INDONESIAN JOURNAL OF RESEARCH IN PHYSICAL EDUCATION, SPORT, AND HEALTH
e-ISSN: 2986-8831
Vol. 2 No 2, October 2024
Research Article

Evaluation of the Indonesian student talent identification program

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ABSTRACT
Background: Identifying pediatric talent in sports presents significant challenges due to the complex interaction of physical, psychological, and developmental factors. Research shows that traditional talent identification methods often result in low levels of accuracy, complicating the selection process for young athletes. Talent identification programs need to be conducted and monitored regarding their success. Objective: The study aimed to evaluate the Indonesian Student Talent Identification Program in 2022. Methods: This research uses qualitative techniques with an evaluation approach using the Context model, Input, Process, and Product (CIPP). Data collection methods include questionnaires, interviews, document studies, and observations. There were 34 provinces, and the sample consisted of 4,500 student respondents representing each district and city by random sampling. Data analysis using frequency analysis description. Result: (1) Context Evaluation: It has a solid legal and policy basis, and the government's goals and objectives are good, but it still needs to be on target. (2) Input Evaluation: participants, organization, financing, and committee have yet to be well implemented and need to be improved by the development of student talent identification each year. (3) Process Evaluation: Sports match regulations must constantly be updated by the development of the Indonesian Student Identification Program in 2022; the implementation of matches still needs to be adequately maximized. (4) Product Evaluation: Increased community participation and interest in organizing national potential young athletes training centers every year, the role of the media in sports publication and promotion to the community is increasingly expanded, and the search for potential athletes from the community needs to be optimized. Conclusion: Based on the discussion, the process of the Indonesian Student Talent Identification Program mechanism in 2022 refers to the achievements obtained by students and athletes both at the national level.

ARTICLE HISTORY
Received June 17, 2024
Accepted October 12, 2024
Published October 25, 2024
KEYWORDS
Talent identification; evaluation; athlete; Indonesia.

Introduction

Improving Indonesia's achievements must take time and effort; there needs to be a systematic, planned, and measured program involving various sectors. From these various aspects, youth development is the root of creating outstanding students for quality Indonesia (Al-Muqsith, 2018). This is by other studies that examine the development of Olympic-winning students; the results show that peak achievements are achieved through the development and development of sports talents from a young age with a nursery stage and programmed training (Cope et al., 2017; Güllich & Krüger, 2013). Systematic sports coaching, with the quality of human resources, can increase self-control, responsibility, discipline, and sportsmanship, which can obtain sports achievements that can arouse national pride (Widowati, 2015). Therefore, sports development needs to get more proportional

attention through systematic coaching, management, and implementation to achieve exemplary achievements in the future with long-term coaching programs.

One model of long-term coaching that is familiar to coaching science is Long Term Athlete Development (LTAD), designed to present a flow easily understood by novice and advanced athletes. LTAD utilizes knowledge about growth and development and its implications for training programs that can enable athletes to utilize their potential fully (Nurjaya, 2009). Effective coaching of high-achieving learners cannot be short-term. Scientific research suggests that this will take between 8 and 10 years of training (Balyi et al., 2013). This is known in the scientific literature as the 10-year or 10,000-hour rule, or roughly 3 hours less training a day for ten years (Balyi et al., 2013).

We also know that a solid commitment to training is required to produce high-achieving learners. The 2022 Indonesian Student Talent Identification Program School should guide coaches, students, administrators, and parents in all areas, including the planning, training, competition, and recovery stages (Hidayat & Rahayu, 2015). For coaching to be successful, it must share a role with the sporting community so that long-term student development is central to the thinking of all DBON-oriented Student Talent Identification Coaching Program practitioners. Coaching must also identify and unlock opportunities to realize potential in reality (Reid & Beatson, 2019). In a sporting system that believes that everyone is an individual who should be physically active throughout his or her life, every sporting organization considers each member a community asset. It focuses on the long-term development of each person. This requires a paradigm shift; if the goal is to be achieved, there must be a strong link between high-performance coaching, the community, and sports schools. School and community programs must complement each other with long-term programs.

However, the factual conditions are not entirely by the theory; various efforts have been made by the government both through the National Sports Committee (KONI) and the International Sports Committee (KOI) and the government, in this case the Ministry of Youth and Sports (Kemenpora) to be able to improve the sporting achievements of the Indonesian Student Talent Identification Program in 2022 such as fostering the achievements of the Indonesian Student Talent Identification Program in 2022 nationally and bringing in the world's top coaches and training camps. However, it has yet to produce optimal results. This situation made the President issue Presidential Instruction (Inpres) number 3 concerning the Acceleration of Development of the 2022 National Indonesian Student Talent Identification Program, which instructed 15 ministries and institutions from central to district/city to assist the government in advancing the 2022 National Indonesian Student Talent Identification Program.

