

Development of Elementary Schools Student-Athletes in Sragen Regency

Arif Suryawan[✉], Nasuka Nasuka, Taufiq Hidayah

¹Education Office, Central Java, Indonesia

²Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
28 December 2020
Accepted:
29 January 2021
Published:
31 March 2021

Keywords:
coaching,
elementary schools,
students

Abstract

The research aimed to analyze and study developing elementary school student-athletes in Sragen Regency. Analyze and study the process of installing elementary school student-athletes in Sragen Regency. Analyze and study the nursery process of elementary school student-athletes in Sragen Regency. Analyze and study the process of guiding elementary school student-athletes in Sragen Regency. This research uses a descriptive qualitative approach. The subjects in this study were administrators, teachers, and students. This study uses data collection techniques with observation (observation), interviews (interview), documentation, and questionnaires. Data analysis techniques used data triangulation, namely data collection, data reduction, data presentation, and concluding. The results of this study are the coaching system that answers A (yes) = 63%, B (sometimes) = 32%, and C (no) = 4%. Regarding the coaching program, answer A (yes) = 58.21%, B (no) = 39.64%, and C (no) = 2.41%. Organizing answer A (yes) = 57.40%, B (sometimes) = 36.67%, and C (no) = 50%, B (sometimes) = 33.50%, and C (no) = 16.50%. The extracurricular that answered A (yes) = 60.83%, B (sometimes) = 30%, and C (no) = 9.17%. The training carried out in the elementary school in Sragen Regency went well. Recruitment of athletes as the next generation of achievements is slow and takes a long time. Training programs still tend to depend on field trainers and physical education teachers in their respective schools. Several extracurricular activities in school are not yet optimal. Facilities and infrastructure are sufficiently fulfilled. Sources of funds to finance coaching programs in schools through extracurricular programs can be obtained from the assistance of the committee, parents, and teachers themselves.

[✉] Correspondence address:
Pemuda No.134, Semarang, Jawa Tengah 50132
E-mail: vensalukita4@gmail.com

INTRODUCTION

Sports are part of the whole Indonesian human development program, held in a gradual, tiered, and sustainable manner from an early age to adulthood. Sports activities must be prepared as carefully as possible to influence each other's formation and personal quality (Hidayat Nurseta, 2017).

One of the government's efforts to advance sports achievements is by opening a development agency based on age groups in each sport. It is hoped that athletes' development based on age groups can be a gathering place for athletes according to their talents (Didik Assalam, 2015).

Schools are the basis for fostering and developing sports; both students and the community are essentially inseparable from the coaching and development of national sports. One of the government's efforts to provide extraordinary services for students who choose unique talent potential in the sports field is establishing a sports school that is a school where students with unique talents in sports (Eva Satriya Wihjaya, 2018).

Performance improvement in sports is carried out by coaching and developing sports in a planned, systematic, tiered, and sustainable manner, starting with introducing movement at an early age (Juana Wangsa Putri, 2017).

The growth and development of sports currently show many dimensions and play an essential role in the nation's intellectualization, character building, moral education, and balancing physical, spiritual, and social needs (Endang Sri Hanani, 2017).

Coaching is a complex task and requires various strategies and behaviors to meet expectations (Lim Khong Chiu et al., 2014). Therefore, coaching in sports is very important to improve an athlete's quality to reach his performance peak.

Performance sports coaching is aimed at advancing all sports in Indonesia, and each sport has its performance development programs, both at the regional and national levels. The main objective of the achievement development program is to develop athletes from an early age,

search for athletes' talents in every sport, and achieve maximum performance (Johan Irmansyah, 2017).

The development of sports achievement in the regions is also critical concerning the breeding of potential athletes. In sports, achievement coaching is carried out as early as possible. This coaching aims to get the seeds of talented athletes as successors to athletes who excel later. Not a few athletes have the potential to emerge from the coaching carried out in the regions, so the importance of coaching in the regions also starts from schools that hold sports extracurricular activities as well as sports clubs that shelter athletes for achievement (Kristianto Wibowo, 2017).

