

Management of Pencak Silat Athlete Performance Development at the PRSH Cilacap Branch, Indonesia

Idi Pangestu*

Department of Sports Science, Faculty of Sports Science, Universitas Negeri Semarang, Indonesia

*Corresponding Author: idiipangestu@students.unnes.ac.id

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Abstract. PRSH *Pencak Silat* plays an important role in developing athletes, yet its achievement-development management still faces limitations in planning, recruitment, facilities, coordination, and training implementation. This study aimed to evaluate the management of athlete development at the PRSH Cilacap Branch. A qualitative approach was employed using purposive sampling involving administrators, coaches, and athletes. Data were collected through observation, interviews, and documentation, and analyzed through data reduction, data presentation, and conclusion drawing with source triangulation. The findings showed that the athlete massification stage had not been implemented optimally because several athletes did not clearly understand the organization's vision, mission, and development goals, while training facilities remained below standard. The athlete talent-identification stage was also inadequate because recruitment had not used specific selection criteria. At the performance-development stage, coordination relied mainly on WhatsApp and Instagram, meetings were not systematically scheduled, and structured training programs were intensified only during the three months before competition. Consequently, athlete development had not improved significantly. This study highlights the need for continuous, structured, and integrated management of recruitment, facilities, communication, and training programs to support sustainable *pencak silat* performance development.

Key words: athlete development; management; *pencak silat*; performance development; talent identification

Abstract in Indonesia. Pencak silat PRSH berperan sebagai wadah pengembangan atlet, tetapi manajemen pembinaan prestasinya masih menghadapi keterbatasan dalam perencanaan, perekrutan, sarana prasarana, koordinasi, dan pelaksanaan program latihan. Penelitian ini bertujuan mengevaluasi manajemen pembinaan prestasi atlet pada PRSH Cabang Cilacap. Penelitian menggunakan pendekatan kualitatif dengan teknik *purposive sampling* yang melibatkan pengurus, pelatih, dan atlet. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan dengan triangulasi sumber. Hasil penelitian menunjukkan bahwa tahap permasalahan atlet belum berjalan optimal karena sebagian atlet belum memahami secara jelas visi, misi, dan tujuan pembinaan, sementara sarana prasarana latihan masih belum memenuhi standar. Tahap pembibitan juga belum optimal karena perekrutan atlet belum menggunakan kriteria seleksi khusus. Pada tahap pembinaan prestasi, koordinasi masih mengandalkan WhatsApp dan Instagram, rapat belum terjadwal secara sistematis, dan program latihan terstruktur baru diintensifkan selama tiga bulan menjelang pertandingan. Kondisi tersebut menyebabkan perkembangan atlet belum meningkat secara signifikan. Penelitian ini menegaskan pentingnya pengelolaan perekrutan, sarana prasarana, komunikasi, dan program latihan secara berkelanjutan dan terintegrasi untuk mendukung peningkatan prestasi pencak silat.

Kata Kunci: manajemen; pembibitan atlet; pembinaan prestasi; pencak silat; pengembangan atlet

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INTRODUCTION

Athlete development is a fundamental component of sports achievement that requires systematic planning, effective management, and continuous evaluation. The success of athlete development programs depends not only on athletes' physical abilities and technical skills but also on organizational management, coaching competence, resource allocation, and long-term training strategies. Sports organizations play an essential role in creating a supportive environment that enables athletes to develop their potential and achieve sustainable competitive performance. Taylor et al. (2022) emphasized that effective talent development systems require strategic coherence between organizational objectives, performance outcomes, and development processes. Similarly, Syahputra et al. (2023) highlighted the importance of strengthening long-term athlete development in Indonesia through improved coaching knowledge and the integration of supporting components. These perspectives indicate that successful

athlete development requires coordinated management practices rather than an exclusive focus on competitive outcomes.

Pencak silat is an Indonesian traditional martial art that has developed into a competitive sport at regional, national, and international levels. Beyond its cultural significance, *pencak silat* provides opportunities for athletes to improve physical fitness, technical proficiency, mental resilience, and competitive achievement. Achieving optimal performance in *pencak silat* requires structured development programs supported by competent coaches, appropriate training facilities, effective organizational coordination, and continuous performance evaluation. Pereira et al. (2024) explained that sports training programs should be strategically organized to facilitate adaptive performance development through continuous interactions between athletes, coaches, and training environments. Furthermore, Burns et al. (2022) demonstrated that interpersonal relationships, psychological characteristics, and athlete support systems are important components of successful athletic development. Therefore, *pencak silat* organizations must consider both technical training requirements and the organizational conditions that influence athlete development.

