



Evaluation of Multilateral Based Elementary School Students' Athletic Sports Development Program

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Abstract

The purpose of the study was to evaluate the multilateral development-based elementary school athletic sports development program in the province of Bali. Evaluation research uses survey methods with qualitative and quantitative descriptive approaches. The number of samples of elementary school students as student sports week athletes (Porjar) in athletic competitions amounted to 55 athletes, while the number of coaches was 13 people. Data were obtained through questionnaires, interviews, observations, archives, and documentation. Data analysis used triangulation of data sourced from elementary school students, coaches, sports stakeholders, archives, and researcher observations. The conclusions obtained are (1) collaboration is formed through a memorandum of agreement (MoA) between the Department of Education and Culture of Elementary Education with the Health and Recreation Physical Education Study Program (PJKE) and the Sports Training Education Study Program (PKO) of the Faculty of Sports and Health (FOK) Undiksha and the All-Indonesian Athletics Association (PASI) in the regency/city of Bali province, (2) setting targets for developing athletic sports for elementary school students according to their developmental age, by balancing academic/non-academic aspects, sports interests/talents, and program adjustments training, (3) developing a recruitment system for gifted students with tests and measurements (anthropometry, bio motor, medical examination, and psychological tests) according to developmental age, (4) competent, reliable trainers, and graduates of sports coaching education, understanding the philosophy of coaching, students' development, experienced in coaching, and licensed according to the sport they are engaged in, and an (5) form sports class/athletic sports club as the implementation and program of the

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INTRODUCTION

The formation of miniature activities from National Sports Week (PON) and SEA Games, the national student sports Olympiad (O2SN), early age championships, age groups, elementary school (SD) student sports week (Porjar) became ambiguous. The implementation of O2SN and Porjar is still a study, polemic, and debated by sports experts because it is not by the developmental age of individuals participating in competitions/matches with targets/targets to achieve performance. There are many facts showing that you must be a champion at an early age with the term instant athlete, mature prematurely, and a champion at an early age, but entering a senior age the athlete disappears. Seeing the objectives of organizing O2SN and Porjar at the elementary or early age level, is very strategic, namely: (1) developing students' talents and interests in the field of sports, (2) fostering and preparing outstanding athletes at the national and international level from school age, (3) developing the soul sportsmanship, competitiveness, self-confidence, and a sense of responsibility, (4) developing a culture of healthy living and liking sports, and (5) fostering nationalism and love for the homeland (Dikdasmen, 2010).

Sports achievements in athletics are carried out by everyone who has the talent, ability, and potential to achieve achievements. Achievement sports are carried out through a process of coaching and developing athletes in a planned, tiered, and sustainable manner through competitions to achieve achievements with the support of sports science and technology (Law Number 3 concerning the National Sports System 2005). The current Porjar activities were followed by 9 (nine) regencies/cities in the province of Bali, such as; Buleleng, Jembrana, Tabanan, Badung, Gianyar, Bangli, Karangasem, Klungkung, and Denpasar. Sports coaching and the implementation of Porjar are managed through the Department of Education, Youth and Sports, both in the province and districts/cities in Bali. The sports that are completed or contested in Porjar consist of 14 sports, namely; Athletics, Pencaksilat, Swimming, Gymnastics, Badminton, Table Tennis, Court Tennis, Soccer, Sepak Takraw, Volleyball, Basketball, Chess, Cricket, and Rock Climbing. Athletics as a measurable sport needs consistent and comprehensive coaching. Individual and measurable athletic sports require high motivation, especially intrinsic motivation. Athletics are rarely interesting, boring, tired of practicing, less attractive, and monotonous, so it needs strong

motivation from the athlete, family support, and coaches.