Achievement of peak achievements in sports can only be achieved through a systematic, planned, orderly, and continuous coaching process. Therefore, top achievements achievement needs to be described in a comprehensive concept in a tiered coaching pattern (M. Haris Satria et al. 2012).

Maximum achievement is determined by the athlete's talent and supported by several factors such as the coach's quality, the quality of the establishment program, supporting equipment and facilities, support from the government, sponsors, and the athletes' parents (Aang Meiyanto, 2018).

Sports coaching and sporting achievement are two interrelated things. Without coaching, there will be no high achievement possible, and the opposite is also the case that high achievement will only be achieved if there is good and continuous guidance. Sports coaching needs to get severe thinking and handling. It must carry out the coaching system through a scientific approach, adjusted to the progress and development of science and technology. Indonesia's sports coaching system is not out of date (Rosbin Pakaya et al., 2012).

Building sports achievement is a complex work system because various interrelated parties determine the athlete's performance. Coordination and synchronization are required between the various parties (Adiska Rani Ditya Candra, Rumini, 2016).

The author's observations at DISDIKBUD Sragen see that coaching from various sports has been running but not according to the expected results. This can be seen from the sports achievements at POPDA 2019 that have not met expectations.

Implementation, namely the continuous development of sports that has not run optimally, so that after each championship or competition is completed, the coaching will be completed. After approaching further competitions, it will continue and the lack of participation in participating in championships or competitions both at the provincial and national levels and international.

Systematic sports development with quality human resources can increase self-control, responsibility, discipline, and sportsmanship in obtaining maximum performance.

The problems described above are so that this research will use a descriptive qualitative approach and will examine (1) the process of developing elementary school student-athletes in Sragen Regency, (2) the process of installing elementary school student-athletes in Sragen Regency, (3) the process of seeding student-athletes. Elementary School in Sragen Regency, (4) the process of scouting elementary school student-athletes in Sragen Regency.

METHODS

The research used by the authors includes Naturalistic Descriptive Research, where the data obtained is data taken naturally following the situation and conditions in the field.

This study used a survey method to examine the development of elementary school student-athletes in Sragen regency. Survey research is non-hypothetical research but emphasizes objective data collection and provides conclusions based on research criteria. Based on the research objectives, the research design chosen was a cross-sectional survey, a study carried out at a certain time. It did not look for relationships between variables or not to determine changes in individuals who were

members of the sample. The survey research was conducted to measure the level of achievement of implementing student-athlete coaching in Sragen Regency.

This research is focused on examining the problem of athlete development for elementary school students in Sragen Regency as a place for its implementation. Research data in the form of written or spoken words, pictures, photos, or actions obtained from data sources, namely: people, writings, and places. Arikunto (2002) data sources are obtained from three objects: paper, place, and person.

The informants of this study were administrators, coaches/teachers, and athletes. The instruments used in the research data collection technique were interviews, observation, documentation, and questionnaires. This study uses two methods in the data validity test technique: triangulation and observation persistence. Meanwhile, the data analysis technique uses four stages: data collection, data reduction, data presentation, and concluding (Sugiyono, 2009).

RESULTS AND DISCUSSION

Based on the research results with observation, documentation interviews, and questionnaires, the data collected and carried out in this study can be seen in the figure below.

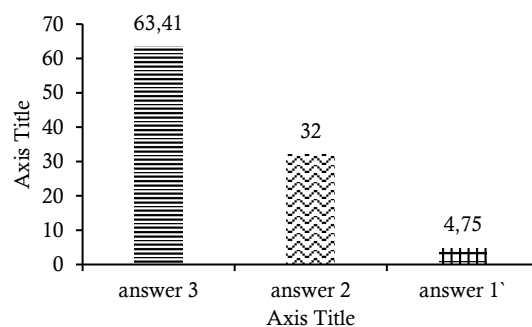


Figure 1. An overview of results about the coaching system

It can be seen in figure 2 from the overall answer regarding the coaching system it can be seen that those who answered A = 63%, those

who answered B = 32%, and those who answered C = 4.75%.