As a follow-up to the presidential instruction, the Ministry of Youth and Sports, as one of the ministries that received the instruction, received a particular task, namely: (1) Conducting curriculum development and talent development; (2) Conducting early childhood and youth development in stages and the Ministry of Youth and Sports is a government agency that has the task of one of which is to organize Talent Scouting and Talent Identification Network so that it carries out its duties by Presidential Instruction Number 3, a task that has been carried out since 2015 until now. One of the Indonesian Student Talent Identification Programs in 2022 from the year for the Indonesian Achievement development program, mandated in the Presidential Instruction described above, involves educational units as in Table 1.

Many aspects can facilitate human performance in sports, one of which is through technology. The use of technology in data collection of talent in Indonesia is still limited, especially at the youth competition level, even though the actual use of technology in the Indonesian Student Talent Identification Program in 2022 will significantly help improve the achievements of the Indonesian Student Talent Identification Program in 2022 and minimize weaknesses such as the results of research by Hidayat & Rahayu (2015) and Muryadi (2017). Over the past few decades, sports officials have needed to bring more technological devices into sports (Hidayat & Rahayu, 2015). This should also be applied

to the coaching and competition of the 2022 Indonesian Student Talent Identification Program in Indonesia.

Table 1. Coaching Program Data of Talent Identification of Students Oriented to the Grand Design of National Sports (DBON) Technical Guidance

No	Region	Implementation Place	Activity	Duration of Activity
1	Region of Jabotabek Banten Jakarta, Bogor, Tasikmalaya, Bekasi, Banten, and West Jawa Province	Jakarta	Technical Assistance 1 Anthroprometry	5 days
2	Eastern Region and Central Java	Surabaya	Technical Assistance 1 Anthroprometry	5 days
3	Eastern Region Papu Island and Sulawesi	Makssar	Technical Assistance 1 Anthroprometry	5 days
4	Sumatera and Kalimantan Region	Palembang	Technical Assistance 1 Anthroprometry	5 days

Figure 1. Coaching Program Data for Student Talent Identification at the Anthropometric Test Step

Many studies on the process of coaching and competition of the Indonesian Student Talent Identification Program Oriented to the Grand Design of National Sports (DBON) are generally only conducted in a region or club of the Indonesian Student Talent Identification Program in 2022 and have not been codified and have a significant impact on the progress of the Indonesian Student Talent Identification Program in 2022 Indonesia. On this basis, this research will look in detail at the coaching process of the Indonesian Student Talent Identification Program in 2022 through talent scouting; this research has novelty because it will comprehensively look at the competition and the coaching process of the Indonesian Student Talent Identification Program in 2022 and the results will be presented in an application-based database.

The follow-up for achievement orientation is the physical orientation obtained as follows.

Figure 2. Follow-up Anthropometric Test with Physical Ability Test

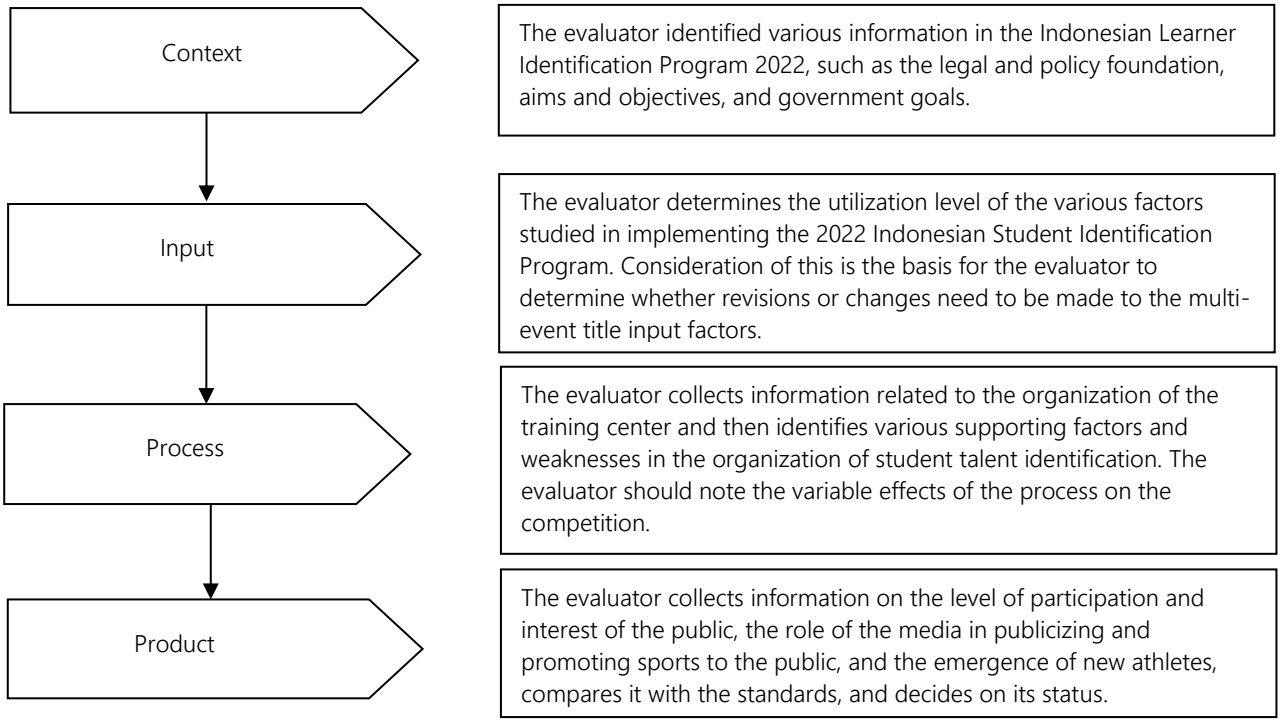
This will undoubtedly be a new thing in the Indonesian Student Talent Identification Program in 2022, where there is an application for competition and coaching for the Indonesian Student Talent Identification Program in 2022, which comprehensively presents data and programs for the progress of the Indonesian Student Talent Identification Program in 2022. Research Focus: This study focused on evaluating the implementation of the Indonesian Student Talent Identification Program in 2022. Therefore, various aspects of its management must be considered so that it is right on target by predetermined standards. This study uses the CIPP evaluation model approach introduced by (Stufflebeam & Shrinkfield, 2014).