Evaluation of educational programs to evaluate various aspects of education such as curriculum, process, and method of learning subjects, educational services, teaching staff, and so on. Evaluation of learning and training outcomes is an input to the evaluation of educational programs. There are several evaluation models, namely the Context Input Process Product (CIPP) Evaluation Model, the Adversary Evaluation Model, and the Discrepancy Evaluation Model (Daniel L. Stufflebeam and Shinkfield Anthony J, 2007). The screening system for elementary school athletes can be done through two methods, namely natural and scientific with a sports science and technology approach. In addition, there are various tests as a condition for the acceptance of sports gifted students, namely sports skills tests, physical tests, medical tests, and psychological tests. The Goal-Based Evaluation Model is the oldest evaluation model and was developed by Ralph W. Tyler. Defines evaluation as the "process of determining to what extent the educational objectives are actually being realized" (Brikerhoff et.al., 1983). Evaluation is the process of determining to what extent educational goals can actually be achieved. The objective-Based Evaluation Model generally measures whether the objectives set by the policy, program, or project can be achieved or not. This evaluation model focuses on collecting information aimed at measuring the achievement of policy, program, and project objectives for accountability and decision making.

A broad, multilateral approach based on physical development is essential for the preparation of athletes to develop towards specialization in the future. Training is carried out in good stages and starting on a strong

multilateral basis at the beginning of development, athletes can achieve a higher level of physical preparation and perfect technique and are ultimately able to achieve higher achievements. A tiered and incremental approach to athlete development, increasing from multilateral to specialized training as the athlete matures, performance is a prerequisite for maximizing sports performance (Bompa Tudor, 2009).

According to Harsono, 1988, three things can support the success of the coach; 1) educational background, 2) experience in sports, and 3) motivation. The position of the coach cannot be ruled out in fostering sports achievement, so the need for professional trainers with the scientific capacity that supports and experience in the field of sports as well as motivation as a coach is very much needed.

The training factors that need to be prepared in every training program in each sport are; physical preparation, technical preparation, tactical preparation, and mental. Athletes' achievement is an accumulation of physical qualities, technique, tactics, and psychological maturity. To achieve high achievement, proper target planning is needed including physical, technical, tactical, and mental preparation (Johansyah Lubis and Evalina Heryanty, 2007). Physical preparation and technical preparation are the basis for building achievement. A high achievement consists of physical conditions, techniques, tactics, environmental requirements, talent, and personality (Grosser, et.al, 2012). The training program implemented in the coaching system does not focus on physical and technical training alone, but the mental element also gets a balanced position. The results of the evaluation and analysis of world champions show that athletes who can produce intensive achievements are;

(1) have an excellent physique, (2) master perfect technique, (3) have the psychological and moral characteristics required by the sport they are engaged in, (4) are suitable for the sport they do, and (5) have experience in practicing and competing for years (Husdarta, 2010).

The embodiment and presence of students in Bali are basically to improve sports achievement efficiently and effectively through a formal and centralized sports coaching process or sports education and training. Achievement is a combination of the athlete's effort and the hard work of the coach so that both are responsible for the implementation of the training program to produce high achievements (Djoko Pekik Irianto, 2009).

The coaching of athletic sports in Bali refers to the pattern of sports coaching on a regional and national scale, including the involvement of the big board of the sports being fostered. The tiered and sustainable system of fostering student sports achievement in Bali needs to be supported by professional sports stakeholders and the use of sports science and technology. Sports training is always associated with efforts to; (1) improve performance, (2) maintain performance, and (3) decline in performance (training decreases after years of training with rigorous weight training). Achievement ability is a manifestation of a person's overall personality. Achievement ability is the result of the many abilities that determine achievement, which is built into a training process that lasts for years. (Grosser et.al, 2012).

The evaluation of the elementary school athletic sports development program in the province of Bali that will be developed in the research is for the development of a superior sports design for the province of Bali based on scientific studies and sports science and technology. The youth and sports

education office that handles elementary athletic sports in the province of Bali requires students to have superior sports designs. Evaluation of elementary school athletic sports development programs in the province will have an impact on the development of sports achievements and the improvement of national sports achievements.

METHODS

This study uses a descriptive evaluative approach (Bungin, 2001, 2007., Sugiyono, 2010). Evaluation research uses survey methods with qualitative and quantitative descriptive approaches. The number of samples of elementary school students as student sports week athletes (Porjar) in athletic competitions amounted to 55 athletes, while the number of coaches amounted to 13 people. The instruments used in the study were observation, interviews, documents/archives, and questionnaires. Data collection was carried out in stages (1) direct observation by researchers on the implementation of training, (2) interviews with students regarding students' perceptions of sports achievements, athletes, coaches, training programs, (3) documents/archives regarding sports achievements, (4) filling out questionnaires about sports achievements, athletes, coaches, training programs. The data analysis techniques used (1) calculate the validity and reliability of student questionnaires, (2) analyze the results of interviews with students, (3) describe the results of interviews and documents/archives obtained, (4) analyze/evaluate the sports coaching program for athletic students in the province of Bali. based on the perception of the research sample, and (5) Triangulation of data or information related to research.

