

Exploring sports interest-talent compatibility among elementary school students

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ABSTRACT

Background Problems: Every child has interests and talents, but are children's interests and talents, especially in sports, compatible or similar? This research used scientific selection using the Sports Search test to determine the subject's sports talent. **Research Objectives:** This research aims to assess the level of sports interest and talent of elementary school students and identify the suitability of elementary school students' sports interests and talents. **Methods:** This type of research is quantitative descriptive research with a survey method. Twenty-two elementary school students were involved as subjects in this research using a purposive sampling technique. Data was collected using surveys, tests, and measurements using instruments like questionnaires and sports search tests. Descriptive statistical analysis was used in this study, and data were expressed in percentages. **Findings and Results:** The research results were that 95.45% of elementary school students had a high interest in sports, and 4.5.5% had a low interest. As many as 100% of elementary school students have talent in sports. As many as 100% of elementary school students do not have a match between their interests and talents. **Conclusion:** More in-depth and structured research needs to be carried out in the future to be able to improve students' performance. Most importantly, it is very important to identify interests and talents from an early age so that there is no mismatch between students' interests and talents when sports achievement development takes place.

Keywords: Talent identification; sports interest; early childhood sports; sports achievement

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INTRODUCTION

The domain of elementary school education acknowledges the profound impact of physical activity on the holistic development of students, encompassing both their physical prowess and cognitive faculties (Orione & de Souza Fleith, 2022). During these formative years, children necessitate positive stimuli to foster their optimal growth trajectory (Rubiyatno, 2014). Emphasizing sports education at the primary level serves not only to instill values like leadership, cooperation, and discipline but also to unearth and nurture individual interests and talents in sports (Mustafa & Salleh, 2019).

In recent years, China has exhibited a heightened awareness of the significance of sports education at the primary level, particularly emphasizing the early identification and cultivation of sports interests and talents (Xiang et al., 2022). This strategic focus underscores a broader recognition of the pivotal role played by sports in shaping holistic development and fostering lifelong skills among young learners. The pivotal role of interest in propelling sporting achievements has garnered widespread acknowledgment, as it serves as a potent catalyst, fueling one's enthusiasm and motivation towards active participation (Septiani et al., 2020).

However, despite growing recognition, a comprehensive exploration into the intricate relationship between sports interest and aptitude in the primary school context remains lacking. The intersection of sporting interest and aptitude emerges as a critical determinant in advancing sporting prowess (Kurniawan, 2015). Yet, existing research presents a mosaic of findings, indicating both alignment and discrepancy between students' interests and aptitudes (Anami et al., 2021). Further investigation into the nuanced interplay between these factors is imperative for designing tailored interventions that optimize students' sporting development trajectories.

In this milieu, the significance of early aptitude identification assumes prominence, serving as a cornerstone for future success (Baker et al., 2018; Pruna et al., 2018). While debates persist regarding the efficacy of early identification methods encompassing observed ability, early developmental indicators, and coach evaluations (Alizadeh et al., 2022; Lund & Söderström, 2017; Schorer et al., 2017), talent identification persists as a valuable practice offering insights into individual potential (Johnston & Baker, 2020). Implementing a multi-faceted approach to early talent recognition can enhance the accuracy and effectiveness of identifying promising athletes at an early age.

In the contemporary sporting landscape, the pursuit of sporting excellence takes center stage, prompting deliberate and structured coaching initiatives commencing from an early age (Malekzadeh & Hadavi, 2018). Sport, transitioning from a mere pastime to a potential profession, underscores the importance of purposeful coaching interventions from the onset (Jamalong, 2014; Putra, 2016). Introducing children to sports during their formative years capitalizes on their innate inclination for development, laying the groundwork for fostering a lifelong passion (Rubiyatno, 2014). Identifying and nurturing sporting interests and talents during this crucial period serves as a cornerstone for achieving pinnacle performance (Arifin et al., 2017).