Using the CIPP evaluation model in this research can provide an overall picture of a system. The evaluation process will not only end with a description of the system's condition but must arrive at an assessment as a conclusion of the evaluation results. This evaluation model directs that the evaluation results be used as input for decision-making either to improve the program, terminate the program, or continue the program in order to improve the program as a whole.

Method

This research was conducted using a program evaluation approach with descriptive methods. The descriptive method is a method that is carried out by describing the findings through problem-solving procedures, investigated by describing or describing the state of the subject/object of research (a person, institution, society, etc.). For this reason, this method was formed to provide evaluation findings of the Indonesian Student Identification Program program in 2022 and describe it in detail. Researchers use design as a concept in starting program evaluation to find out more in-depth information about this Multievent program.

More details about the design that will be carried out and the grouping that will be carried out will be discussed in detail in the figure below:



The research design of the Indonesian Student Identification Program in 2022 can be seen in the figure below:

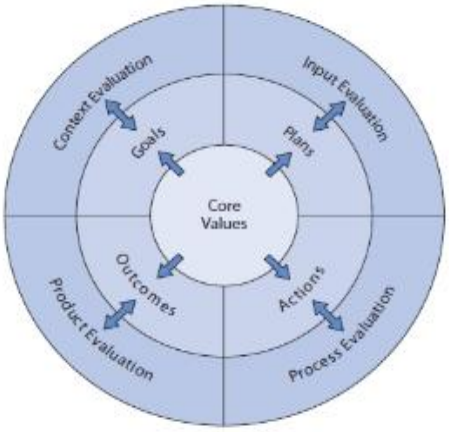


Figure 3. CIPP Evaluation Design (Stufflebeam & Chris, 2014)

Results and Discussion

Result

1. Context Components

Based on the results of data processing carried out on 143 samples of teacher participant coaches, the percentage of respondents' answers to the Context Component is obtained as follows:

Table 2. Percentage Results of Context Component

Answers	Total Answers	Percentage of Answers
Excellent (SB)	243	56,64%
Good (B)	175	40,79%
Fairly Good (CB)	11	2,56%
Less Good (KB)	0	0%
Poor (TB)	0	0%
Total	429	100%

Table 2 shows the total score of respondents' answers to statement items related to the Context Component in the Identification of Student Talent for DBON Implementation for answers, excellent has a total answer of 243 with a percentage of 56.64%.

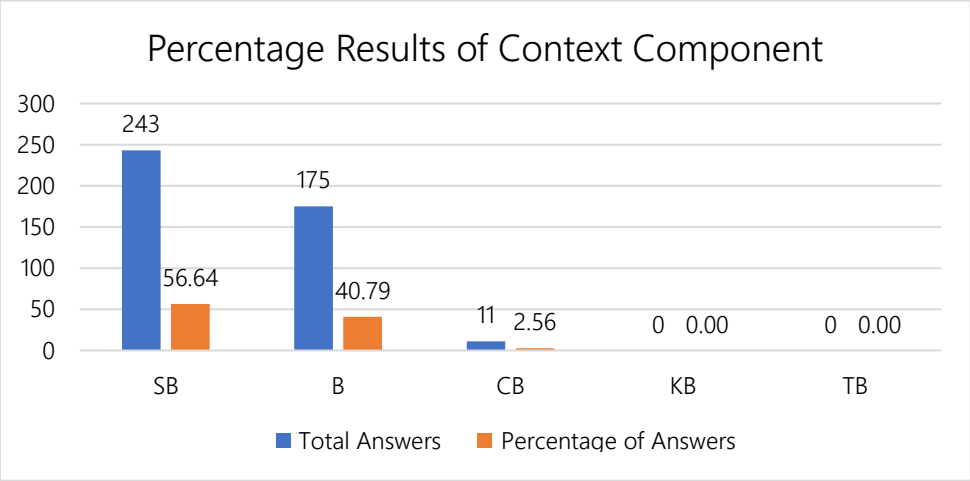


Figure 4. Percentage Results of the Context Component of Pembina

Referring to Figure 4, all respondents who answered the statement items related to the Context Component proposed showed that the Context Component of the DBON Implementation Student Talent Identification was in the Very Good category.