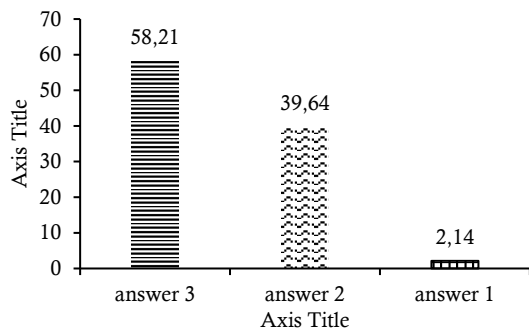


Figure 2. An overview of results about the development program

It can be seen in Figure 2 that from the overall answers regarding the development program it can be seen that those who answered A = 58.21%, those who answered B = 39.64%, and those who answered C = 2.41%.

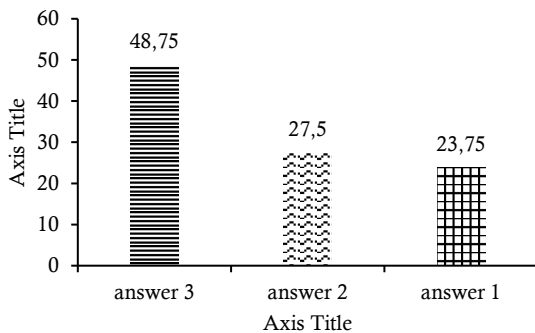


Figure 3. Overview of results about organizing

It can be seen in Figure 3 that from the overall answer regarding the organization, it can be seen that those who answered A = 57.40%, those who answered B = 36.67%, and those who answered C = 10.14%.

It can be seen in Figure 4 that from the overall answer regarding facilities and infrastructure, it can be seen that those who answered A = 50%, those who answered B = 33.50%, and those who answered C = 16.50%.

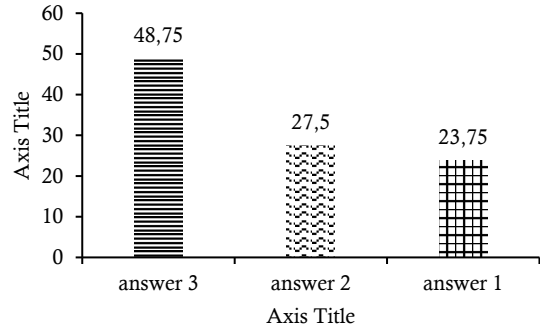


Figure 4. An overview of facilities and infrastructure

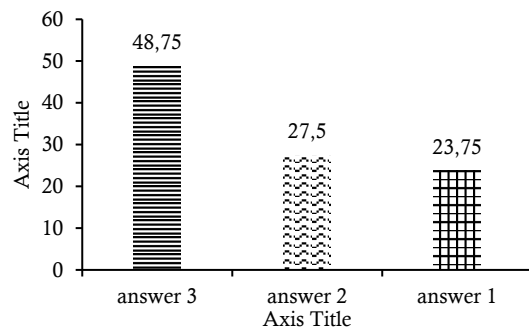


Figure 5. An overview of extracurricular

It can be seen in Figure 5 that from the overall answer regarding extracurricular activities, it can be seen that those who answered A = 60.83%, those who answered B = 30%, and those who answered C = 9.17%.

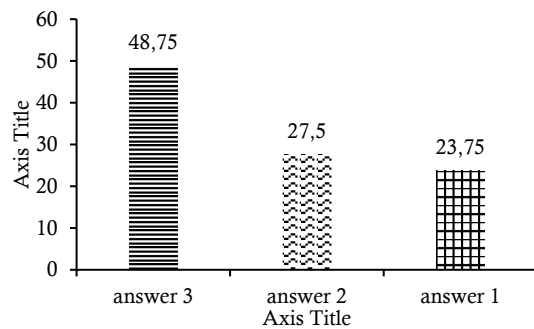


Figure 6. An overview of results regarding the funding system

It can be seen in Figure 6 that from the overall answer regarding the funding system it can be seen that those who answered A = 48.75%, those who answered B = 27.50%, and those who answered C = 23.75%.

Elementary School Coaching System in Sragen Regency

Coach

From the observations, this coaching system has a very important role in building achievement. An achievement sports coaching program will not run without coaches and athletes being trained, and vice versa.