RESULT

The Results of the Bali Province Elementary School Student Athletic Athlete Questionnaire.

Table 1. Results of Elementary School Student Athletic Questionnaire Data Analysis

Criteria	Total	Percentage(%)
$356 \leq A$	0	-
$297 \leq B < 356$	29	52.73
$237 \leq C < 297$	26	47.27
$178 \leq D < 237$	0	-
$E < 178$	0	-
Total	55	100

Based on the sample (N=55) it shows that the perception of elementary school students' athletic sports towards the athletic sports coaching program, which is very suitable = 0 people (0 %), appropriate = 29 people (52.73%), quite = 26 people (47.27%), not appropriate = 0 people (0 %), and very unsuitable = 0 people (0 %), then it can be seen in the following diagram:

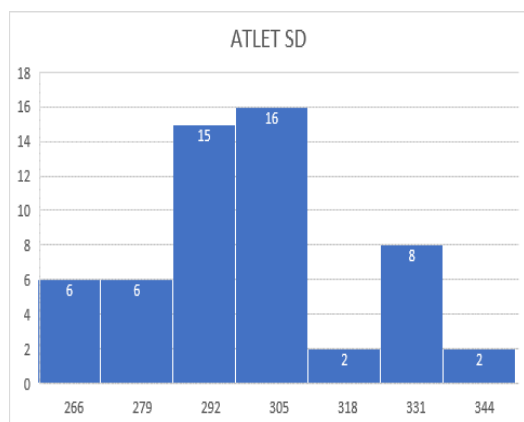


Figure 1. Diagram of Elementary Student's Athletic Perception

Results of the Questionnaire for the Bali Province Elementary School Student Athletic Sports Coach.

Table 2. Results of Data Analysis of the Bali Province Elementary School Student Athletic Sports Coach Questionnaire.

Criteria	Total	Percentage (%)
$252 \leq A$	0	-
$210 \leq B < 252$	10	76.92
$168 \leq C < 210$	3	23.08
$126 \leq D < 168$	0	-
$E < 126$	0	-
Total	13	100

Based on the sample (N=13) it shows that the perception of the elementary school athletic trainers towards the Bali province elementary school athletic sports coaching program, which is very suitable = 0 people (0 %), suitable = 10 people (76.92 %), neither suitable or unsuitable = 3 people (23.08 %), not suitable = 0 people (0 %), and very unsuitable = 0 people (0 %), then it can be seen in the following diagram:

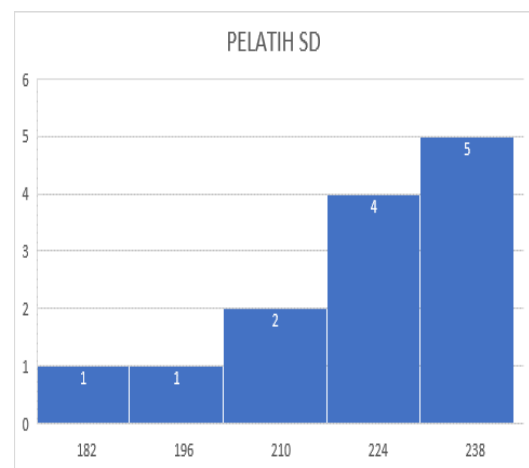


Figure 2. Diagram of the Bali Province Elementary School Student Athletic Sports Coach