Based on the results of data processing carried out on 162 sample students, the percentage of respondents' answers to the Context Component is obtained as follows:

Table 3. Percentage Results Context Component (Learners)

Answers	Total Answers	Percentage of Answers
Excellent (SB)	101	31,17%
Good (B)	190	58,64%
Fairly Good (CB)	31	9,57%
Less Good (KB)	1	0,31%
Poor (TB)	1	0,31%
Total	324	100%

Table 3 shows the total score of respondents' answers to statement items related to the Context Component in Student Talent Identification DBON Implementation for good answers has a total answer of 190 with a percentage of 58.64%.

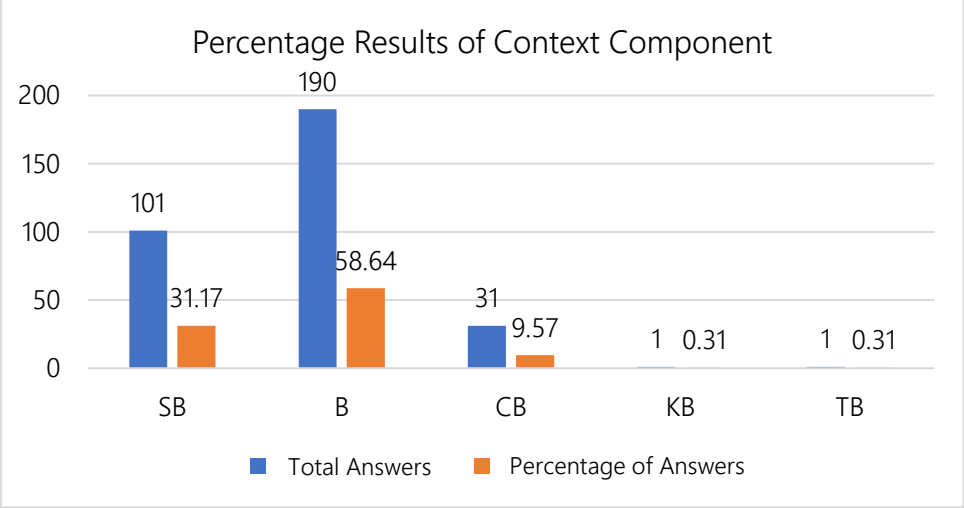


Figure 5. Percentage Results of Context Component of Learners

After learning the results of data calculations using a quantitative approach, the next step is to check the data based on document studies and interview results. The results of the quantitative calculations will be checked for data validity using the document studies and interview results. The document studies and interview results will be described in detail according to the indicators to obtain correct data so that the final results can be used as recommendations for the successful implementation of future competitions.

2. Input Component

Based on the results of data processing carried out on 143 teacher samples, the percentage of respondents' answers to the Input Component is obtained as follows:

Table 4. Percentage Results of the Input Component (Pembina)

Answers	Total Answers	Percentage of Answers
Excellent (SB)	656	50,97%
Good (B)	542	42,11%
Fairly Good (CB)	83	6,45%
Less Good (KB)	4	0,31%
Poor (TB)	2	0,16%
Total	1287	100%

Table 4 above shows that the total score of respondents' answers to statement items related to the Input Component in Student Talent Identification DBON Implementation for Excellent answers has a total answer of 656 with a percentage of 50.97%.