Persaudaraan Rumpun Setia Hati (PRSH) Cilacap Branch is one of the *pencak silat* organizations that provides opportunities for athletes to develop their abilities and participate in competitive events. The organization has implemented several athlete development activities, including recruitment, training, competition preparation, and participation in regional and national championships. However, preliminary observations indicated several limitations in the management of its athlete development programs. These limitations included insufficient training facilities, unclear communication regarding organizational objectives, the absence of specific athlete recruitment criteria, and training programs primarily implemented before competitions. Although the organization has an established management structure, several components of its athlete development system have not functioned optimally. These conditions suggest a discrepancy between organizational objectives and the implementation of athlete development activities, potentially affecting the sustainability of athlete performance improvement.

Effective athlete development begins with a systematic identification and recruitment process that considers athletes' potential and developmental characteristics. Baker et al. (2022) explained that athlete selection involves complex decision-making processes influenced by performance requirements, organizational limitations, and coaches' preferences. Similarly, Fuhre et al. (2022) found that coaches consider technical, tactical, and psychological characteristics when identifying talented young athletes. Robertson et al. (2022) further emphasized the importance of multidimensional assessment involving anthropometric characteristics, physical performance, motor coordination, and psychological attributes. In the Indonesian context, Bakhtiar et al. (2023) investigated children's sports talent profiles using anthropometric measurements, physical performance, and motor coordination assessments. These findings demonstrate that athlete recruitment should consider measurable developmental characteristics rather than relying exclusively on general participation or subjective evaluation. Consequently, the absence of specific recruitment criteria may limit the effectiveness of athlete selection and subsequent development programs.

Athlete development also requires systematic planning that accommodates individual differences and long-term performance progression. Sweeney et al. (2024) emphasized that athletic development is influenced by complex biopsychosocial factors extending beyond chronological age and relative age effects. Similarly, Coutinho et al. (2023) demonstrated that youth athletes experience different sport participation patterns during their developmental stages, indicating the importance of considering individual sporting experiences. Al Ardha et al. (2024), through a systematic review and bibliometric analysis, highlighted the continuing development of research on long-term athlete development and its relevance to sports science. These studies suggest that sports organizations should implement progressive and sustainable development strategies that accommodate athletes' physical, psychological, and developmental needs. In this context, athlete development programs should not be limited to short-term competition preparation but should provide continuous opportunities for improvement throughout the training process.

Organizational coordination and training management represent additional factors influencing athlete development effectiveness. Communication between administrators, coaches, athletes, and parents is essential for establishing common objectives, evaluating training activities, and addressing development-related challenges. Johnston et al. (2023) emphasized the importance of clear and consistent terminology in athlete development systems to improve understanding among stakeholders.

Moreover, Goudsmit et al. (2022) demonstrated the potential of structured monitoring and feedback systems to support coaches' training decisions and athlete development. Effective coordination therefore requires more than the exchange of information through communication platforms; it also involves regular planning, systematic documentation, and evaluation of organizational activities. Within the PRSH Cilacap Branch, communication is primarily conducted through WhatsApp and Instagram, while organizational meetings are not consistently scheduled. Although these platforms facilitate information exchange, the absence of structured coordination mechanisms may complicate program monitoring and long-term development planning.

The availability of training resources and athlete support systems is equally important for sustainable performance development. Sports organizations must provide suitable facilities, competent coaching personnel, and supportive training environments to facilitate athletes' progression. Burns et al. (2022) identified the importance of lifestyle practices, interpersonal relationships, and support services in athletes' competitive development. Meanwhile, Dehghansai et al. (2021) demonstrated that talent identification and development require consideration of multiple contextual factors rather than isolated performance characteristics. Taylor et al. (2022) also emphasized the strategic allocation of limited resources to achieve desired developmental outcomes. These findings are relevant to the PRSH Cilacap Branch, where training equipment and facilities remain limited, including the availability of appropriate mats, punching bags, and body protectors. Such limitations highlight the importance of organizational planning, financial management, and resource prioritization in supporting consistent training implementation and athlete development.

Previous studies have examined athlete development through several perspectives, including talent identification, long-term development, training strategies, and organizational support. For example, Syahputra et al. (2023) investigated coaches' understanding of long-term athlete development in Indonesia, while Bakhtiar et al. (2023) examined the identification of sporting talent among children. Robertson et al. (2022) focused on multidimensional talent identification in badminton, whereas Vieira et al. (2023) explored coaches' perspectives on talent identification and development in Olympic triathlon. Although these studies provide important insights into athlete development, they primarily emphasize specific developmental components, athlete characteristics, or particular sporting contexts. The references reviewed do not specifically examine the interconnected implementation of athlete massification, talent identification, and performance development within PRSH *pencak silat* organizational management. This contextual gap indicates the importance of examining how these three development stages are implemented within a regional martial arts organization.

