

SPORT TALENT IDENTIFICATION AS A RECOMMENDATION FOR EXTRACURRICULAR DEVELOPMENT CURRICULUM: A RESEARCH AND DEVELOPMENT STUDY

**Nurudin Cholid¹, Achmad Widodo³, Soni Sulistyarto³, Rizky
Maulana⁴**

¹⁻³ Master of Sports Education Study Programme, Faculty of Sport and Health
Sciences, Surabaya State University, Jl. Lidah Wetan, Kec. Lakarsantri, Kota SBY,
Jawa Timur 60213

⁴ Department of Sport Science, Faculty of Sport and Health Sciences, Surabaya State
University, Jl. Lidah Wetan, Kec. Lakarsantri, Kota SBY, Jawa Timur 60213
E-mail: nurudin.chas@gmail.com

Abstrac

The aim of this research is to develop an extracurricular coaching method through talent identification in students. The research method used is R&D (Research and Development) research with a one-time data collection approach. The sample in the study totalled 50 students consisting of 25 boys and 25 girls. Data analysis using frequency distribution by calculating the average value and percentage. The results showed that 28% (14) were classified as very potential, 36% (18) potential and 32% (16) quite potential students talented in sports. This talent identification method is very effective to find out the characteristics of student talents according to the age of 11-16 years. This is very helpful in talent scouting at school. So that the development of extracurricular activities becomes more effective and efficient in accordance with the talents of each student.

Key Words: *talent, identifiycation, sport, development, recommendation*

INTRODUCTION

Extracurricular is a means of developing sports achievements and channelling talents and interests in the field of sports in the school environment (Bangun, 2018). Students can hone their abilities and talents in one sport in the extracurricular selection. Achievement coaching can be carried out in a specialised manner and directly supervised by the coach. The programme can make students excel at every level from small areas to become professional athletes. Of course this will be an achievement that makes both the school and the individual student proud.

Extracurricular activities at school can be a foundation for students as a stepping stone to become athletes who excel at the school level and continue at the professional level. Therefore, the importance of extracurricular activities that are in accordance with the talents and interests of students. This can help them to gain sporting achievements and awards. Many factors are needed to get sports achievements, one of which is by conducting an achievement coaching

programme. In supporting this programme, it can be started from scouting students' talents and interests in sports.

With talent identification, it can be useful as a reference in improving sports achievements in the future by maximising the potential of sports seeds early on (Prasetyo, Nasrulloh, & Komarudin, 2018). Talent identification needs to be developed because it can increase effectiveness and efficiency in sports coaching programmes. This is very useful for a long-term programme. From this programme we can also explore potential sports seeds that have not been involved in sports achievements. Research conducted by Hariadi et al (2022). stated that as many as 172 (48.31%) were in the low potential category, and 124 children (34.83%) were in the no potential category. These findings conclude that if the child's potential can be identified from the start, parents will decide what sport to pursue, coaches can foster children according to their potential in accordance with the principles of Long-Term Athlete Development (LTAD), and the government can make a policy through regulations to be able to foster talented athletes.

The implementation of talent and interest identification programmes is usually carried out at the age of children to adolescents because physical, physiological, motor and mental abilities have been formed. This is the forerunner of a child's potential talent. At an early age, the performance indicators of elite athletes cannot be seen. But identification programmes have the capacity to unearth talented athletes from an early age. It is important for us to know the child's talent so that the coaching programme can be carried out in a structured and planned manner so that the results can be optimal.

Talent identification is designed to identify potential sporting opportunities for future athlete achievement (Johnston, Wattie, Schorer, & Baker, 2018). Talent guides are either teachers at school or experts who are mandated to run talent identification programmes. Extracurricular activities at school are a suitable place to develop students' sporting talents at school. According to Reeves et.al (2019) that talent scouting is the most important phase in the talent identification process in sports.

