Kinestetik : Jurnal Ilmiah Pendidikan Jasmani 6 (2) (2022)
Kinestetik : Jurnal Ilmiah Pendidikan Jasmani
https://ejournal.unib.ac.id/index.php/kinestetik/index
DOI : 10.33369/jk.v6i2.22080

Rethinking of Talent Identification and Development (TID) Program in Indonesia

Gita Febria Friskawati[1]
[1]STKIP Pasundan: Physical Education, Health and Recreation, STKIP Pasundan, Cimahi, Indonesia

Article Info

Article History :

Received : June 2022

Revised : June 2022

Accepted : June 2022

Keywords:

National Sports Policy, TID

Abstract

The last few decades have seen significant changes in trends related to athlete development, particularly in Talent Identification and Development (TID). The idea of talent continues to play an important role in most athlete development models, especially in Indonesia which aligns with the Great Design of National Sports (DBON). In this theoretical study, the authors highlight concerns with the notion of talent and how it is conceptualized in Indonesia's national sports system. First, the assumption that talent is a fixed capacity that can be identified early for children; second, the importance of ongoing research for the determination of TID; third, consideration of the multivariate TID approach. These concerns form the basis for more focused discussions on avenues and solutions for TID in Indonesia in the future.

*Corresponding email : gita032@gmail.com

ISSN 2685-6514 (Online)
ISSN 2477-331X (Print)

INTRODUCTION

National sports achievements are influenced by the sports coaching system in the regions. Given that the regions are part of the national sports coaching system, sports coaching from an early age must run well, although there are several important things that must be considered in handling sports promotion for children. Until now, the achievement of sports achievements in Indonesia is still experiencing many obstacles with not achieving optimal results and one of these obstacles is the difficulty of finding talented prospective athletes in several sports fields, for example in the field of Indonesia's leading sport, namely women's singles badminton.

For example, at the 2022 SEA Games held in Vietnam, the women's singles badminton Indonesia did not get a gold medal, only falling behind in the quarter-finals with Thailand. Although talent does not have an absolute effect, talent also has a big role in achieving achievement. One of the efforts to get talented prospective athletes, including doing talent scouting from an early age. Talent scouting can be carried out with tests or instruments that have been prepared and tested. The instrument is a parameter made to predict or predict the quality of achievement, taking into account the level of physical fitness, movement learning ability, and physical development that is currently owned by the child, (Žvan & Čoh, 2018).

Before stepping into achievement coaching, it is necessary to take steps to find sports talent first. This is very important to get prospective athletes who are talented and have the potential to be nurtured. So that it will be easier to map prospective athletes according to the characteristics of their talents, because gifted children are the main capital to achieve high achievements, (Abisha, 2017). One way that can be taken is through Talent Identification and Development (TID).

In Indonesia, research that has been done proves that an athlete is not only born but also created through the right talent identification program. There are at least two instruments that can be used to identify children's talents, namely I do and I Like. This application I like is online and stores and processes the child's data that we input then will provide output in the form of a dominant sport that is suitable for the child. While I do it in the form of a child's ability test with a predetermined instrument. This service activity aims to: a) have skills in talent identification and development, b) understand and be skilled in using the I do and I like instruments as part of talent identification, c) be able to implement the management of talent identification instruments in their respective places, (Syahputra et al., 2020).

Talent Identification and Development (TID) is an effort made to estimate with a high probability the chance of someone who is talented in achievement sports to be able to succeed in undergoing an exercise program so as to be able to achieve peak performance, (Baker et al., 2018). So-called talent programs generally aim to support individuals in discovering and developing areas of talent and to encourage and support the pursuit of excellence in specific fields. Another program of the program is the potential aspect for excellent performance to provide the best opportunities from a young age. This strategy is often used to increase the effectiveness and/or efficiency of talent programs and increase the chances of success, (Huang et al., 2021).