Therefore, this study aims to analyze the management of *pencak silat* athlete performance development at the PRSH Cilacap Branch by examining three interconnected stages: athlete massification, talent identification, and performance development. The analysis focuses on organizational planning, athlete recruitment, training facilities, financial support, stakeholder coordination, training implementation, and achievement evaluation. The contribution of this study lies in providing a contextual assessment of how these management components operate across different stages of athlete development within a regional *pencak silat* organization. By identifying the strengths and limitations of current management practices, the findings are expected to provide practical recommendations for administrators and coaches in improving recruitment procedures, developing continuous training programs, strengthening organizational coordination, and optimizing available resources. Furthermore, this research contributes to discussions on sustainable athlete development management in traditional martial arts organizations, particularly within the Indonesian sports development context.

METHODS

The study employed a qualitative research approach to examine the management of *pencak silat* athlete performance development at the *Persaudaraan Rumpun Setia Hati* (PRSH) Cilacap Branch, Central Java, Indonesia. The qualitative approach was selected to obtain an in-depth understanding of organizational management practices, athlete development programs, and the challenges encountered during their implementation. The research focused on three stages of athlete development: athlete massification, talent identification, and performance development. Participants consisted of organizational administrators, coaches, and athletes involved in the development programs at the PRSH

Cilacap Branch. Participants were selected using purposive sampling based on their involvement in and knowledge of the organization's athlete development activities. This selection enabled the researcher to obtain information from individuals representing different roles and responsibilities within the athlete development system.

Data were collected through observation, interviews, and documentation. Observations were conducted to examine the implementation of athlete development activities, organizational practices, training facilities, and training programs. Interviews were conducted with administrators, coaches, and athletes to obtain information regarding organizational objectives, development planning, athlete recruitment, financial resources, stakeholder coordination, training implementation, and competitive achievements. Documentation was used to support the information obtained through observations and interviews. Data validity was examined through source triangulation by comparing information provided by administrators, coaches, and athletes. The collected data were analyzed using three interconnected stages: data reduction, data presentation, and conclusion drawing. Data reduction involved selecting, organizing, and categorizing relevant information according to the research objectives. The reduced data were subsequently presented descriptively to identify patterns, similarities, and differences among participants' responses. Finally, conclusions were drawn by interpreting the findings across the three stages of athlete development to evaluate the effectiveness of management practices and identify areas requiring improvement.

RESULTS AND DISCUSSION

Overview of Athlete Development Management at the PRSH Cilacap Branch

The findings revealed that athlete development management at the Persaudaraan Rumpun Setia Hati (PRSH) Cilacap Branch had been implemented through several organizational activities, including athlete recruitment, training preparation, competition participation, and performance evaluation. The organization provided opportunities for athletes to participate in district-level championships and national tournaments. However, the implementation of these activities had not been fully supported by an integrated and sustainable management system. Several limitations were identified, particularly in the communication of organizational objectives, athlete recruitment procedures, training facilities, financial resources, coordination mechanisms, and continuity of training programs.

Interviews with administrators, coaches, and athletes indicated that the organization possessed an established management structure and maintained supportive relationships among its members. Nevertheless, the three stakeholder groups expressed different perspectives regarding the effectiveness of athlete development. Administrators emphasized organizational planning and competitive objectives, coaches focused on training implementation and athlete preparation, while athletes primarily evaluated their experiences through training participation and competition outcomes. These differences indicated that organizational planning and stakeholder understanding were not completely aligned.

From a sports management perspective, the existence of an organizational structure does not automatically ensure the effectiveness of athlete development. Effective management requires consistency between strategic planning, implementation, monitoring, and evaluation. Taylor et al. (2022) discussed how talent development systems involve interactions between organizational strategies and operational practices. Their perspective is relevant to PRSH Cilacap, where organizational objectives were established but had not been consistently translated into structured athlete development activities. Similarly, Syahputra et al. (2023) highlighted the importance of knowledgeable coaches and integrated support mechanisms for strengthening long-term athlete development in Indonesia.

The findings also demonstrated that management effectiveness should be evaluated through the relationship between organizational processes and athletes' developmental experiences. Although administrators and coaches generally perceived several activities as functioning adequately, athletes did not always demonstrate a complete understanding of organizational plans or training objectives. Such discrepancies suggest the importance of examining athlete development from multiple stakeholder perspectives rather than relying exclusively on administrative assessments.

This interpretation is consistent with the broader athlete development literature. Burns et al. (2022) examined the importance of support, lifestyle, and performance-related factors in elite and pre-elite athletes, indicating that competitive development involves more than technical preparation. Baker et al.