Most students today who have potential talents tend not to be well facilitated. Extracurricular activities at school can be used as a medium in growing more talented or potential students. Where it can be used as a means for the development of the student's speciality. Therefore, the importance of proper extracurricular coaching needs to be applied through talent identification since school.

The interests and talents possessed by students have not been well facilitated. So that the achievement of extracurricular programmes is not optimal. Many student achievements are achieved from outside the school programme. Among other things, they join sports clubs that can accommodate their talents and interests. Meanwhile, there are extracurricular programmes that students can participate in at school that have received facilities from the school that can be used to achieve. The purpose of this research is to identify students' sporting talents as a basis for developing new ideas or product ideas in the extracurricular curriculum.

METHODS

This study uses R&D (research and development) research through a one-time study data collection approach. Where the intent and purpose is to find or bring up a new idea, idea, or product. This research can also be used to develop existing products. In this study, the results obtained can be used as a form of development of existing products or a new form of product. This research is through fsae Research or gathering information by analysing the needs and preparing the product model to be made. Then the product that has been made is tested and validated in this development phase so that it can overcome the problems that occur. Then the application of the product after being tested and validated the product is finished and ready for use. According to Borg and Gall (as cited in Sugiyono, 2016) research and development is a process or way to improve and validate products. The product development process can be in the form of updating existing products to make them more practical, effective, and efficient, or creating new products that have never existed before. The sample in

this study were primary and secondary school students aged 11-16 years in Lamongan Regency. A total of 50 participants were involved in this study. The sampling technique used was simple random sampling.

This research instrument uses the sport search test developed by the Australian Sport Commission. There are 10 types of tests presented in the sport search including; 1) sitting height, 2) body height, 3) body weight, 4) arm swing, 5) throwing tennis ball catch, 6) throwing basketball, 7) vertical jump, 8) 40 metre run, 9) agility test, and 10) endurance test (multi-level fitness test). The data were processed using the IBM SPSS Version 21 statistical application. The results of the data received were then analysed using frequency distribution techniques, namely by presenting the form of average values and percentages.

RESULT

Table 1. Characteristics of research subjects

Charateristic	Frequencies	Percentage
Gender		
Boy	25	50
Girl	25	50
Age		
11-13 years old	23	46
14-16 years old	27	54
BMI/Age		
Normal	43	86
<i>Overweight</i>	5	10
Obesity	2	4

*BMI/Age; Body Mass Index

Based on table 1, it can be seen that the percentage of participants in this study both boy and girl is 50% of the total population of 50 samples. The body mass index based on age showed the results of 86% (43) in the normal category and only 14% (7) included in overweight and obesity.

Table 2. Result category of sport search

Score	Category	Total	(%)
≥ 27	High Potential	14	28
23-36	Potential	18	36

19-22	Potential Enough	16	32
15-18	Low Potential	1	2
≤ 14	No Potential	1	2

Table 3. Descriptive variabel test of sport search

No	Jenis Tes	Rata-rata	Standar Deviasi	Min	Max
1	Sitting Height	84.9	3.85	76	95
2	Height	159.7	7.19	145	177
3	Weight	51.8	11.04	34	87.9
4	Arm Range	162.2	7.82	148	175
5	Throw Catch Tennis Ball	7.08	6.03	0	18
6	Throw a Basketball	7.01	6.17	4.37	49
7	Vertical Jump	39.34	11.29	5	74
8	40 Meter Run	7.05	0.94	5.58	9.89
9	Agility	21.31	1.85	18.30	28.30
10	Multistage Fitnees Test	4.88	1.85	2	8

Based on table 3, it can be seen that the average vertical jump value is 39.34 ± 11.29 with a maximum value of 74. In the agility test, the average value is 21.31 ± 1.85 with a minimum value of 18.30. Then the value of student height reaches 159.7 ± 7.19 and body weight with a value of 51.8 ± 11.04 .