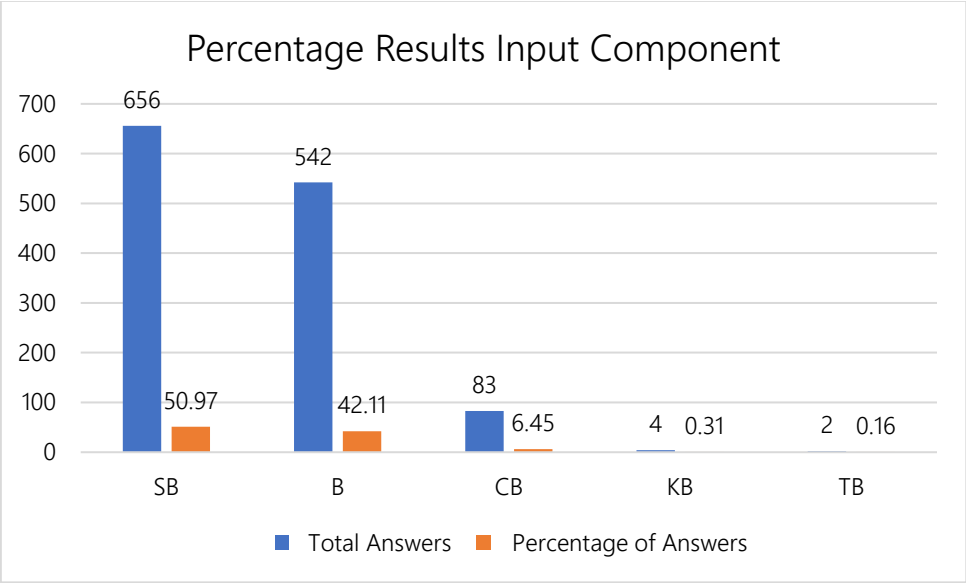


Figure 6. Percentage Results Input Component

Referring to Figure 6, all respondents who answered the statement items related to the proposed Input Component indicated that the Input Component in the DBON-oriented Student Talent Identification Coaching Program was in the Excellent category. Based on the results of data processing carried out on 162 sample students, the percentage of respondents' answers to the Input Component is obtained as follows:

Table 5. Percentage Results of Input Components (Learners)

Answers	Total Answers	Percentage of Answers
Excellent (SB)	448	30,73%
Good (B)	837	57,41%
Fairly Good (CB)	146	10,01%
Less Good (KB)	14	0,96%
Poor (TB)	13	0,89%
Total	1458	100,0%

From Table 5 above, it is known that an interesting finding is that the Excellent (SB) answer is 837 participants (57.41%).

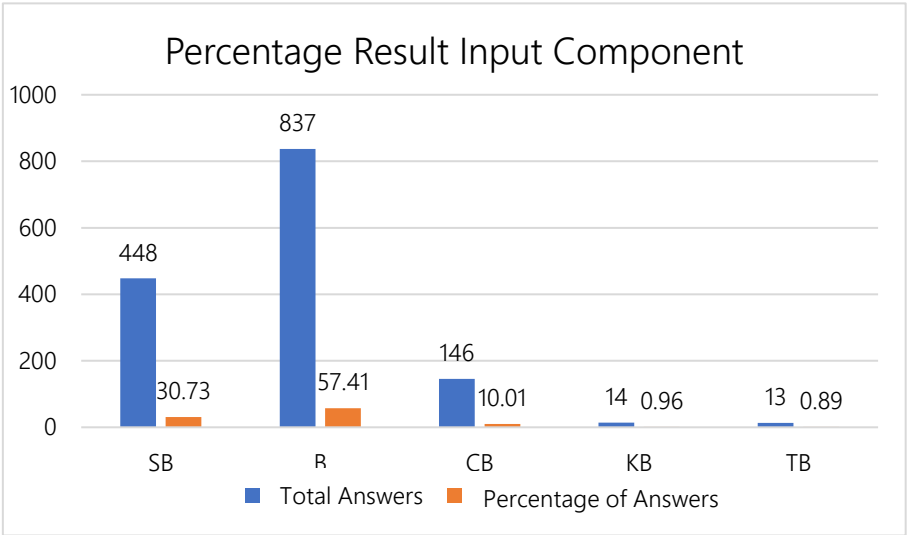


Figure 7. Percentage Results of Input Components (Learners)

Referring to Figure 7, it can be concluded that all respondents who gave answers to the statement items related to the proposed Input Component indicated that the Input Component in the DBON Implementation Student Talent Identification Program was in the excellent category.

3. Process Component

Based on the results of data processing carried out on 143 teacher samples, the percentage of respondents' answers to the Process Component is obtained as follows:

Table 6. Percentage Results of Process Components

Answers	Total Answers	Percentage of Answers
Excellent (SB)	622	48,33%
Good (B)	544	42,27%
Fairly Good (CB)	105	8,16%
Less Good (KB)	14	1,09%
Poor (TB)	2	0,16%
Total	1287	100%

Table 6 above shows that exciting data, namely the acquisition of Excellent answers, got 622 (48.33%).

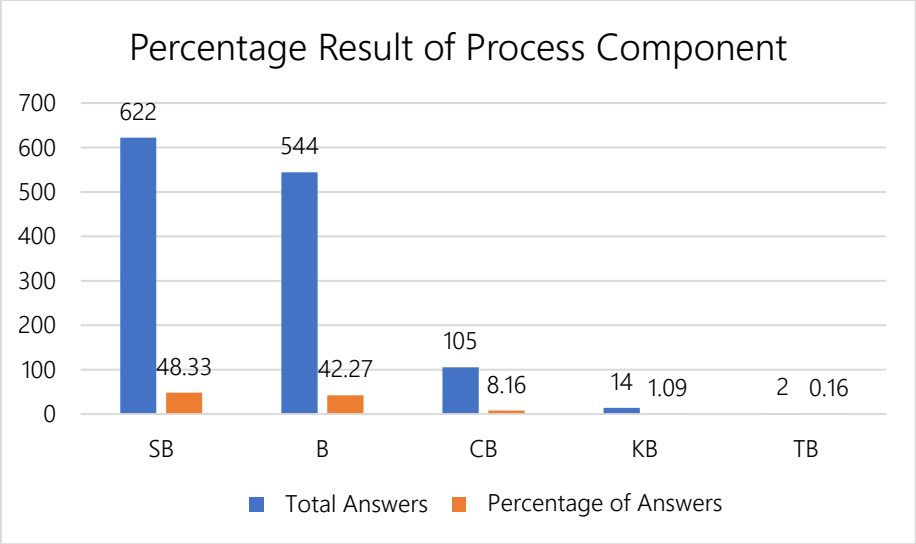


Figure 8. Process Component Percentage Result

Referring to Figure 8, it can be concluded that all respondents who gave answers to the statement items related to the proposed Process Component indicated that the Process Component in the Student Talent Identification of DBON 2022 Implementation was in the Excellent category.