DISCUSSION

A. Evaluation of the context of coaching athletic sports for elementary school students in Bali province

Context evaluation that needs to be done is regarding the implementation and development of athletic sports based on multilateral, the objectives of coaching and training following the developmental age level of elementary school athletes by setting targets/targets according to education level. The coaching of athletic sports for elementary school students in the training process is in collaboration with the main sports organization, namely the Indonesian Athletics Association (PASI) in the province or district/city of Bali. Context evaluation is carried out to; (a) develop a method for fostering athletic sports for elementary school students through the district/city management of PASI in the province of Bali, so that the goals of coaching athletics are set jointly, (b) setting targets and targets in developing and improving athletic sports achievements for elementary school students in accordance with the stages of development, (c) The regional government through the youth and sports education office and PASI district/municipality provinces jointly prints athletes who excel at the regional, national and regional levels, (d) forms a letter of agreement (MoA) with the youth and sports education office with the district/city government. city/province of Bali, PASI Regency/City/Province of Bali, FOK Undiksha, IKIP PGRI Bali, Udayana Bali, and related agencies. Context evaluation was carried out to determine the policy direction for the development of athletic sports for elementary school students in the districts/cities and provinces of Bali.

The main objectives of fostering athletic sports for elementary school students in the regency/city and province

of Bali are; (1) develop and improve elementary-level sports achievements based on the developmental age of athletes/students, (2) to score optimal regional, national and international achievements in athletics as a measurable sport and many medals are contested, and (3) become athletes who uphold sportsmanship and good personality. Management of athletic sports coaching for elementary school students in Bali province needs to be improved in the concept of sports coaching based on sports science and technology studies. The coaching of Balinese athletic sports needs to consider aspects including; vision and mission, objectives, procurement of facilities, training facilities and infrastructure, and balanced improvement of sports and academic achievements. Improved academic and academic achievement can be done together so that athletes are able to develop their potential/ability optimally.

Before an athlete specializes in a sport, it is better for athletes for a certain period of time to continue to carry out multilateral training until they are ready to enter the specialization level (Rusli Lutan et al., 2001). Coaches should provide multilateral training at an early stage of athlete development as a foundation for future specialization and excellence in sport. Multilateral training should be used for most of the training period for children and juniors. At this time the development of athletes contains something very important which is marked by the development of physical and psychological aspects. Physical skills are prepared during the training phase, containing natural movements such as running, jumping, climbing, and throwing. Furthermore, the development of speed, agility, coordination, flexibility, and overall aspects of fitness, in general, is also very important. The aim of the training is to improve through various possible

activities for the development of all aspects of biomotor abilities. In this process, athletes are trained with various groups of various training techniques, which contain several technical aspects of a particular sport. All skills prepared will be used to further develop athletes and train multilaterally.

Supports the concept of developing a multilateral model, found in various fields of education and individual development or sports. The development of the multilateral model, or overall physical development, is both a challenge and an opportunity for athletic athletes. The utilization and use of multilateral model development plans are very important during the early stages of athlete development. The development of the multilateral model over a span of several years forms the basis of the training period when the emphasis is on planning specialization development. If the multilateral principle is applied, the multilateral training phase will be beneficial to develop the athlete's physical and psychological abilities which are the basis for optimizing the athlete's performance in his career development as an athlete. Distinguishing between a multilateral model development plan and starting specialization training will be very quick, especially when athletes demonstrate a rapid developmental pace of activity in athletics.

The development of a sports coaching system for golden age athletes at the student age is very strategic, especially in athletics, about twelve to twenty years old, and must be able to balance between academic aspects and sports achievements. The sports coaching model considers three aspects of a system, namely: (1) student/athlete admissions system, (2) academic development process and sports skills, and (3) evaluation process (Setiono, 2006). The principle of the training has been through and is the result of research

in the fields of biology, child learning, and psychology. The principles of sports training are the foundation of training theory and methodology. The main objective of the training is to improve the athlete's skill performance and ultimately, the level of sports training performance (Suratmin, 2019). Specialization is a complex non-unilateral process based on the development of a multilateral model. As an athlete progresses from a beginner to a mature athlete who masters the sport, the total volume, and intensity of training increase progressively, as something is done at a level of specialization. Most authors suggest that the best exercise adaptation occurs in response to specific training in branching exercises and activities targeted at biomotor abilities only after multilateral foundations have been developed (Bompa Tudor, 2009).