In summation, unraveling the intricate interplay between sporting interests and aptitudes, particularly during the early years of primary schooling, holds profound implications for crafting efficacious sports coaching programs. A nuanced approach, involving the recognition and meticulous assessment of individual interests and aptitudes at this juncture, can pave the path for establishing a conducive learning milieu and galvanizing students towards realizing their full potential. Despite ongoing debates surrounding early talent identification, it remains an invaluable tool for discerning individual potential within the realm of sports development (Johnston & Baker, 2020).

Hence, the objectives of this study encompass three main facets: (i) delineating primary school students' levels of sports interest to discern their preferences in sporting activities, (ii) appraising primary school students' sporting aptitudes by keenly observing their abilities and potential, and (iii) elucidating the congruence between primary school students' sporting interests and aptitudes, with the aim of elucidating the efficacy of this understanding in informing an efficacious coaching paradigm.

METHOD

This study employed the descriptive quantitative survey method as its research method. The research sample consisted of 22 elementary school students. The sampling technique used was a purposive sampling technique with inclusion criteria: (i) Active students aged 11–13 years at Inpres Batui Kayoa Elementary School SPC; (ii) Willing to be research subjects; (iii) Willing to fill out a questionnaire; (iv) Willing to take part in a series of sports tests given by researchers; (v) Have an interest in sports; (vi) Active at least in one sport. Exclusion criteria: (i) Not an active student aged 11–13 years at Inpres Batui Kayoa SPC Elementary School; (ii) Not willing to be research subjects; (iii) Unwilling to fill out the questionnaire; (iv) Not willing to take part in a series of sports tests given by the researcher; (v) Not interested in sports; (vi) Not active in any sport. Data collection techniques included surveys, tests, and measurements. The research instruments were a sports interest questionnaire and a sports aptitude test (a sports search test). The sports interest questionnaire

was used to measure the subject’s level of sports interest. The questionnaire in this study used a Likert scale. Table 1 displays the Likert scale score, whereas Table 2 presents the questionnaire indicators.

Table 1. Likert Score Scale

Positive	Score	Negative	Score
Strongly Agree	4	Strongly Agree	1
Agree	3	Agree	2
Disagree	2	Disagree	3
Strongly Disagree	1	Strongly Disagree	4

Table 2. Questionnaire Indicators

Variable	Indicator
Interest	Necessity
	Expectation
	Happiness
	Self-Actualization

Source: Research Instruments 2023

A sports search is used to find out the subject’s sports talent. The sports search test questions consist of Height, Sitting Height, Weight, Arm Span, Tennis Ball Throw, Basketball Throw, Vertical Jump, Running Agility, 40 Metre Sprint, and Multistage Fitness Test (MFT) (Narlan & Juniar, 2020). The data analysis technique used descriptive data analysis, along with the steps in analysing data on sports interest, sports talent, and the compability between sports interest and talent. Analysis of questionnaire data to determine students’ sports interests was carried out first; the subject’s answers are processed into a predetermined Likert scale assessment score, then the scores are added up and a percentage of the score results is created (Elvera & Astarina, 2021; Sugiyono, 2019). Analysis of Sport Search data to determine students’ sports talent is carried out first, the raw data from the data collection of tenth sport search test items is matched with the sport search assessment norms. Classification is carried out based on sports search results. Students are said to be talented if they are ranked one to ten (Narlan & Juniar, 2020). Data analysis on the compability of students’ sports interests and talents is carried out in the following ways: sports interests and talents are considered appropriate if the sport they are interested in is ranked first in the sports talent results; sports interests and talents are said to be inappropriate if the sport they are interested in is ranked second in the sports talent results; and sports interests and talents are said to be incompatible if the sports area of interest is ranked third to tenth in the sports talent results.