(2023) similarly discussed the specific developmental needs of professional athletes, highlighting the complexity of sustained performance progression.

Athlete Massification: Organizational Planning and Accessibility

Athlete massification represents the initial stage of sports development, during which organizations introduce sporting activities to broader populations and create opportunities for participation. At PRSH Cilacap, massification was implemented primarily through introducing *pencak silat* to students at elementary, junior high, and senior high school levels. Administrators described this activity as part of a long-term strategy to attract young participants and develop future competitive athletes.

The involvement of schools represents a positive component of the organization's development system because educational institutions provide access to potential participants from different age groups. Furthermore, early participation can create opportunities for athletes to gain technical experience and develop interest in competitive sport. However, participation alone does not guarantee successful talent development. Coutinho et al. (2023) examined patterns of sport participation among youth athletes, demonstrating the importance of understanding different developmental pathways. Garland et al. (2023) also investigated developmental activities among elite junior hockey players in relation to early specialization. These studies provide a relevant perspective for interpreting massification as an opportunity for progressive engagement rather than merely increasing the number of participants.

The interviews revealed that administrators intended to develop athletes capable of competing at the national level. Coaches expressed similar ambitions, emphasizing achievement at higher competitive levels and the potential educational and professional benefits associated with sporting accomplishments. However, athletes generally understood the organizational objectives only in broad terms, such as becoming successful athletes and improving their abilities.

This discrepancy indicates that the organization's vision, mission, and performance objectives had not been communicated consistently to all stakeholders. Although the available evidence does not establish whether formal written statements were absent, it shows that athletes did not demonstrate a complete understanding of the objectives described by administrators and coaches.

Clear organizational objectives are important because they provide direction for athlete recruitment, training priorities, and performance evaluation. Johnston et al. (2023) examined the influence of terminology and conceptual clarity on athlete development, emphasizing the importance of shared understanding within development systems. In the PRSH context, differences in stakeholder understanding may complicate the establishment of common performance expectations.

Organizational planning at PRSH Cilacap included long-term recruitment initiatives, intermediate competition preparation, and short-term training activities. Administrators described plans to recruit students from different educational levels, conduct training camps before competitions, and strengthen basic athletic abilities. Coaches similarly identified general training and athlete selection as elements of the development process.

Nevertheless, the evidence suggests that planning was more clearly expressed as organizational intentions than as a continuously implemented developmental framework. In particular, intensive training activities were concentrated in the approximately three-month period preceding competitions. This distinction is important because long-term athlete development requires continuity between foundational learning, progressive training, competitive preparation, and recovery. Al Ardha et al. (2024) reviewed research developments concerning long-term athlete development, while Sweeney et al. (2024) discussed the limitations of evaluating athletes' developmental opportunities exclusively through relative age. Both perspectives reinforce the need to recognize athlete development as a multidimensional process influenced by individual and contextual conditions.

Organizational Structure, Financial Management, and Training Facilities

The findings demonstrated that PRSH Cilacap had an established organizational structure consisting of several management positions and technical divisions. Administrators and coaches indicated that responsibilities for athlete development were assigned to specific organizational personnel. This arrangement provided a formal basis for managing recruitment, training activities, and participation in competitions.

However, organizational structure should be distinguished from managerial effectiveness. The available interviews indicated that responsibilities existed, but the consistency of planning, reporting,

and evaluation remained uneven. Athletes also demonstrated limited knowledge of the complete organizational structure, identifying only several principal positions.

These differences suggest that organizational responsibilities may not have been fully communicated across stakeholder groups. Taylor et al. (2022) emphasized the importance of alignment between organizational strategies and the operational processes of talent systems. Applied to PRSH Cilacap, this perspective suggests that clearly defined responsibilities should be accompanied by accessible information concerning management decisions, development objectives, and athlete support arrangements.

Financial resources represented another important challenge. The study identified organizational contributions and parental support as principal sources of funding. The original manuscript also reported that approximately 25% of organizational cash funds were allocated to athlete development activities. However, because detailed financial records were not presented, this percentage should be understood as a reported organizational allocation rather than an independently verified financial calculation.

Administrators explained that financial resources were directed toward athlete development, whereas coaches indicated that expenditure priorities depended on immediate organizational activities, including competitions and gatherings. Athletes generally perceived funding as being connected to upcoming competitions and contributions from their families.

These responses suggest that financial management was responsive to immediate requirements but that longer-term budgeting for athlete development was less clearly demonstrated. McLeod et al. (2022) examined factors associated with sharing investment in human capital within elite sport. Although their research context differs from a regional martial arts organization, it provides a useful perspective on how resource arrangements can influence developmental opportunities.