B. Evaluation of Inputs for the Coaching of Athletics for Elementary School Students in Bali Province

1) Recruitment System

To measure the performance of elementary school athletes, three important criteria must be applied, namely (1) scientific truth, (2) easy implementation, and (3) applied according to the characteristics of elementary school students' athletics. Test, measurement, and evaluation are three terms that have different meanings but are closely related. A test is a special tool for measurement. Measurement is a process of knowing as it is so that quantitative data is obtained. Evaluation is a decision-making process by comparing the measurement score with a predetermined benchmark.

Tests and measurements of athletic sports, as a measure of sports achievement. The coaching of athletic sports is carried out in stages

and continuously has implications for the importance of evaluating both the physical, technical, tactical/strategy and mental components as well as health checks. In order to see the development of the physical condition, technique, tactics/strategy, mental, and health of athletes, especially in the leading regional and national sports that are fostered, it is necessary to set standardized test and measurement parameters and be carried out periodically and continuously (Suratmin, 2019).

To improve achievement, it is necessary to improve the athletic sports recruitment system for elementary school students in Bali province by attracting talented athletes who have above-average potential, sports achievements, and academic scores. This needs to be proven by means of a regional, national, or international championship result charter in accordance with athletics as a measurable sport. Athletic sports coaching begins with the initial screening process for prospective athletes. The screening system can be said to be "hunting for outstanding athletes". The standard of athletic sports skills possessed by elementary school students is the most basic part as a prerequisite for the acceptance of prospective athletes. In addition, another important part is the process of measuring the physical ability of athletes. Measurement of physical ability to avoid scoring errors, so that athletes really excel in the sports they are engaged in.

2) Curriculum Implementation

The coaching of athletic sports in the province of Bali is carried out with the same learning process as in public schools, several schools carry out school extracurriculars, sports classes, sports clubs and include coaching athletic sports for elementary school students in a sustainable manner both in the district/city and province of Bali. In overcoming the problem of coaching athletics, both curriculum implementation and learning systems need to be changed and improved by changing approaches, methods, models, and learning strategies. The learning modification needed is the implementation of learning that is focused on special lessons for the national exam, while the learning system can be improved on the application of the module system, e-learning/online, in addition to teacher guidance.

3) Professional Trainer

Amateur and professional sports coaches develop and train certain sports. Many amateur sports coaches, because of certain sports hobbies, work as coaches. However, the coach is not a former athlete or sports graduate. Amateur and professional sports coaches need to equip themselves with basic training knowledge. In addition to the need for special competencies to train sports that are in accordance with the characteristics of certain sports. Amateur and professional sports coaches are closely related to sporting achievements as a result of training. Amateur and professional sports coaches have many roles and responsibilities that directly or indirectly affect the

performance and development of the athletes they foster. In addition to preparing athletes to train to compete or compete, sports coaches must also be able to evaluate athletes and themselves. Referring to the current development of the sports world, only coaches who master sports science and technology can bring athletes to achieve the expected achievements. Sports science and technology do not stand alone but are related to other disciplines. Undeniably, knowledge of the basics of coaching supported by sports technology will greatly strengthen the role and responsibilities of the coach. Achievements in the field of sports cannot be obtained in a short time or short, instant, even shortcuts. Sports achievements are produced through sports coaching programs, sports training management, and the gradual and continuous development of sports talent. Thus the trainer understands the factors of the stages of student development so that they do not experience difficulties in approaching students and are able to make training plans, create training programs and carry out training properly and programmed according to plans that have been made with a sports science and technology approach.

To improve sports coaching in athletics, a coach improvement pattern is needed. His qualifications and abilities must be improved. Some of the minimum skills that must be mastered by the trainer are; appreciation of professional ethics, understanding, and application of sports science, mastery of skills in a sport, mastery of teaching and learning strategies or training, social skills including the

ability to get along, communicate, lead, create humor, influence others, and mastery in compiling training programs. Achieving the highest sports achievements is one of the main tasks of a sports coach. Without getting a high achievement, the sports coach will be considered a failure in scoring champions.

Achievement is a combination of the athlete's effort and the coach's hard work as the spearhead, so that both are responsible for the implementation of training programs to produce high sports achievements. The position of the coach is very strategic in scoring champions. Tahir Djide said that "The Champion Must Be Created". A sports technocrat inspires that to create a champion requires hard work from coaches and athletes.