Based on the results of data processing carried out on 162 samples of students participating in the DBON Implementation Student Talent Identification, the percentage of respondents' answers to the Process Component is obtained as follows:

Table 7. Percentage Results of Process Components

Answers	Total Answers	Percentage of Answers
Excellent (SB)	488	37,65%
Good (B)	666	51,39%
Fairly Good (CB)	121	9,34%
Less Good (KB)	17	1,31%
Poor (TB)	4	0,31%
Total	1296	100%

Table 7 shows that interesting data is acquired through the acquisition of good answers, which is a percentage of 51.39%.

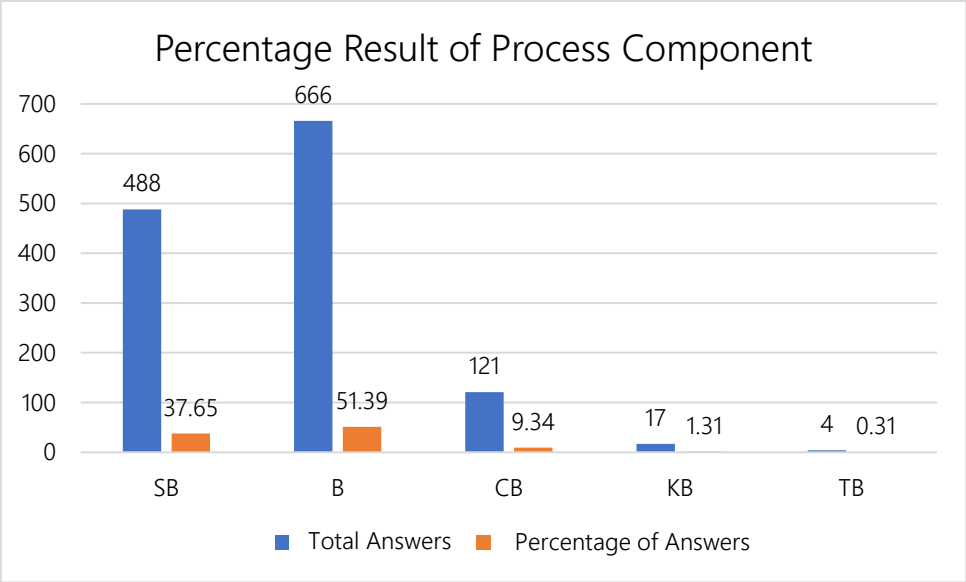


Figure 9. Process Component Percentage Results

Referring to the percentage level above results, all respondents who answered the statement items related to the proposed Process Component showed that the Process Component in the DBON Implementation Student Talent Identification category was good.

4. Product Components

Based on the results of data processing carried out on 143 teacher samples, the percentage of respondents' answers to the Product Component is obtained as follows:

Table 8. Product Component Percentage Results

Answers	Total Answers	Percentage of Answers
Excellent (SB)	11	1,92%
Good (B)	0	0,00%
Fairly Good (CB)	53	9,27%
Less Good (KB)	268	46,85%
Poor (TB)	240	41,96%,
Total	160	100%

Table 8 shows that 268 (46.85%) teachers answered less good.

