athlete content consumption, whereas only 13.0% were in the low category. This pattern signifies that athlete-related content is a dominant digital habit among adolescent club players, making it a meaningful environmental factor in youth badminton participation. Theoretically, repeated exposure to sport-specific content may shape attention, perceived relevance, and emotional engagement because adolescents repeatedly observe behaviors, routines, and achievement narratives that are aligned with their own sport identity. This interpretation is consistent with technology-based badminton literature showing that mediated visual experiences can support motivation, skill awareness, and sport interest. For example, iPad-supported badminton instruction improved motivation and skill learning, while virtual reality was proposed as a way to promote badminton among younger generations (Hung et al., 2018; Johan & Ghani, 2018). Similar evidence comes from sensor-based and digital assessment studies showing that badminton movement and stroke performance can be captured through technological systems, including smartphone-based footwork assessment, shuttlecock trajectory control, and computer-vision-based stroke recognition (Chiu et al., 2020; Naik et al., 2022; Tung et al., 2022; Wang et al., 2022). The present study is similar to these studies in treating technology as part of the sport-development environment, but differs because it focuses on naturally consumed social media content rather than researcher-designed instructional or assessment technology. This difference may explain why the effect operates through motivation rather than directly measured skill performance. A limitation is that the study did not distinguish TikTok, Instagram, YouTube, short videos, match highlights, or training tutorials in the statistical model. The implication is that clubs should develop digital sport literacy so that adolescents learn to select content that reinforces discipline, self-regulation, and realistic training expectations rather than passive admiration.

The normality and linearity results support the statistical appropriateness of using Pearson correlation and simple linear regression in this study. The significance values of the Kolmogorov-Smirnov tests were greater than 0.05 for both variables, and the reported linearity test indicated a linear relationship between content consumption and training motivation. The meaning of this finding is methodological: the association between the two variables was structured enough to be modeled using a linear predictive approach, rather than being treated as random or distributionally unsuitable. This strengthens confidence that the reported correlation and regression results are not contradicted by the basic parametric assumptions available in the source document. The finding aligns with badminton measurement literature that emphasizes the importance of valid, reliable, and transparent assessment procedures when studying sport-specific behavior and performance. Observational tools in badminton have been validated to record technical-tactical actions systematically, and sport-specific endurance and agility tests have been developed to reflect the actual demands of badminton (Abián-Vicén et al., 2021; De Franca Bahia Loureiro & De Freitas, 2016; De Franca Bahia Loureiro et al., 2017; Torres-Luque et al., 2020; Valldecabres et al., 2019). However, the present study differs from those works because it measures psychological and digital-exposure variables through questionnaires, not on-court performance. This methodological difference may explain why validity depends

more on questionnaire clarity, item reliability, and respondent honesty than on biomechanical or observational precision. A limitation is that the source document did not report deviation from linearity, median, mode, variance, sum, or standardized beta, which would make the statistical report more complete. Methodologically, future studies should add these indices and consider testing a more complex model that includes self-efficacy, athletic identity, coaching climate, and content quality as additional variables.

The Pearson correlation showed a strong positive relationship between badminton athlete content consumption and youth training motivation. This finding means that adolescents who reported higher exposure to athlete-related social media content also tended to report stronger motivation to train. Theoretically, this suggests that digital content may function as a motivational cue that reinforces goal orientation, perceived relevance of training, and emotional connection to badminton. The result is consistent with badminton training studies showing that athlete development is sensitive to task context, feedback, training design, and performance climate. Badminton-specific exercise has been shown to affect short-serve performance under different practice and competition climates, while continuous training and exercise manipulation using different equipment conditions have been linked to improvements in basic skills or smash-related outcomes (Al-Selmi et al., 2019; Duncan et al., 2017; Hussein et al., 2019). It is also indirectly consistent with studies showing that visual, perceptual, and biomechanical factors contribute to badminton performance, including gaze-kinematic coupling, visuomotor integration, body positioning, footwork, and stroke mechanics (Alder et al., 2014; Chen et al., 2022; Li et al., 2017; Malwanage et al., 2022; Matsunaga & Kaneoka, 2018; Zhang et al., 2016). The similarity lies in the idea that badminton development is shaped by repeated exposure to meaningful task information; the difference is that the present study examines digital athlete content as psychological information rather than direct physical training. Differences from fatigue, injury, and lunge-biomechanics studies are expected because those studies focus on physiological or mechanical constraints rather than motivation (Fernandez-Fernandez et al., 2019; Guermont et al., 2021; Lam et al., 2017; Mei et al., 2017; Zhao & Gu, 2019). A limitation is that the correlation cannot establish temporal order. Practically, coaches may use athlete content as a discussion stimulus, but it should be integrated with structured practice, feedback, and supervision.

The regression results indicate that badminton athlete content consumption explained 57.3% of the variance in youth training motivation, with a significant positive regression coefficient. The meaning of this finding is that athlete-related social media content was not merely associated with training motivation, but emerged as a substantial statistical predictor within the one-predictor model used in this study. This supports the hypothesis that adolescents' digital engagement with badminton athlete content contributes meaningfully to their training motivation. In theoretical terms, the result suggests that digital exposure can be treated as part of the broader learning and motivational environment in youth sport, especially when the content is directly related to the sport practiced by the adolescents. The finding is broadly compatible with research showing that badminton development depends on multidimensional inputs, including assessment systems, digital learning, technical-tactical feedback, movement constraints, performance analysis, and sport-specific training environments (Carboch et al., 2022; Hu & Jiang, 2022; Ortega-Toro et al., 2020; Sasaki et al., 2018; Valldecabres et al., 2020; Vial et al.,

2020). However, it differs from experimental and biomechanical studies that identify performance changes after training, fatigue, equipment manipulation, or movement-specific intervention, because the present study uses a correlational survey and self-reported psychological outcomes (Jang et al., 2018; Lam et al., 2018; McErlain-Naylor et al., 2020; Rusdiana et al., 2020). The stronger predictive value in this study may be explained by the close match between respondents' sport identity and the content they consume: all respondents were active badminton club members, so athlete content was personally relevant. Nevertheless, 42.7% of motivation remained unexplained, indicating the likely role of coaching quality, parental support, peer climate, facilities, prior achievement, self-efficacy, and intrinsic interest. The implication is that social media should be used as a complementary motivational resource, not as a substitute for systematic coaching or athlete-centered training programs.

CONCLUSION

This study concludes that badminton athlete content consumption on social media has a positive and significant predictive relationship with youth training motivation in Palopo City. The findings answer the research objective by demonstrating that adolescents who are more frequently exposed to athlete-related badminton content tend to report stronger motivation to participate in training. This indicates that social media is not only a space for entertainment or passive sport spectatorship, but may also function as a meaningful motivational environment for young athletes when the content is relevant to their sport identity and training aspirations.

The main scientific significance of this study lies in its contribution to youth badminton development by positioning digital sport exposure as a psychological factor associated with training motivation. Theoretically, the study extends the discussion of badminton participation beyond physical, technical, and coaching factors by showing that athlete content in digital environments may support motivation, emotional engagement, and commitment to practice. Practically, the findings suggest that coaches, clubs, and local sport organizations can use athlete-related social media content as a complementary motivational resource, particularly when it is selected critically and connected to structured training goals.

However, this study is limited by its correlational survey design, which does not allow causal conclusions. The data were also based on self-reported questionnaires and involved adolescents from badminton clubs in one city, which limits broader generalization. Future studies should use longitudinal or experimental designs, involve wider samples, and examine additional variables such as self-efficacy, athletic identity, coaching climate, parental support, and the specific type of social media content consumed.

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