RESULTS AND DISCUSSION

Based on research data on students' sports interests and talents, there are 8 sports that students are interested in, and there are 10 sports that, based on the results of the sports tracking test, show students' talent in sports (see Table 3). Meanwhile, Figure 1 presents the level of students' interest in the sports they participate in based on the results of the study. Furthermore, Figure 2 describes the results of the analysis of students' sports interests and talents.

Table 3 . Demography of Sport Interest and Sport Talent

No	Sport Inrterest	Frequency	Percentage	No	Sport Talent	Frequency	Percentage
1	Badminton	3	14%	1	Road Sport	8	36%
2	Running	2	9%	2	Discus Throwing	2	9%
3	Swimming	4	18%	3	Bullet Reject	1	5%
4	Gymnastic	2	9%	4	Archery	3	14%
5	Basketball	1	5%	5	Table Tennis	1	5%
6	Volleyball	1	5%	6	Canoeing	3	14%
7	Football	7	32%	7	Sprinting	1	5%
8	Cycling	2	9%	8	Weightlifting	1	5%
				9	Hammer Throwing	1	5%
				10	Javelin Throwing	1	5%

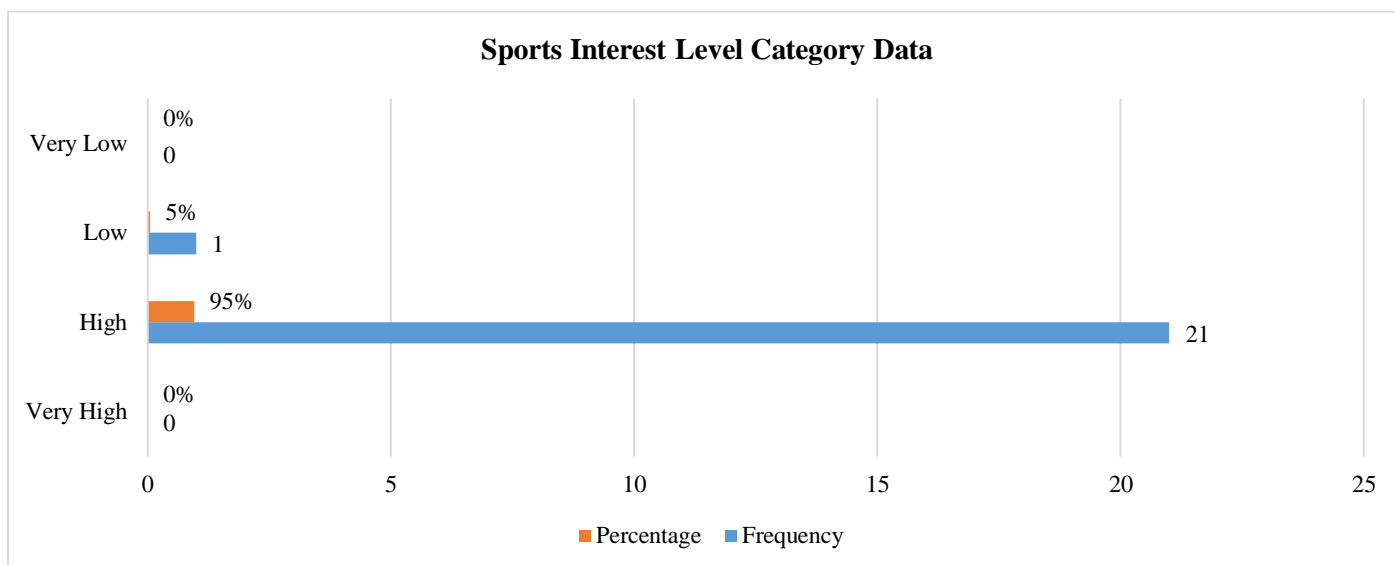


Figure 1. Sports Interest Level Category Data

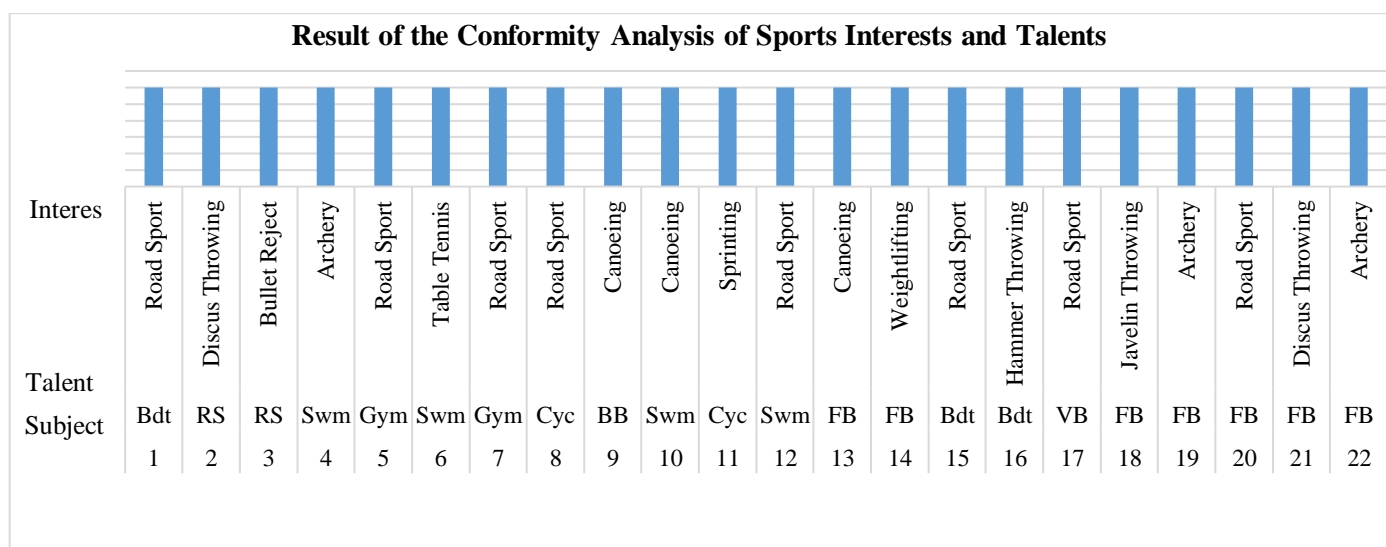


Figure 2. Result of the Conformity Analysis of Sports Interests and Talents

Note:

- Bdt : Badminton Cyc : Cycling RS : Road Sport
- BB : Basketball Swm : Swimming FB : Football
- Gym : Gymnastics VB : Volleyball

The initial step for coaching achievement sports is to identify interests first. Someone with solid sports motivation and talent in training is an athlete who has the potential to become a champion. To achieve this, it is necessary to identify and guide talent from an early age (Irianto, 2015). Interest has a very important role in various ways, including in sports coaching, with an interest that someone has will be more eager to do