DISCUSSION

Based on table 2, it can be seen that the majority of students show positive results and can be said to be talented with 28% (14) classified as very potential, 36% (18) potential and 32% (16) potential enough. The tendency of children to have a giftedness in sports can be seen from several factors that become a reference. In addition to the type of material provided, children's sports potential is also influenced by sports facilities owned by schools or other educational institutions (Syafeei, Budi, Kusuma, & Listiandi, 2020). Other activities including

various types of games, both traditional and modern, if carried out regularly and periodically can add to the repertoire of movements in children so that they can emerge the potential for sporting excellence. In addition to the benefits of sports achievement or the frequency of physical activity in children, it can also prevent various non-communicable diseases such as cardiovascular disease, obesity, sedentary lifestyle (Maulana, Mustar, Maratus, Pramono, & Susanto, 2021).

In a previous study conducted by Ragil et al (2023) with a sample size of 100 students, the results showed that 35 students (35%) had the potential for giftedness, 31 students (31%) were less gifted, and 34 students (34%) were not gifted. In this study it was found that the majority of students did not have the potential for sporting talent. This can occur due to various factors, one of which is that a proper long-term sports coaching programme has not been implemented and balanced with the application of early sports talent identification. To be able to conduct successful talent identification, various knowledge is needed, including the nature of achievement in each sport, factors that affect achievement, and knowledge of sports research (Bramantha, 2020).

Talent identification is useful for knowing the athlete's sporting achievements so that the coach can provide the best sports advice for his athletes (Qonitatillah & Wahyudi, 2022). The identification process will show potential athletes who have good performance after doing sports coaching (Visalim, Sofyani, Atmaja, & Purwanto, 2018). The results of the tests carried out in talent identification will certainly have an impact on the selection of what sport specialisation is suitable for students (Yuliawan, 2023). Coaching in giftedness to develop students' talents can start early. Efforts to get talented athletes should be carried out talent scouting from a young age. The talent scouting can be done in school children (Bramantha & Setiawan. Gustilas Ade, 2022). However, it should be noted that schools can be involved in coaching sports achievements. Facilities and infrastructure including the curriculum will certainly have an impact on the results of sports achievements. In this case, extracurricular activities which have become a means of developing students' talents and interests.

Extracurricular activities in schools are basically a means for students to develop their potential, interests, and inner talents so that they can direct them to the right field with the right direction (Kinesti et al., 2022). The selection of extracurricular activities so far is still based on the students' preferences but not in accordance with their talents. Whereas extracurricular activities can be considered as a forum for developing students' talents and interests, because with these extracurricular activities it is hoped that students can find and develop the potential they have (Salsabila, Syaflita, & Indriani, 2023). In addition, extracurricular activities at school are sports that already exist and where the coaching is still not inclusive and well-programmed. The need for extracurricular innovation in this case is a specific sport in training the level of basic movements and also the skills of the sport. This is done as an effort to increase the potential for expertise or talent early on in sports. Of course, in determining the new curriculum programme, the role of cooperation between several segments such as teachers, students, coaches, parents and stakeholders in the government such as dispora is expected to work together so that it can become the latest innovation in the extracurricular coaching curriculum for student achievement. The identification of sporting talent is particularly appropriate for use in school extracurricular development programmes for students aged 11-16 years.

CONCLUSION

Based on the results of the research obtained, the majority of students have potential in sports talent. The application of talent identification can be used to explore the potential talents of students at school, so that it can be a recommendation in extracurricular development for the long term. Therefore, extracurricular development becomes more effective and efficient and can view the potential talents of students.

As many as 28% (14) are classified as very potential, 36% (18) potential and 32% (16) potential enough. Good sports coaching will improve student achievement so that in the long run it is hoped that they can become professional athletes. The latest extracurricular curriculum recommendations as stated in the

concept of long-term athlete development need to be implemented in order to produce outstanding athletes.