Coaching is one of the professions that is often considered attractive from some professions. This is evident from the number of coaches who are admired by the community and respected by athletes, athletes, and sports stakeholders with their abilities and expertise in analyzing human movements and scoring proud achievements. Many amateur and professional sports coaches continuously produce teams and athletes to become champions. Harsono explained that actually coaching can be a very fun job. Athletes will always expect sports coaches who pursue and live their profession or expertise. Athletes will appreciate coaches if they master their skills in various aspects, not only technical and tactical, but knowledge related to movement, development and growth, anatomy, biomechanics, physiology, nutrition, psychology, sociology, coaching science, sports management, physiotherapy, methodology training, health sciences, and sports tests/measurements and evaluations. Without mastery of this knowledge, it is unlikely that a sports coach will be successful in carrying out his profession.

c). Evaluation of the Student Sports Development Process for the Bali Province Athletics Sports

The process of fostering student sports in the athletics of the province of Bali and it is important that the management of coaching is gradual according to the elementary, junior high, and high school levels. Development of the multilateral period model, which is the cornerstone of the training program. Included in the multilateral program are various directions of movement development in various athletic sports and some skills in certain sports. The type of training that athletes perform allows the development of individual physiological systems. The students who have been selected and become athletes in sports coaching in the regency/city and province of Bali will take part in two kinds of coaching, namely the learning process as students and the special training process according to the athletic sport they are engaged in which is their talent. To develop their academic abilities, these students will ideally follow an independent learning process (individual learning) by learning through modules or using computer learning packages. The teacher's role is more as a designer, developer, tutor, and facilitator, to accompany the student learning process. The learning model is also in accordance with the abilities of athletes who have various sports. Before an athlete specializes in a sport, young athletes should continue to carry out multilateral training for a certain period of time until they are ready to enter the specialization level. Coaches should provide multilateral training at an early stage of athlete development as a foundation for future specialization and excellence in the sport. Multilateral training should be used for most of the training period during childhood and junior.

At that time the development of athletes contained something very important which was marked by the development of physical and psychological aspects. Physical skills are prepared during the training phase, containing natural movements such as running, jumping, climbing, and throwing. Furthermore, the development of speed, agility, coordination, flexibility, and overall aspects of fitness, in general, is also very important. The aim of the exercise is to improve through various activities possible for the development of all aspects of biomotor abilities. In this process, young athletes are trained with various groups of various training techniques, which contain several technical aspects of a particular sport.

The results of the evaluation to determine the qualifications of students as athletes in a sport. The evaluation results can be used as criteria for students to get further sports coaching as athletes or not. For elementary school students who fail or do not continue coaching the athlete's sports, their activities are directed to continue their studies in the general field. Meanwhile, students who meet the criteria as athletes are then channeled to sports coaching for athletes to continue for their sports achievements (Setiono, 2006).

The process of academic coaching athletes through an individual approach. It is based on the needs and characteristics of each athlete. The implementation can use independent learning systems, such as modules, computer-based learning, programmed learning, and others. Cox (2000), suggests that the view of learning can be implemented in learning that meets the following requirements: (1) learning focused on students (learning-oriented), (2) a socioculturally meaningful learning climate, (3) learning responsibility for participation and student activities in utilizing multi-resources and technology media, (4) assessment based on mastery

learning with remedial programs and conducive student support services.

The type of exercise used has various impacts on the physiological characteristics of the athlete. For example, endurance training can stimulate central and peripheral adaptive capacity, which includes patterns of nervous system selection, bioenergetic modification, and metabolic factors, and stimulates marked muscle selection. In contrast, the weight training performed produces a variety of contractile systems, the muscular nervous system, bioenergetics, or metabolic pathways. Contemporary research suggests that locomotion muscles exhibit broad flexibility in response to various loading or resistance training resulting in the activation or deactivation of various molecular system markers depending on the type of exercise encountered. Special adaptations are not limited to physiological responses; various causes of psychological techniques, tactics, and habits also develop as a result of specialization training.