this without coercion (Lin & Zhu, 2022). Interest arises with the growth and development of a person (Matondang, 2018). Many factors influence interest. In general, interest is influenced by internal or self-factors (factors that arise without being influenced by other factors) and external factors (factors that occur because of other people or desires that are triggered from outside oneself) (Susanto, 2013). Measuring or identifying interest in more detail is necessary to be sure whether the subject is interested in sports. The purpose of measuring students' interest in sports is to determine how high students' interest is. Identification must be done early so young athletes can excel and become professional athletes (Žvan & Čoh, 2018). Talent identification is more effective and efficient in predicting the potential of athletes from an early age so that future achievements can be made (Pardomuon et al., 2017).

The results showed that most students' sports interest was high. The results of this study support previous research (Anami et al., 2021), which showed that the subject's interest in sports was following the sports involved. Supporting children who are interested in something is crucial as it sustains their motivation to pursue their interests (Gilmore, 2018). Nurturing and fostering this interest can lead to a lifelong passion for sports, enhancing both physical and mental well-being. Therefore, it is crucial for educators and coaches to recognise and cultivate the interests of young athletes to ensure their holistic development and long-term success in sports. Additionally, providing diverse opportunities for exploration and participation in various sports can further fuel their enthusiasm and commitment to athletic endeavours.