Training facilities were also identified as a limitation. Administrators and coaches acknowledged that several facilities were below desired standards. Specific needs included improved training mats, punching bags, and body protectors compatible with competition requirements. Athletes generally considered existing facilities usable but also identified the need for updated protective equipment.

The distinction between usability and adequacy is important. Equipment may remain functional for basic training while being insufficient for more specialized preparation or changing competitive requirements. The findings therefore indicate a resource-management issue rather than demonstrating that all training activities were unsafe or ineffective.

Maintenance was generally conducted collectively by athletes and coaches after training sessions. This practice reflects shared responsibility and organizational cooperation. Nevertheless, shared maintenance alone cannot replace systematic equipment assessment, replacement planning, and financial prioritization.

Burns et al. (2022) identified support conditions as important aspects of athletic development, while Syahputra et al. (2023) emphasized the need for integrated developmental support in Indonesia. In the context of PRSH Cilacap, improving facilities should therefore be considered part of a broader strategy involving budgeting, training needs, and competition preparation.

Athlete Talent Identification and Recruitment Procedures

The second stage of athlete development concerns talent identification and the selection of individuals who demonstrate potential for continued sporting achievement. At PRSH Cilacap, athlete recruitment was conducted through school-based activities involving elementary, junior high, and senior high school students. This strategy provided access to a relatively broad participant population and supported the identification of individuals interested in *pencak silat*.

However, interviews revealed limitations in the establishment of specific recruitment criteria. Administrators indicated that no formal selection criteria had been established, whereas coaches described assessing athletes' seriousness, interest, participation, and willingness to compete. These responses suggest that recruitment involved informal judgments but lacked clearly documented criteria consistently understood by different stakeholders.

This distinction is significant because informal coaching judgments may contribute valuable practical observations, but their effectiveness depends on consistency, transparency, and appropriate consideration of athlete development. Fuhre et al. (2022) examined coaches' criteria for identifying talented youth soccer players, demonstrating that selection judgments involve multiple characteristics. Baker et al. (2022) also discussed the complexities of talent selection, including differences between

identifying current performance advantages and recognizing future developmental potential.

The findings at PRSH Cilacap indicate that enthusiasm and participation were considered during recruitment, but the available evidence does not demonstrate systematic assessment of physical abilities, technical skills, psychological characteristics, or developmental progression. This limitation may reduce the consistency of selection decisions.

Talent identification should not be understood solely as identifying athletes who currently demonstrate superior competitive performance. Young athletes develop at different rates, and early physical advantages do not necessarily indicate greater long-term potential. Robertson et al. (2022) examined multidimensional benchmarks for identifying talent among youth badminton players, considering characteristics that extend beyond isolated performance indicators. Similarly, Saal et al. (2022) investigated relationships among anthropometric characteristics, physical fitness, and sport-specific performance.

In Indonesia, Bakhtiar et al. (2023) examined sporting talent among children aged 7–12 years through assessments incorporating physical and developmental characteristics. Their research is particularly relevant because PRSH Cilacap recruits students from school-age populations. However, the specific assessment instruments used in other sports should not be transferred directly to *pencak silat* without evaluating their validity and suitability.

Additional studies reinforce the importance of multidimensional selection. Tsao et al. (2022) investigated motor abilities as part of talent identification among tennis players, while Faber et al. (2021) examined methods for assessing technical skills among talented youth table tennis players. These studies demonstrate different approaches to evaluating athlete potential, although the characteristics most relevant to *pencak silat* require sport-specific consideration.

Biological maturation represents another important consideration. González et al. (2021) investigated grouping young soccer players for conditioning activities according to maturation and physical performance. Albaladejo-Saura et al. (2022) examined how maturation status relates to anthropometric and physical fitness characteristics, while Perroni et al. (2024) addressed the relevance of maturation when assessing youth soccer performance.

These studies suggest that athlete selection procedures should distinguish current physical development from longer-term sporting potential. For PRSH Cilacap, this would involve recognizing differences in age, training experience, physical readiness, and demonstrated technical progress when evaluating potential participants.

Nevertheless, the present research did not collect biological maturation measurements or standardized physical test scores. Consequently, it cannot establish whether the organization's previous selection decisions were influenced by maturation-related differences. The relevant contribution of this literature is to identify considerations for improving future recruitment procedures.

Research on relative age effects provides another perspective. Kelly et al. (2021) examined talent identification and relative age effects within rugby union pathways, while De la Rubia et al. (2021) investigated relative age effects in international handball competition. Herrebrøden and Bjørndal (2022) also examined relationships between youth international experience and subsequent senior-level success in football.