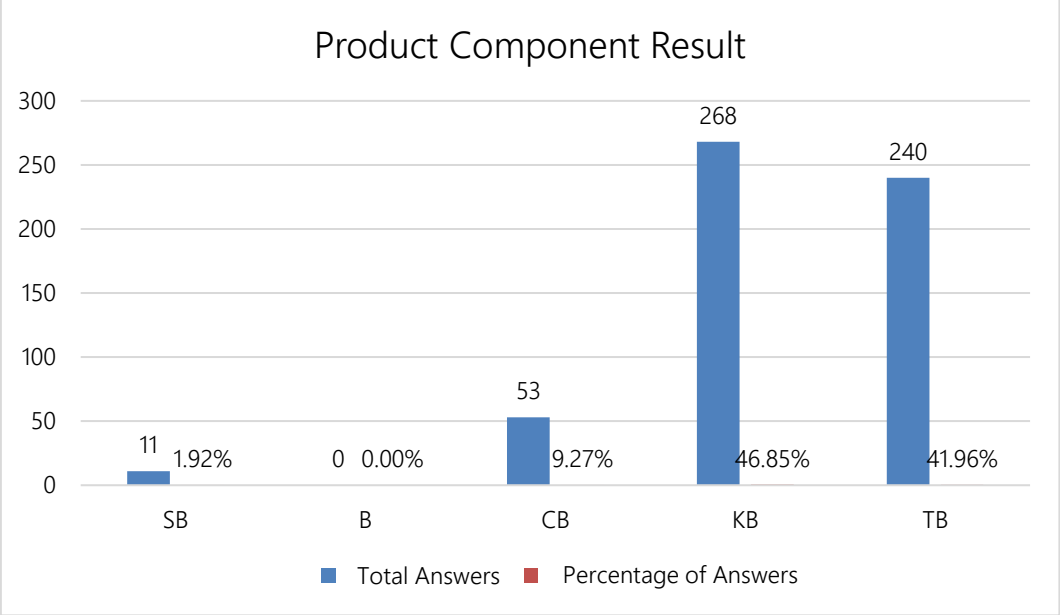


Figure 10. Product Component Percentage Results

Referring to Figure 10, it can be concluded that all respondents who gave answers to the statement items related to the proposed Product Component showed that the Product Component in DBON-oriented Student Talent Identification was in the less good category.

Based on the results of data processing carried out on 162 samples of DBON-oriented Student Talent Identification students, the percentage of respondents' answers to the Product Component is obtained as follows:

Table 9. Percentage results of the Product Component

Answers	Total Answers	Percentage of Answers
Excellent (SB)	3	0,46%
Good (B)	1	0,15%
Fairly Good (CB)	62	9,57%
Less Good (KB)	339	52,31%
Poor (TB)	243	37,50%,
Total	648	100%

From Table 9 above, it is known that 339 subjects answered less well (KB).

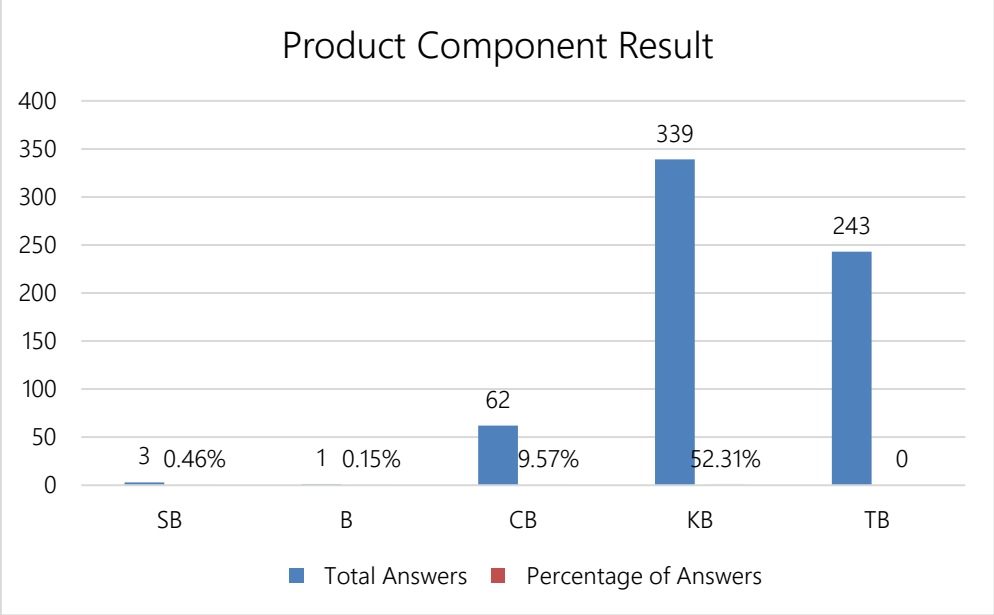


Figure 11. Product Component Percentage Results

Referring to Figure 11, it can be concluded that all respondents who gave answers to the statement items related to the proposed Product Component showed that the Product Component in DBON-oriented Student Talent Identification was in the Kurrang Baik category.

Discussion

DBON-Oriented Student Talent Identification Coaching is part of an integral sports achievement coaching system through a combination of achievement coaching with formal education pathways in schools. This system has a strategic position in laying the foundation for developing sports achievements in Indonesia at a potential age (the golden age) in developing students' talents. One link in the chain of early sports coaching is sports breeding. Taking into account the theory of the sports coaching pyramid, sports nurseries with the identification of Student Talents are the main foundation of sports coaching that must be carried out carefully and accurately and demand mutual commitment in order to achieve maximum results in producing future football students who are expected to be able to become ambassadors of the country in the international sports arena.