Interest arises because of several factors that influence it. In general, interest is influenced by internal factors and external factors. As Rosidah said, the factors that influence interest are divided into two types, namely: (i) interest that comes from innate and; (ii) interests that come from outside influences (Susanto 2013). Interest in nature means that interest arises because of the individual's desire for something. The desire arises without being influenced by external factors. The second factor is external factors, or factors that are influenced by other people or desires triggered from outside oneself. In line with that, Lin and Zhu (2022) believe that the factors that influence a child's interest are motivation and aspirations, family, the teacher's role, facilities and mass media, family sports environment, and gender. Another opinion also states that motivation, teachers, facilities, and gender are factors (Razak et al., 2022).

In sports, coaching interest is needed because, with interest, someone will have the motivation to develop their abilities. Someone who does not have an interest in sports will find it challenging to develop in sports coaching. In line with that, other opinions also say that interest has a very important role in various things, with an interest that someone has will be more eager to do this without coercion (Lin & Zhu, 2022). Someone interested in sports will do anything to improve their abilities. The interest that arises makes someone happy to go through every process. Interest triggers someone's curiosity about something, and they must develop their potential. Interest is not congenital, inherited, or derived from parents or family. Interest arises with the growth and development of a person (Matondang, 2018). Love for sports needs to be passed on to the younger generation. With the love of sports, there will be regeneration in Indonesia's sporting achievements. High interest will encourage someone to excel, which is why interest is needed in achievement sports.

The initial step for coaching achievement sports is to identify interests first. Someone with solid sports motivation and talent in training is an athlete who has the potential to become a champion. To achieve this, it is necessary to identify and guide talent from an early age (Irianto 2015). Identification is needed so that the sports coaching process can run well. In line with that, other opinions say that identification must be made early so young athletes can excel and become professional athletes (Sukamti 2021). Talent identification is important in sports coaching because talent identification is more effective and efficient in predicting the potential of athletes from an early age so that they can make future achievements (Pardomuon et al., 2017).

In addition to interest, in sports achievement, talent also plays an important role in increasing. Talent is one of the supporting factors that play a role in increasing achievement (Matondang, 2018). Talent is an ability or potential that exists in an individual due to inheritance or inheritance from parents or family. Herlambang Fajar believes that talent or potential is an ability that everyone has. Usually, talent is passed down from family or hereditary lines (Anami et al., 2021). When a person has characteristics or traits in sports that are well trained and achieves high performance, it can be said that the individual has talent in sports (Arifin et al., 2017). Renzulli also argues that talent is determined by genetically inherited morphological characteristics, psychomotor and functional abilities, cognitive and social characteristics, and motivation (Čoh & Žvan, 2019). Internal and external factors generally influence factors that influence talent. In line with that, other opinions say that the factors that influence talent are internal factors consisting of genetic factors (congenital) and personality factors, then external factors such as environmental factors and others (Alinse, 2018).

Each sport has special characteristics that must be met. It is this talent that exists in the individual that needs to be directed into sports with the same characteristics. To find out the talents someone possesses, it is necessary to identify their talents. Talent already exists in every individual, but it cannot develop and benefit the individual himself if he does not practice it. Talent is an important factor in the development, so it is necessary to identify it so the potential can be directed according to the talent possessed (Jooss et al., 2021).

Successful talent identification is a long process that must be passed in stages (Dai, 2019). Knowledge is needed to understand the scientific basis of the sports coaching process to make achievements in various sports. Knowledge is required because each sport has different characteristics. In addition to basic knowledge of achievement, it is also necessary to know the factors that influence achievement and insight into research on sports (Muhara et al., 2022).