Environmental Support and Athlete Development Opportunities

Despite limitations in recruitment procedures, the findings identified positive environmental support for athlete development. Administrators, coaches, and athletes consistently acknowledged contributions from parents and schools. Parents supported athletes' participation, while several schools facilitated involvement in *pencak silat* activities and competitions. This support represents an important organizational strength because school-age athletes often depend on their families and educational institutions for transportation, scheduling, encouragement, and participation opportunities.

Burns et al. (2022) highlighted the relevance of athlete support and lifestyle factors to competitive development. Dehghansai et al. (2021), in their investigation of talent identification and development in Paralympic sport, also emphasized the importance of considering developmental environments and opportunities. Although these studies address different athlete populations, they demonstrate that sporting potential develops through interactions between individual capabilities and available support.

The PRSH interviews also identified reward mechanisms, including bonuses, educational scholarship opportunities, and employment recommendations for successful athletes. These incentives were

described by administrators and coaches, while athletes confirmed receiving recognition for competitive accomplishments. However, the study did not present records specifying the frequency, eligibility criteria, or value of these rewards. Accordingly, the evidence supports the existence of reported recognition practices but does not permit an assessment of their financial effectiveness or long-term influence on athlete motivation.

The relationship between motivation and performance development is complex. Haraldsen et al. (2021) examined tensions experienced by junior elite performers during their progression toward higher competitive levels. Their work offers a reminder that achievement expectations can interact with athletes' experiences of development. Within PRSH Cilacap, recognition practices may contribute to a supportive environment, but sustainable development also requires attention to athlete participation, communication, individual progress, and access to appropriate training opportunities.

A key finding is that environmental support appeared relatively strong even though formal selection procedures remained limited. This distinction shows that recruitment and development should not be evaluated as a single undifferentiated process. The organization demonstrated social resources that could support athlete development, but these resources had not yet been fully integrated into a systematic talent-identification framework.

Performance Development: Coordination and Organizational Communication

The third stage concerns the management of competitive performance development, including coordination, training implementation, motivation, evaluation, and competitive achievement. Interviews indicated that communication between administrators, coaches, and athletes generally functioned through interpersonal interaction and digital communication platforms. WhatsApp groups and Instagram were frequently used to exchange information about organizational activities and competitions.

These communication channels allowed stakeholders to distribute information without requiring regular face-to-face meetings. However, the findings also revealed that management meetings were not consistently scheduled. Coaches described meetings as occurring when questions, problems, or organizational requirements emerged, while athletes indicated that formal meetings predominantly involved administrators.

This finding suggests that communication existed but was not consistently organized as a participatory management process. The concern is therefore not the use of WhatsApp or Instagram itself. Digital platforms can support organizational communication, but their effectiveness depends on whether information is complete, responsibilities are understood, and decisions are documented and communicated appropriately.

Johnston et al. (2023) discussed the importance of conceptual clarity within athlete development environments. Their findings are relevant because effective organizational coordination requires stakeholders to understand not only immediate instructions but also the underlying purposes of development activities. Taylor et al. (2022) further emphasized the interaction between strategic and operational elements of talent development systems. In the PRSH context, stronger coordination would involve translating organizational objectives into identifiable responsibilities, training schedules, and evaluation activities.

Differences between interview responses further illustrate this issue. Administrators generally considered coordination effective, coaches acknowledged that meetings were not systematically scheduled, and athletes reported limited participation in organizational discussions. These responses should not be interpreted as proof of conflict between stakeholders. Rather, they indicate different levels of involvement and access to management information. Such differences are important because athletes experience the practical outcomes of management decisions even when they do not participate directly in making those decisions.

Training Program Implementation and Continuity

Training implementation emerged as one of the principal limitations in performance development management. Administrators and coaches reported that PRSH Cilacap provided general *pencak silat* training before directing selected athletes toward more specialized preparation. Training activities included foundational movement practice, preparation for competition, and opportunities for trial matches against other athletes.

These activities indicate that the organization had established a basic approach to training progression. Coaches also reported conducting evaluations after training sessions, while athletes confirmed that evaluations and trial matches occurred. However, the findings revealed a discrepancy between the existence of training activities and their continuity throughout the development cycle. The original research reported that structured preparation was concentrated during the three months preceding competitions. This pattern suggests a competition-oriented approach in which training intensity and organizational attention increased as competitive events approached. Although targeted preparation is an important component of competitive sport, it should be distinguished from continuous athlete development.

Pereira et al. (2024) discussed sport performance strategies through the perspective of dynamic and adaptive training processes. Their work highlights the importance of interactions between training organization and athletes' responses to developmental demands. The findings of Syahputra et al. (2023) are also relevant because they identify long-term athlete development as an important issue within Indonesian sport. From this perspective, training programs should provide opportunities for progressive improvement beyond preparation for individual competitions. The present findings do not demonstrate that PRSH athletes received no training outside the three-month competition preparation period. The interviews indicate that general training was conducted, while specialized and structured preparation was emphasized before competitions. This distinction prevents an inaccurate interpretation of the organization's existing activities.