Sports talent identification and development (TID) programs are designed to identify and nurture athletes with the greatest potential to excel,

(Bennett et al., 2019). Most TID programs are based on the measurement and improvement of key TID factors, such as the athlete's 'physiological, anthropometric or technical variables'. However, primary factors alone do not guarantee continued sporting success, as secondary factors, such as coaching, facilities and family support, also play an important role in TID outcomes, (Arede et al., 2019; Woods et al., 2016). Sports scientists have conducted most of the TID research using a monodisciplinary perspective and a quantitative approach to investigate key factors. Research examining secondary factors has recognized the importance of interactions between environmental, interpersonal and organizational elements, but has usually focused on one factor, (Williams et al., 2020).

Given the continued dominance of the conception of talent in the discussion of coaching and sport science domains, caution warrants ongoing evaluation of the evidence for talent. In this article, the authors highlight some of the contemporary issues with the notion of talent and how it is conceptualized in high-performance sports systems based on the literature reviewing the results of studies on TID abroad. These concerns are not intended to cover the full range of issues related to the identification and development of talent in sport in Indonesia, but to form the basis for a more focused discussion on these and other issues. Of course, there have been other reviews and discussions on issues in the identification and selection of athletes in high performance sports, (Visalim et al., 2018)some of which address issues similar to those of the current review.

However, the authors believe that constant attention to this issue is important, especially since there does not appear to be much improvement despite the previously discussed. In this article, the authors position the interaction with key stakeholders in sport in Indonesia (e.g., coaches, athletes, administrators) to identify the issues that appear to be most prominent for this group as they try to navigate and improve TID. In addition, the author highlights several new issues that are very relevant to the problems that occur in Indonesia regarding achievement sports that require high performance.

Proposition I: TID for children

Programs for the identification and development of talent in children and adolescents have become part of contemporary Western society in various domains, but especially in the domains of education and sport. The last few decades have seen significant changes in sport delivery and trends related to athlete development, (Reeves et al., 2019). One example is the growing number of “elite academies” that focus on developing outstanding athletes. At these academies, parents pay substantial funds so that their child can thrive in a highly targeted, athlete-centered environment generally focusing on early specialization, (Baker et al., 2018; Harlow et al., 2020) where sports involvement is focused. on performance demands. a sport with little participation outside of these activities. Despite cultural and sport-specific differences, the increased general emphasis on early specialization, among other changes in the high-performance sports system, resulted in increased weight being placed on early identification of children with the potential to succeed. in high-performance sports environments, (Bennett et al., 2019; Toum et al., 2021).

Undoubtedly, the ethical concerns regarding this issue raise attention to TID for early childhood. Ethical issues include the psychological and behavioral implications of telling someone they are gifted (or not gifted), the extent to which

practice is inclusive or exclusive and the consequences of focusing on TID for early childhood for the promotion of physical activity and lifestyle, (Wrang et al., 2021). Apart from these ethical issues, early identification and selection is the initial capital for undertaking high-performance sports. The notion of talent plays an important role in most models of athlete development, although it remains an elusive quality. A definition in which talent (a) derives from a genetically inherited structure and is therefore at least partially innate, (b) involves some continued indication of future potential, (c) appears in further indication that it can be used to provide a basis for identifying who is most likely to be successful, (d) found only in a minority of people, and (e) relatively domain-specific. Although the notion of talent was eventually dismissed by Howe and colleagues (1998), much has changed in the nearly 2 decades since their seminal review, (Baker et al., 2018). For example, exercise science researchers identified specific genes that could serve as early precursors for future potential, (Darnell et al., 2019).