Specialization is a complex non-unilateral process based on the development of a multilateral model. As the athlete progresses from novice to maturity, the athlete masters the sport, and the total volume, and intensity of training increase progressively, as something is done at a level of specialization. Most researchers suggest that the best exercise adaptation occurs in response to specific training in branching exercises and activities targeted at biomotor abilities only after multilateral foundations have been developed. The previous reference was that exercise paralleled the movement mimics of the sport, while the recent reference that exercise was the development of strength, speed, and endurance. The comparison between the two types of exercise groups for each sport depends on its characteristics. In long-distance running, for example, about 90% of the training volume is dedicated to a

specific workout. In the high jump, this exercise represents only 40%; exercises for the development of leg strength and explosive power of the jump using the rest. When working with experienced athletes, coaches should dedicate only 60% or 80% of the total training time to specific branch training and should dedicate the remainder to training in biomotor development. Coaches should more carefully plan the ratio between multilateral training and specialization, which is worthy of consideration in the modern trend for underage athletes.

The concept of learning focuses on the use of the information technology era. Athletes are expected to be able to make maximum use of the information and science and technology era. The process of sports coaching shows that learning is not optimal with the readiness of teachers to teach and students to receive lessons. Indeed, there are still those who feel that they are still lacking in terms of the presence of students who are still tired from training, students who take part in tryouts or competitions, also in terms of learning media, module systems, and the internet to support the teaching and learning process has not been provided adequately, so teachers have difficulty in the delivery of learning materials.

d. Product Evaluation of Sports Achievement for Elementary School Students in Bali Province

The analysis that can be done is why most people want to win at a young age or in other words achieve as early as possible, namely: the desire of all parties, both coaches, team managers, school agencies, teachers and parents. Teachers and principals want their children to excel so that the school gets a better level in society. The coach wants his son to excel, apart from pursuing a lucrative bonus, he also wants his sports club to be known to many people, thereby increasing the number of members. Parents want their

children to excel at an early age, in addition to the lucrative bonus, there are also scholarships and the priority to continue their education at a higher level at a well-known school without even going through an academic test. However, all of the above thoughts are very detrimental to the future of children, because children do not have the opportunity to develop natural movement abilities as widely as possible. All athletes must undergo multilateral training stages to pass through several stages in their career. The greatest form of multilateral training occurs early in development, and this type of training focuses less on the athlete's progress. Multilateral development is very important to optimize the athlete's specialization training later in his career.

Sports achievement is a programmed output and at the same time the result of a long-term, gradual, tiered, and systematic development process for talented athletes. The model of coaching athletics for golden age athletes, which is twelve to eighteen years old, requires a balance between academic and sports development. In the future, the development of sports for students in the province of Bali needs to consider the system, namely: (1) policies, goals, targets, and needs of the education and culture office, youth service, and sports at the regency/city and provincial level in Bali, which are carried out by competent institutions for regional and national sports achievements. , (2) screening system for sports gifted students, (3) implementing curriculum and learning systems, (4) recruiting professional coaches, (5) developing sports and academic achievements, (6) producing regional and national athletes, (7) conducting a comprehensive evaluation periodic aspect; physical, technical, strategic or, technical, and mental, and (8) improvement of the concept of sports coaching in the athletics of the province of Bali.

CONCLUSION

Based on the results of the evaluation above, the research can be concluded as follows: the conclusions obtained are (1) a collaboration is formed through a memorandum of agreement (moa) between the department of education and culture of basic education and the health and recreation physical education study program (pjkr) and sports coaching education study program (pko) faculty of sport and health (fok) undiksha and the all-indonesia athletics association (pasi) district/city bali province, (2) setting targets/targets for athletic sports development for elementary school students according to their age level of development, with balance academic/non-academic aspects, sports interests/talents, and adjustment of training programs, (3) develop a recruitment system for gifted students with tests and measurements (anthropometry, biomotor, health checks, and psychological tests) according to developmental age, (4) coaches who competent, reliable, and graduates of sports coaching education, understand our philosophy training, student development, training experience, and being licensed according to the sport they are engaged in, and (5) forming a sports class/athletic sports club as an implementation and program of the regency/city educational youth and sports office of bali province, so as to develop the talents and potentials of elementary school students according to sports science and technology.

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