Nevertheless, the evidence suggests that the relationship between general training, athlete specialization, and competition preparation was not sufficiently documented or communicated. Athletes reported participating in training but did not consistently understand the complete structure of the training program. This finding is important because athletes' understanding of training objectives may influence their ability to recognize progress and provide meaningful feedback.

Goudsmit et al. (2022) investigated the cooperative design of a coach dashboard for training monitoring and feedback. Their research demonstrates how structured information can support coaching decisions. Although digital monitoring systems may exceed the immediate resources of PRSH Cilacap, the underlying principle of documenting and evaluating training information remains applicable. Training documentation does not necessarily require sophisticated technology. Written schedules, attendance records, training objectives, and periodic progress evaluations could provide useful information for organizational decision-making.

The study also identified differences in perceptions of athlete development. Coaches generally reported visible improvements during training, while athletes described beginning to recognize their own progress. However, administrators acknowledged that competitive achievements had not yet reached organizational expectations. These perspectives should be considered together. Perceived improvements in training do not necessarily produce immediate changes in competition results, particularly when development is influenced by multiple technical, physical, psychological, and contextual factors. For this reason, the absence of significant improvement reported in the original manuscript should be understood as a qualitative assessment rather than a statistical finding. The study did not report standardized pre- and post-training measurements that would support statistical conclusions about performance changes.

Coaching Competence and Athlete Monitoring

Coaching competence represents an important component of development management because coaches translate organizational objectives into practical training activities. The original study reported that coaches at PRSH Cilacap had not yet obtained relevant coaching certification and that their previous competitive achievements were limited. This finding indicates a need for professional development, although certification status alone cannot establish the quality of coaching practice. Fuhre et al. (2022) demonstrated that coaches contribute to talent identification through their assessment of athlete characteristics. Vieira et al. (2023) examined coaches' perspectives on talent identification and development in Olympic triathlon, further illustrating the importance of coaching knowledge within athlete development systems. Dimundo et al. (2021) investigated multidisciplinary characteristics associated with talent identification within a rugby academy. Although the sport differs from *pencak silat*, the study supports the broader importance of considering several developmental dimensions when evaluating athletes.

At PRSH Cilacap, coaches already contributed to fundamental technical training, selection, motivation, and evaluation. These existing responsibilities provide a foundation for improving the quality and consistency of the development process. However, professional development opportunities could help coaches strengthen their understanding of training progression, athlete assessment, communication, and performance monitoring. The findings also indicate the need to distinguish informal evaluation from systematic monitoring. Administrators, coaches, and athletes confirmed that evaluations occurred after training, but the available evidence did not describe standardized assessment instruments, recorded performance indicators, or longitudinal progress reports.

Consequently, the study cannot determine how consistently evaluation findings influenced subsequent training decisions. Goudsmit et al. (2022) emphasized the potential value of structured feedback for supporting coaching decisions. Similarly, Faber et al. (2021) demonstrated the relevance of developing appropriate assessment methods for technical skills in youth sport. These studies suggest that PRSH Cilacap could strengthen monitoring by documenting changes in technical execution, physical readiness, training participation, and competitive performance. Any assessment system should be appropriate to athletes' developmental stages and the specific demands of *pencak silat*. Such monitoring would help coaches distinguish short-term training responses from broader developmental progression. It would also provide administrators with clearer information when evaluating whether existing programs support organizational objectives.

Competitive Achievements and Evaluation of Development Outcomes

Competitive achievement represents an important indicator of athlete development, although it should not be considered the only measure of organizational effectiveness. Interviews indicated that PRSH Cilacap athletes had participated in district-level championships and national tournaments. The organization had also achieved competitive recognition through medal-winning performances. Nevertheless, administrators and coaches acknowledged that overall achievements had not consistently met their expectations.

Interestingly, the athletes' perceptions were generally more positive. Athletes expressed satisfaction with several competitive outcomes and reported experiencing improvements in their abilities. This difference between managerial expectations and athlete perceptions represents an important finding because it demonstrates how achievement may be evaluated differently across stakeholder groups. Administrators primarily assessed achievement in relation to the organization's ambitions for national and international competition. Athletes, however, appeared to consider participation, experience, and individual results when evaluating their progress.