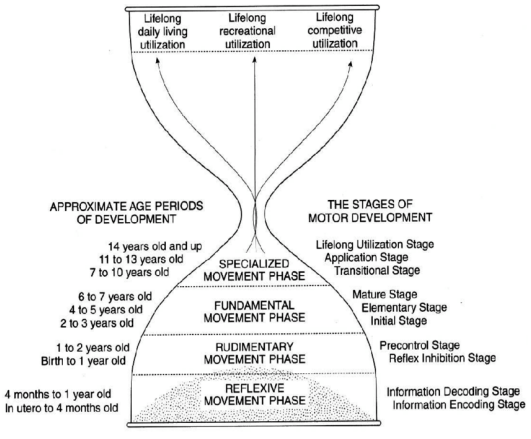

Figure 1. Motor Development Stages (Gallahue, 2012)

There are two paradigms that emerge in guiding children's talents. First, not all children have sports talent; This means that only certain children have the potential to be fostered and developed further. Second, every child has talent in a particular sport; meaning that the child will train optimally in certain sports from all branches. The second paradigm seems to provide a great opportunity for children so that they can find their choice according to their conditions and skills.

Proposition II: The importance of continuous research for the determination of TID

The last 25 years have given birth to many concentrations of TID research in the world, especially on the European continent. Unfortunately, in Indonesia as I will point out, the mixed quality and unclear implementation focus of much of this research, together with the organizational slackness of many National Government Agencies and related agencies, means that there has been relatively little change in the TID landscape at the system level compared to what we know based on empirical evidence. Indeed, even quality research is difficult to infiltrate into applied practice in sports, it is not easy, (Webster & Keegan, 2019).

From a methodological point of view, the quality of multiple studies in particular, the continued use of a single methodology explains the gap between research and practice. This methodological decision may be due to the perhaps unavoidable difference between research focused primarily on application and for more direct academic purposes as science for sport. While certain studies can be well designed and impactful in answering defined research questions, (Baloran, 2020) may be less effective in informing TID practice in the field. In this regard, it is unfortunate that the benefits of applied research continue to be underestimated in the debate about research quality, (Ford et al., 2020).

This distinction is important, especially if work at TID is considered an applied science. At the very least, the very individual perspective described in the autobiography and some qualitative research would seem questionable as the only basis for advising practitioners on how to work in general with athletes. TID now needs to evolve from research that replicates the results that have been demonstrated in the literature towards translational work that bridges the gap between research and practice, (Anderson et al., 2021; Bulqini et al., 2021; Giblin et al., 2014). Of course, replication focused on practical real-world findings is very useful, the methodological limitations of TID studies and identifying ways to use research to improve TID practice should be a major consideration going forward, at least for those who adhere to the focus applied to sports practitioners, (Collins et al., 2019). Therefore, it seems appropriate to consider the current focus in TID research, propose future directions, and methodological approaches to bridge the gap between research and practice to conduct research that makes a difference.

In consideration of the progress of TID research in Indonesia, it is also important to consider the way research is conducted to inform TID processes and systems. Most of the research on TID, at least those that focus on psycho-behavioral and psycho-social factors related to development, adopt a qualitative approach, (Faber et al., 2021; Visalim et al., 2018). Typically, retrospective interviews are conducted with elite athletes who are asked to reflect on their career trajectories. This approach predominates because it is impossible to predict which young players will reach the highest levels of activity, and therefore one can only identify outstanding athletes. While this study has provided a useful starting point for examining TID, there are a number of methodological limitations that must be acknowledged (eg, self-report bias, hindsight bias), (Collins et al., 2019). Of greatest concern from an applied perspective is the accuracy and quality of the data presented and then used to inform TID practice.

To close the research-practice gap in TID research, it is recommended to use a pragmatic approach, namely an approach that prioritizes the quality of research and the importance of the impact applied; at least in research that claims to be for exercise, (Toohey et al., 2018). This can be done to identify the need to better understand how phenomena and interventions actually impact developing athletes should encourage researchers to obtain rich qualitative data but in combination with quantitative approaches that allow for generalizable future action; or, in the case of any qualitative work, an approach that yields at least more generalizable evidence than the typical small sample and, in particular, autobiographical-based work. Of course, any mixed methods solution (or "best of both worlds") will require careful design if it is to have optimal methodological integrity, (Hulteen et al., 2017). Indeed, the quality challenges in mixed methods research must be recognized in light of issues that were previously ignored so that research on TID in Indonesia continues to develop and be sustainable.