In filling the role of coach, a person must be involved with the athletes who care for him. This means that the coach is always taking care of problems or matters related to sports, but the coach must also act as a friend, teacher, parent, counselor, and even a psychiatrist for the athlete. It is expected that athletes who want to develop their achievements will have full trust in their coaches.

Development Program

So far, our sports coaching is colored more with the cut compass or, in other words, a shortcut system, so that it never shows consistent results. This can be seen in the program of coaching student-athletes at school. With time constraints, sometimes searching and coaching athletes is carried out through shortcuts, namely by only looking at body posture and only doing the training process for a short time before the match.

From the researchers' observations, the program of coaching student-athletes through extracurricular programs in almost all schools can be said to be good, but in terms of athlete selection, implementation of training according to schedule, up to extracurricular sports staff are still lacking.

Organizing

It is a process of collaborative activity between functions in management to achieve goals. This activity tries to connect people with jobs that are suitable for their abilities so that there is no overlap. The purpose of organizing here is to help smooth the running of the athlete training system in schools.

The observation results showed that work organization in implementing student-athlete coaching throughout the school was good.

Facilities and Infrastructure

In the training process, it is necessary to have facilities and infrastructure to achieve a goal. At least it can support the improvement of the individual's quality both in terms of activities and achievement.

In education, physical education practice is often only done in the yard or around the school garden. This is not because there is no prohibition on physical education to be carried out in the field or yard that meets the standards, but schools today still have standard sized areas with good feasibility. This is one of the main factors that hamper the training process.

The existing facilities and infrastructure schools in Sragen Regency, both in Public and Private Elementary Schools, are quite complete, but for their proper use and standardization, they are still lacking. This is adjusted to the ability of each school party in terms of providing facilities and infrastructure.

Extracurricular

Sports extracurricular activities in schools are an alternative way to find and develop children's potential and talents, both academic and non-academic skills.

The results of research conducted in schools show that the sports extracurricular program is running well. Still, this study's results are different from the results of researchers' observations in the field during extracurricular implementation that extracurricular programs in schools do not run smoothly. This is seen from the number of registrants who do not match the number of participants in the extracurricular field.

Funding

The results showed that the school always provided funds to support building achievement through extracurricular programs originating from the school committee and donations from students' parents. However, these funds were not fully able to cover activities. Many physical education teachers use their funds to support these activities. Researchers found obstacles in some schools that were less open about funding.

The authors encountered barriers: the author did not get actual data from respondents because there was no good communication relationship between the author and the respondent. The author's position here is as an observer who has not known respondents.

CONCLUSION

Based on the results of the research and discussion obtained, it can be concluded as follows: the development of achievements carried out in schools through the extracurricular program at the Sragen Regency Elementary School is running well, recruitment of athletes as the next generation of achievement is slow and takes a long time. The training program implemented by DISDIKBUD still tends to depend on field trainers and physical education teachers in their respective schools. Extracurricular activities in schools, which are athletes' search programs in general, can be good, from the schedule to the division of tasks. However, in carrying it out, there are still some that have not been optimal. The facilities and infrastructure have been sufficiently fulfilled. This can be seen from the results of field data collection held at each school, and the facilities provided by the Sragen Regency Government are quite helpful.

Sources of funds to finance coaching programs in schools through extracurricular programs come from the school committee, assistance from parents of students, and personal money for Physical Education, Sports, and Health teachers. Meanwhile, DISDIKBUD received funds from the government to finance further development programs ahead of POPDA Central Java.