The distinction between organizational targets and individual developmental achievements is consistent with research examining progression across competitive levels. Herrebrøden and Bjørndal (2022) investigated the relationship between youth international experience and subsequent senior-level success in football, illustrating the limitations of interpreting early competitive outcomes as definitive indicators of future performance. Bozděch et al. (2024) similarly examined the transition from junior to senior competition among elite tennis players.

Although these studies examined other sports, they provide relevant perspectives for understanding the developmental nature of competitive achievement. Performance progression involves multiple stages, and success at one competitive level does not necessarily guarantee achievement at another. Within PRSH Cilacap, the available findings indicate that competitive experience had been established, but systematic evaluation of performance progression remained limited. The original manuscript did not provide a complete chronological record of competition results, medal distributions, or changes in performance across successive seasons.

Therefore, claims concerning stagnation or limited improvement should be interpreted as assessments reported by participants rather than independently demonstrated statistical trends. A more comprehensive evaluation system would distinguish participation indicators, developmental indicators, and competitive outcomes. Participation indicators could include attendance and competition involvement, while developmental indicators could reflect changes in technical skills and training progression. Competitive indicators could include match results and achievement relative to established organizational objectives. Such differentiation would allow managers and coaches to evaluate whether athlete development activities were producing meaningful progress, even when higher competitive targets had not yet been achieved.

Integrated Management Implications and Research Contribution

The findings demonstrate that the three stages of athlete development at PRSH Cilacap were interconnected rather than independent organizational activities. Limitations during massification affected the clarity of development objectives, weaknesses in recruitment procedures complicated talent identification, and inconsistencies in training implementation influenced the organization's ability to evaluate competitive progress.

An important contribution of this research is the identification of differences between organizational intentions and stakeholders' experiences. Administrators emphasized established structures and competitive ambitions, coaches described existing training activities, and athletes demonstrated varying levels of understanding regarding development plans. These differences indicate that management effectiveness cannot be established solely from the existence of organizational programs.

The findings also reveal an important distinction between organizational strengths and developmental limitations. PRSH Cilacap maintained an active recruitment network, supportive relationships with schools and parents, a functioning management structure, and opportunities for competitive participation. However, these strengths had not been fully integrated into a systematic management framework.

This interpretation is consistent with Taylor et al. (2022), who examined strategic approaches within talent development systems, and Syahputra et al. (2023), who identified the importance of coordinated support for long-term athlete development in Indonesia. The findings also correspond with research conducted by Sulistyowati and Irsyada (2022) on *pencak silat* athlete development in Rembang Regency. Their study identified limitations involving training organization, facilities, and the implementation of athlete development activities. The similarities suggest that several challenges identified at PRSH Cilacap may also occur in other regional *pencak silat* development environments. However, the present qualitative study cannot establish how widespread these problems are beyond its research setting.

The contextual contribution of the present research lies in examining athlete development management through three connected stages while comparing the perspectives of administrators, coaches, and athletes within the same organization. This approach helps identify discrepancies between strategic objectives, operational practices, and athlete experiences. From a practical perspective, the findings indicate several management priorities: improving communication of organizational objectives, establishing transparent recruitment procedures, developing continuous training plans, strengthening coaches' professional competencies, organizing financial and facility management, and documenting athlete development outcomes.

These priorities should be understood as implications derived from qualitative evidence rather than interventions whose effectiveness has already been experimentally established. Future organizational evaluation could examine whether implementation of these improvements is associated with clearer stakeholder understanding, more consistent training participation, improved development monitoring, and stronger competitive preparation. Such evaluations would provide additional evidence for understanding how management practices contribute to sustainable *pencak silat* athlete development.

CONCLUSION

The study revealed that the management of *pencak silat* athlete performance development at the PRSH Cilacap Branch has not been implemented optimally across three interconnected stages: athlete massification, talent identification, and performance development. At the massification stage, the organization has established a management structure and implemented school-based recruitment activities; however, several athletes lack a clear understanding of the organizational vision, mission, and development objectives. Limited financial resources, inadequate training facilities, and the absence of certified coaches also remain significant challenges. At the talent identification stage, athlete recruitment has been conducted through educational institutions, but specific and standardized selection criteria have not been consistently established, despite positive support from schools and parents. At the performance development stage, communication among administrators, coaches, and athletes has been maintained, although coordination meetings remain insufficiently structured and training programs are primarily intensified during the three months preceding competitions. Consequently, athlete development has not demonstrated substantial progress toward the organization's competitive objectives. These findings

highlight the importance of integrating organizational planning, systematic talent identification, continuous training programs, coaching development, resource management, and regular performance evaluation. The study contributes to sports management knowledge by identifying discrepancies between organizational planning and practical implementation across different stages of athlete development. Strengthening these interconnected management components may support more sustainable athlete development and improve the effectiveness of performance development programs in regional *pencak silat* organizations.

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