Proposition III: Consideration of the TID multivariate approach

Over the past few years, there has been an increasing focus on the use of complex multivariate tests for aptitude identification. This type of inferential statistics is based on a comparison of the group mean and variance on a set of dependent variables/tests, (Collins et al., 2019). For example, in German handball, technical and motor tests, psychological questionnaires, actual game performance, among other things, are taken into account

when making talent selection decisions. In this approach, a number of skills are considered for each athlete, and the "best" are considered for future development. However, this approach may not be as simple as it seems, (Baker et al., 2018). For example, the time frame of those making decisions about the future development of athletes is often short, resulting in decisions being made from a short-term coaching perspective.

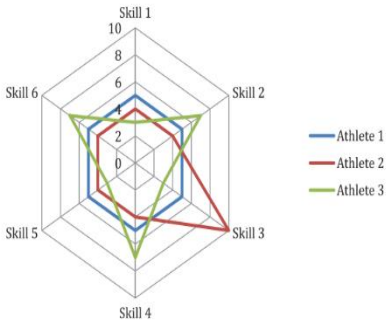

Figure 2. Hypothesis of Performance pattern for 3 athletes

Further, if we consider Figure 2, where all three athletes will have the same summative score but different performance profiles, another important nuance emerges. While Athlete 1 had all the elements at roughly the same level, Athlete 2 showed excellent scores in skill 3 and lower performance than Athlete 1 in all other skills. Lastly, Athlete 3 shows half of his skills above Athlete 1 and half below them. The critical question is, therefore, which players to develop? While many would argue that Athlete1 is the best choice because he or she has an overall superior "package", in certain cases (e.g., team activities), athletes with clear exceptional skill areas (i.e., Athlete 2) may do better especially if certain skills can be replaced by other skills.

Team members or by subtle changes in team tactics. For example, with skill 3 that reflects speed and throwing accuracy, the choice is clear. In our example, the total skill count would be 30 points, but quite often, athletes who have exceptional skills have lower. The contrasting approach commonly used by coaches on the pitch often reflects a decision to look to a talented player because they have something special. Collectively, we know very little about the efficacy or limitations of coach decision-making about talent. While coaches can be biased with respect to these decisions in the field they should be more seriously considered in scientific studies to determine the value and cost of training. Multivariate.

Therefore, talent selection and its effective approach require accurate predictions of how the sport will change in the future in order to anticipate how the skills and abilities that underpin successful performance will develop and/or change between elite skill selection and demonstration. In a recent analysis,

(Baker et al., 2018) examined changes over time in Olympic performance records for both athletic and aquatic events, noting considerable variability in improvement across various sports over time. Presumably, the factors driving these performance improvements also change dynamically and unpredictably, which will obviously limit the accuracy of any predictions about future performance. Moreover, with increasing prediction timeframe, prediction accuracy will almost certainly decrease, which raises clear concerns about talent selection in childhood or early adolescence.

This research is only a theoretical study, further research is needed using quantitative or qualitative research methods to be able to reveal the effectiveness of TID implementation to support the DBON program in accordance with the level of growth and development of children.

CONCLUSIONS

Although there has been a movement to emphasize the role of the coach and the importance of a high-quality, deliberate exercise, the idea of TID is firmly entrenched in the athlete's development system. In essence, athlete selection decisions reflect the judgments of coaches, administrators, or parents about their athletes' future prospects. In the section above, we highlighted some of the problems with how many sports systems conceptualize and measure talent, and emphasized the main consequences of the current approach. There are three propositions that must be considered for that first, TID for children; Second, the importance of continuous research for the determination of TID; third, consideration of the multivariate TID approach.