REFERENCES

- Bangun, S. Y. (2018). Peran pelatih olahraga ekstrakurikuler dalam mengembangkan bakat dan minat olahraga pada peserta didik. *Jurnal Prestasi*, 2(4), 29–37.
- Bramantha, H. (2020). Identifikasi Bakat Olahraga dengan Menggunakan Metode Sport Search Pada Siswa Putra Kelas V SDN 3 Mangaran Kabupaten Situbondo. *Cermin Jurnal Penelitian*, 30–35.
- Bramantha, H., & Setiawan. Gustilas Ade. (2022). Pelatihan dan Pendampingan Teknik Pencarian Bibit Olahraga dengan Menggunakan Metode Sport Search untuk Siswa Sekolah Dasar. *Jurnal Pengabdian Mimbar Integritas*, 1(2), 115–125.
- Hariadi, I., Hanief, Y. N., & Fadhli, N. R. (2022). Sport talent identification among children in Malang. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 8(1), 81–95.
- Johnston, K., Wattie, N., Schorer, J., & Baker, J. (2018). Talent Identification in Sport: A Systematic Review. *Sport Medicine*, 97–109. <https://doi.org/10.1007/s40279-017-0803-2>
- Kinesti, R. D. A., Maharani, T., Maesaroh, E., Suroyya, K. S. N., Azkiya, Z. Z., & Ningsih, H. A. (2022). Peran Guru dalam Meningkatkan Keterampilan Minat Bakat Siswa melalui Kegiatan Ekstrakurikuler di SD Istiqamah Bandung. *Arzusin*, 2(4), 311–323. <https://doi.org/10.58578/arzusin.v2i4.449>
- Maulana, R., Mustar, Y. S., Maratus, A., Pramono, B. A., & Susanto, I. H. (2021). Sedentary Behavior Among School-aged Students During Pandemic: A Cross-Sectional Study. *Advances in Social Science, Education and Humanities Research*, 618, 489–495.
- Prasetyo, Y., Nasrulloh, A., & Komarudin. (2018). Identifikasi Bakat Istimewa Panahan Di Kabupaten Sleman. *Jurnal Olahraga Prestasi*, 14(2), 195–205.
- Qonitatillah, R., & Wahyudi, A. R. (2022). Identifikasi Bakat Olahraga Menggunakan Metode Sport Search Pada Siswa SD Negeri Karanggayam II Kabupaten Sampang. *Ejournal.Unesa.Ac.Id*, 148–154.
- Ragil, I., Atmojo, W., Budiharto, T., & Saputri, D. Y. (2023). Giftedness Analysis Using Sport Search on Physical Education Learning for Elementary School Students in Surakarta City. *Al-Ishlah: Jurnal Pendidikan*, 15(2019), 845–852. <https://doi.org/10.35445/alishlah.v15i1.2341>
- Reeves, M. J., McRobert, A. P., Lewis, C. J., & Roberts, S. J. (2019). A case study of the use of verbal reports for talent identification purposes in soccer: A

Messi affair ! *Plos One*, 14(11), 1–17.

Salsabila, P. H., Syaflita, D., & Indriani, N. (2023). Kegiatan Ekstrakurikuler Sebagai Wadah Pengembangan Bakat dan Minat Siswa. *Jurnal Armada Pendidikan*, 1(1), 6–11.

Syafeei, M., Budi, D., Kusuma, M., & Listiandi, A. (2020). Identifikasi Keberbakatan Olahraga Metode Australian Sport Search Pada Anak Sekolah Dasar. *Physical Activity Journal*, 1, 8.

Visalim, A., Sofyani, H. F., Atmaja, G. K., & Purwanto, S. (2018). The Importance of Sport Talent Identification to Early Childhood. *Proceeding of International Conference On Child-Friendly Education*, 91–98.

Yuliawan, E. (2023). Identifikasi Bakat Olahraga Dengan Metode Sport Search Pada Siswa Sekolah Dasar. *Tunas Pendidikan*, 5(2), 478–494. Retrieved from https://repository.unja.ac.id/45252/%0Ahttps://repository.unja.ac.id/45252/1/skripsi_yulsa_febriana.pdf