Identification of sports talent needs to be done to determine a person's potential. Early identification will make it easier for coaches to direct one's potential so that it can develop and be able to achieve achievements (Johnston et al., 2022). Athletes who want to achieve achievements must have talent for their chosen sport. In other words, all sports must have athletes who are talented in these sports (Den Hartigh et al., 2018). Important identification is made so there are no mistakes in directing the individual's talent (Prieto-Ayuso et al., 2020). Additionally, we carry out early identification to ensure no obstacles hinder the development of future achievements. Moreover, by recognising talent early, coaches can tailor training programmes to address specific needs and optimise the athlete's growth trajectory, leading to greater success in their sporting endeavours.

Based on the analysis of the suitability of sports interests and talents, there is no compatibility between the interests and sports talents of Inpres Batui Kayoa Spc Elementary School Students or equal to 100%, and there is no match of subject interests and talents. This study supports the results of previous research where overall research results showed that results did not match the subjects' sports interests and talents (Anami et al., 2021; Indarto et al., 2018). Many factors influence this, one of which is the sample criteria. The sample criteria in this study do not focus on students who participate in extracurricular activities or clubs but instead on students whose sports interests and talents are unknown. In contrast to previous research, where most of the samples were students who took part in extracurricular activities or sports clubs, it is natural that in the last study, there were results where the subject's sports interests and talents matched.

The compatibility of sports interests and talents is important in increasing achievement. Matching interests and sports talents are needed to make it easier for someone to improve their abilities. The first step in sports coaching is identifying students' sports interests and talents as early as possible. The purpose of identifying sports interests and talents at an early age is to be able to maximize the abilities of students and to be able to make the highest achievements. By identifying interests and talents as early as possible, it is hoped that it will be able to direct and develop students' abilities in sports to the fullest. Many studies discuss sports interests and talents in detail, but there is minimal discussion regarding the suitability of sports interests and talents. Interests and talents need to be compatible and go together to develop their abilities well. Interest plays a role in motivating individuals to provide curiosity about their talents so that the individuals themselves will build their sporting talents. Talent will not be able to develop if the individual himself does not have an interest in developing his talent. This makes matching sports interests and talents important in efforts to improve performance.

The suitability of sports interests and talents in sports coaching is important because they are interconnected. Someone with an interest and talent in sports will find it easier to develop their abilities. Compatibility of sports interests and talents is the similarity or harmony between a person's interest in sports and one's abilities in sports. Interest plays a role in motivating individuals to provide curiosity about their talents so that individuals themselves will develop their sporting talents. Talent will not be able to develop if the individual himself has no interest in developing his talent. This makes the suitability of sports interests and talents important in sports achievements. Discussion of the suitability of sports interests and talents from a scientific perspective, standardization of measurements in general, and so on in detail is still minimal. It is necessary to conduct more research discussing the suitability of sports interests and talents.

CONCLUSION

Research on students' interests, talents, and the compatibility between sports interests and talents is the first step that needs to be taken to find out how many students have potential in the field of sports so that in the future, preparation or regeneration of students who excel in the field of sports can be carried out. This is very important to do in every school, especially elementary schools, because at this level, students need to get

stimulants from teachers, and here, teachers/trainers play an active role in increasing students' potential. These students' interests need to be supported by providing training. By providing training, the students' true talents will be known, whether the students' talents match the students' perceived interests. By doing this, teachers/trainers will be able to discover students' true potential. To be able to do this, it is necessary to provide a more profound introduction to students' interests and talents so that teachers/trainers do not make mistakes in directing students' potential. By taking a deeper approach to students' sports interests and talents, it will be possible to determine the suitability of the children's interests and talents. Knowing the suitability of interests and talents is important to understand children's true interests and talents. Matching interests and talents will reduce obstacles to improving school achievement. The limitation of this research is that the study was conducted in only one school. It is hoped that in future research, the study can be carried out on a larger scale, either increasing the number of samples or involving many schools.

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