Although research is limited on the validity of the notion of TID in sports, and the consequences of this idea-centered approach, there are important implications for those working in talent selection and athlete development. First, practitioners should not be too focused on identifying and selecting talents. Evidence suggests that if they do exist, we don't know what they look like, and are poor predictors of athlete potential. Second, practitioners are encouraged to consider approaches to athlete development that allow athletes to move across system levels more easily. Currently, the system is very restrictive; Once an athlete is removed from the system, it is very difficult for them to re-enter. Talent transfer initiatives are a good move, but they usually happen relatively late in development. Finally, it is important to emphasize the role of the coach as an applied sports scientist. Trainers usually have a sizable data set that they have accumulated over the years involved. While some may be hesitant at first to share the results, when they do, the system as a whole will improve. Ultimately, scientists and stakeholders need to do more to evaluate talent and its relevance to promoting athlete development. This will involve much greater involvement and interaction among those with an interest in athlete development.

REFERENCES

Abisha, M. (2017). Capture Them Green: The Way Towards Sport Talent Identification and Development Among Children in Early Childhood Centers. *European Journal of Physical Education and Sport …*, 2015–2017. https://doi.org/10.5281/zenodo.1009085

Anderson, D. I., Lohse, K. R., Lopes, T. C. V., & Williams, A. M. (2021). Individual differences in motor skill learning: Past, present and future. *Human Movement Science*, *78*(February), 102818. https://doi.org/10.1016/j.humov.2021.102818

Arede, J., Esteves, P., Ferreira, A. P., Sampaio, J., & Leite, N. (2019). Jump higher, run faster: effects of diversified sport participation on talent identification and selection in youth basketball. *Journal of Sports Sciences*, *37*(19), 2220–2227. https://doi.org/10.1080/02640414.2019.1626114

Baker, J., Schorer, J., & Wattie, N. (2018). Compromising Talent: Issues in Identifying and Selecting Talent in Sport. *Quest*, *70*(1), 48–63. https://doi.org/10.1080/00336297.2017.1333438

Baloran, E. T. (2020). Knowledge , Attitudes , Anxiety , and Coping Strategies of Students during COVID-19 Pandemic. *Journal of Loss and Trauma*, *0*(0), 1–8. https://doi.org/10.1080/15325024.2020.1769300

Bennett, K. J. M., Vaeyens, R., & Fransen, J. (2019). Creating a framework for talent identification and development in emerging football nations. *Science and Medicine in Football*, *3*(1), 36–42. https://doi.org/10.1080/24733938.2018.1489141

Bulqini, A., Arfanda, P. E., Mutohir, T. C., & History, A. (2021). *Journal of Physical Education , Sport , Health and Recreations*. *10*(2), 55–60.

Collins, D., MacNamara, Á., & Cruickshank, A. (2019). Research and Practice in Talent Identification and Development—Some Thoughts on the State of Play. *Journal of Applied Sport Psychology*, *31*(3), 340–351. https://doi.org/10.1080/10413200.2018.1475430

Darnell, S. C., Whitley, M. A., Camiré, M., Massey, W. V., Blom, L. C., Chawansky, M., Forde, S., & Hayden, L. (2019). Systematic Reviews of Sport for Development Literature: Managerial and Policy Implications. *Journal of Global Sport Management*, *0*(0), 1–18. https://doi.org/10.1080/24704067.2019.1671776

Faber, I. R., Sloot, L., Hoogeveen, L., Elferink-Gemser, M. T., & Schorer, J. (2021). Western Approaches for the identification and development of talent in schools and sports contexts from 2009 to 2019 - a literature review. *High Ability Studies*, *00*(00), 1–34. https://doi.org/10.1080/13598139.2021.1900792