REFERENCES

- Arikunto, S. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Adiska Rani Ditya Candra, Rumini (2016) "Pembinaan Prestasi di Pusat Pendidikan dan Latihan Olahraga Pelajar (PPLP) Provinsi Jawa Tengah" *Journal of Physical Education and Sports*, 5(2), 47-52. ISSN 2252-6773.
- Arin Triyasari, Soegiyanto K.S, S. (2016). Pembinaan Olahraga Senam Artistik Di Klub Senam Kabupaten Pati Dan Kabupaten Rembang. *Journal of Physical Education and Sport*, 5(1), 41-46.
- Assalam, D., Sulaiman, Hidayah, T. (2015). Program Pembinaan Prestasi Cabang Olahraga Pencak Silat Pusat Pendidikan dan Latihan Olahraga Pelajar (PPLP) Provinsi Kalimantan Timur. *Journal of Physical Education and Sports*, 4(1), 87-92.
- Chiu, L. K., dkk. (2014). Student-athletes' Evaluation of Coaches' Coaching Competencies and Their Sport Achievement Motivation. *Journal Review of European Studies*. 6(2), 17-30.
- Fernando, H., Wira, D., & Kusuma, Y. (2018). *Swimming Coached – Management Program of Indonesian Swimming Association in South Sumatera*. *Journal of Physical Education and Sports*, 7(1), 55-59.
- Hanani, E. S. (2017). The Study On Value Of Recreational Sports Activity Of Urban Communities, 12(2).
- Hidayat Nurseta, S. T. S. (2017). Manajemen Pelaksanaan POPDA SMP / MTs dan SMA / SMK / MA Tingkat Kabupaten Pemalang Tahun 2015 Abstrak. <http://> *Journal of Physical Education and Sports*, 6(2), 157-164.
- Irmansyah, J. (2017). Evaluasi Program Pembinaan Prestasi Cabang Olahraga Bola Voli Pantai. *Jurnal Keolahragaan*, 5(59), 24-38.
- Joko Priono, Soegiyanto, S. (2014). Evaluasi Program Pembinaan Bola Voli Remaja Asahan Di Pengkab Pbvsi (Persatuan Bola Voli Seluruh Indonesia) Kabupaten Asahan Provinsi Sumatera Utara Abstrak. *Journal of Physical Education and Sport*, 3(1).
- Juana Wangsa Putri, B. A. M. (2017). Evaluasi penyelenggaraan Program Pusat Pendidikan Dan Latihan Olahraga Pelajar (Pplp) Cabang Olahraga Taekwondo Provinsi Dki Jakarta. *Jurnal Ilmu Keolahragaan*, 8(2), 92-102.
- M. Haris Satria, Tandiyo Rahayu, S. K. (2012). Evaluasi Program Pembinaan Olahraga Sepakbola Di Sekayu Youth Soccer Academy (Sysa) Kabupaten Musi Banyuasin Sumatera Selatan. *Journal Of Physical Education And Sport*, 1(2).
- Meiyanto, A., Nasuka, & Pramono, H. (2018). The Evaluasi of The Program of Badminton Clubs Aged 10-11 Years in Semarang City. *Journal of Physical Education and Sports*, 7(3), 260-266.
- Nurchahyo, P. J., Soegiyanto KS, Rahayu, S. (2014). Program Pembinaan Prestasi Taekwondo pada

- Klub Satria Taekwondo Academy di Kabupaten Banyumas. *Journal of Physical Education and Sports*, 3(2), 56-60.
- Rosbin Pakaya , Tandiyo Rahayu, S. K. (2012). Evaluasi Program Pada Klub Bola Voli Kijang Di Kota Gorontalo. *Journal Of Physical Education And Sport*, 1(2).
- Sari, H. P., Woro, O., Handayani, K., & Hidayah, T. (2020). Evaluasi Program Pembinaan Atlet Pekan Olahraga Nasional Cabang Olahraga Bulu Tangkis Provinsi Sumatera Selatan. *Journal of Physical Education and Sports*, 6(3), 261–265.
- Sugiyono. (2009). *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Wibowo, K., & Hidayatullah, M. F. (2017). Evaluasi Pembinaan Prestasi Olahraga Bola Basket di Kabupaten Magetan. *Jurnal Media Ilmu Keolahragaan Indonesia*, 7(1).
- Wijaya, E. S., Rahayu, T., & Sugiharto. (2018). Evaluasi Program Pembinaan Prestasi Bolavoli Putri Tingkat Sekolah Menengah Pertama Kecamatan Bantarkawung Kabupaten Brebes. *Journal of Physical Education and Sports*, 7(1), 36-42.