In order to make it more straightforward to interpret the evaluation results, a summary table of the evaluation results of the DBON-oriented Student Talent Identification Coaching program is made, as follows: (1) Context Evaluation DBON-oriented Student Talent Identification Coaching has a goal as a forum for fostering the potential of young soccer students at the student level to be able to excel. The implementation of DBON-oriented Student Talent Identification Coaching is expected to produce national football students who can bring Indonesia's good name to the international level. The findings on the context dimension are: (a) DBON-oriented student talent identification coaching has a solid legal basis and government policy. The legal basis and government policy have 8 points, namely (1) Law No. 3 of 2005 concerning the National Sports System, (2) Law of the Republic of Indonesia Number: 20 of 2003 concerning the National Education System, (3) Government Regulation of the Republic of Indonesia Number: 16 of 2007 concerning the Implementation of Sports, (4) Government Regulation of the Republic of Indonesia Number: 17 of 2007 concerning the Organization of Sports Fairs and Championships, (5) Government Regulation of the Republic of Indonesia Number: 18 of 2007 concerning Sports Funding (b) DBON-oriented Student Talent Identification has clear and precise goals and targets. Goals are the elaboration of an organization's goals in the final form and will be achieved or produced within an annual, semi-annual, or monthly period. Goals also describe what is to be achieved through actions taken to achieve goals (Malik et al., 2020). Therefore, the targets set are

expected to focus on preparing programs and activities that are specific, detailed, measurable, and achievable. The findings show that the target of identifying student talent oriented to DBON has not been achieved optimally because not all parties involved have fully supported it. So that all programs that have been running can be more optimal.

The implementation of the evaluation has been carried out clearly and well documented and can be socialized to trainers, students, and all components involved. (2) Input Evaluation: (a) The success of a talent identification activity cannot be separated from the team of experts and teachers in Igronas because of the organization. The implementation of the DBON-oriented Student Talent Identification Development competition forum is organized. An activity can be successful when everything can be held as well as possible without leaving a fatal mistake that will harm a team; therefore, the suitability of the requirements for organizing the DBON Oriented Student Talent Identification Development Program. Implementing Student Talent Identification Coaching can be carried out properly according to the appropriate achievement requirements based on responses (Ariyana & Fithroni, 2020); (b) Financing the implementation of DBON-oriented Student Talent Identification Coaching is one of the most critical success factors. The organization of DBON-oriented Student Talent Identification Coaching can be done correctly according to the provisions; (c) Organizing is the most essential element of the success of an activity, including the success of this DBON Oriented Student Talent Identification Coaching. Therefore, the committee determines the success or failure of both technical and non-technical implementation. The committee for organizing the DBON-oriented Student Talent Identification Development can be carried out properly according to the provisions. (3) Process Evaluation (a) The results of the process evaluation will discuss the stage of competition regulations, implementation, level of participation and public interest, the role of the media in the publication and promotion of sports to the community, the emergence of potential sportsmen from the community. Based on this, the process evaluation's sub-focus includes four things: 1) match regulations, and 2) implementation can be done correctly according to the provisions. (b) The implementation of the DBON-oriented Student Talent Identification Development program is evaluated based on the entire series of DBON-oriented Student Talent Identification Development competitions, by the direction that the achievement process in the development and coaching of student talent sports takes time and data collection (Erianto, 2021; Sukendro & Indrayana, 2018).

Evaluation at this stage is carried out to know the process of implementing the DBON-oriented Student Talent Identification Development program. Thus, the implementation of DBON-oriented Student Talent Identification Coaching is categorized as being carried out correctly and accordingly, (4) Product Evaluation (a) The implementation of DBON-oriented Student Talent Identification Coaching will have an impact on several factors, including inviting public interest and participation around the implementation of Student Talent Identification Coaching (Ismail et al., 2020; Sari, 2019; Soan, 2017). Evaluation at this stage is carried out to know the success rate of this activity in the future for the community in terms of the implementation of the DBON-oriented Student Talent Identification program. The implementation is categorized as being carried out still not well (b) One of the successes of the implementation of the DBON Implementation Student Talent Identification as an effort in the achievement of student learners is the emergence of many potential sports seeds from the community (Utami, 2015; Rahadian, 2021), especially students superior whose prospects are expected to be able to become Pelatnas Indonesia who are ready to compete in the international arena and according to the 2032 Olympic DBON Thus this can be categorized as successful and appropriate.

Conslusions

Based on the discussion of the student talent identification program implementation of DBON, it can be concluded that the selection mechanism process and the facilities and infrastructure of students in the DBON implementation student talent identification refer to the achievements obtained

by athletes both at the regional and national levels, from the results of the DBON imeplenasti student talent identification regarding the expectations of young athletes' efforts the achievement is good, namely through professional selection (there are conditions). Identifying DBON implementation student talents applies a positive and competitive system that maximizes achievement. From the results of the evaluation of the DBON imeplenasti Student Talent Identification program regarding the regulatory aspects of the DBON implementation, the achievement is good, namely the application of a good and accountable competition system; it is just that this database needs to be developed.

Authors' contributions

MEF is responsible for data compilation, analysis, article conception, writing, and revision. W, YS, OUS, S, IS, and MST are responsible for article conceptualization and strict and critically revised manuscripts. All authors read and approved the final manuscript.

Acknowledgment

We thank all students, parents, the National Sports Teachers Association (IGORNAS), and sports teachers throughout Indonesia for participating and committing to this research. We would also like to thank the Master of Physical Education lecturer team for their technical assistance in collecting and analyzing the research data and the State University of Jakarta.

Competing interests

The authors declare no competing interests.

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