Ford, P. R., Bordonau, J. L. D., Bonanno, D., Tavares, J., Groenendijk, C., Fink, C., Gualtieri, D., Gregson, W., Varley, M. C., Weston, M., Lolli, L., Platt, D., & Di Salvo, V. (2020). A survey of talent identification and development processes in the youth academies of professional soccer clubs from around the world. *Journal of Sports Sciences*, *38*(11–12), 1269–1278. https://doi.org/10.1080/02640414.2020.1752440

Giblin, S., Collins, D., & Button, C. (2014). *Physical Literacy : Importance , Assessment and Future Directions*. 1177–1184. https://doi.org/10.1007/s40279-014-0205-7

Harlow, M., Wolman, L., & Fraser-Thomas, J. (2020). Should toddlers and preschoolers participate in organized sport? A scoping review of developmental outcomes associated with young children's sport participation. *International Review of Sport and Exercise Psychology*, *13*(1), 40–64. https://doi.org/10.1080/1750984X.2018.1550796

Huang, X., Wang, G., Chen, C., Liu, J., Kristiansen, B., Hohmann, A., & Zhao, K. (2021). Constructing a Talent Identification Index System and Evaluation Model for Cross-Country Skiers. *Journal of Sports Sciences*, *39*(4), 368–379. https://doi.org/10.1080/02640414.2020.1823084

Hulteen, R., Morgan, P., Barnett, L., Stodden, D., & Lubans, D. (2017). The role of movement skill competency in the pursuit of physical literacy: Are fundamental movement skills the only pathway? *Journal of Science and Medicine in Sport*, *20*, e77. https://doi.org/10.1016/j.jsams.2017.01.028

Reeves, M. J., Roberts, S. J., Reeves, M. J., & Roberts, S. J. (2019). A bioecological perspective on talent identification in junior-elite soccer : A Pan-European perspective A bioecological perspective on talent identi fi cation in junior-elite soccer : A Pan- European perspective. *Journal of Sports Sciences*, *00*(00), 1–10. https://doi.org/10.1080/02640414.2019.1702282

Syahputra, R., Mardela, R., Putri, L. P., Mariati, S., Johor, Z., & Bakhtiar, S. (2020). *Journal Humanities: 1*, 40–50.

Toohey, K., MacMahon, C., Weissensteiner, J., Thomson, A., Auld, C., Beaton, A., Burke, M., & Woolcock, G. (2018). Using transdisciplinary research to examine talent identification and development in sport. *Sport in Society*, *21*(2), 356–375. https://doi.org/10.1080/17430437.2017.1310199

Toum, M., Tribolet, R., Watsford, M. L., & Fransen, J. (2021). The confounding effect of biological maturity on talent identification and selection within youth Australian football. *Science and Medicine in Football*, *5*(4), 263–271.

https://doi.org/10.1080/24733938.2020.1822540

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*, *1990*, 91–98.

Webster, C. A., & Keegan, R. J. (2019). *For P ee r R. February*. https://doi.org/10.1123/jtpe.2018-0202

Williams, A. M., Ford, P. R., & Drust, B. (2020). Talent identification and development in soccer since the millennium. *Journal of Sports Sciences*, *38*(11–12), 1199–1210. https://doi.org/10.1080/02640414.2020.1766647

Woods, C. T., Raynor, A. J., Bruce, L., McDonald, Z., & Robertson, S. (2016). The application of a multi-dimensional assessment approach to talent identification in Australian football. *Journal of Sports Sciences*, *34*(14), 1340–1345. https://doi.org/10.1080/02640414.2016.1142668

Wrang, C. M., Rossing, N. N., Agergaard, S., & Martin, L. J. (2021). The missing children: a systematic scoping review on talent identification and selection in football (soccer). *European Journal for Sport and Society*, *0*(0), 1–16. https://doi.org/10.1080/16138171.2021.1916224

Žvan, M., & Čoh, M. (2018). Identification of young talents in sport. *Glasnik Antropoloskog Drustva Srbije*, *53*(53), 119–123. https://doi.org/10.5937/gads53-18642