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The Relationship between Participant Self-Evaluation, Coach Competence, Participant Tasks Achievement and Participant Potential after Underwriting Boccia Training Program

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ABSTRACT: The purpose of this study was to determine the Relationship Between Participant Self-Evaluation, Coach Competence, Participant Tasks Achievement and Participant Potential After Underwriting Boccia Training Program. The type of research used in this research is quantitative descriptive research. The quantitative descriptive method is a quantitative research in which the form of description is numerical (statistical). This means that the research is related to the description with statistical numbers. This study used the SOAP-M model to analyze the evaluation of the Boccia training program. In the meta-analysis, researchers examined the relationship between self-evaluation, trainer competence, and achievement with the potential of participants after undergoing the Boccia training program. The results of the meta-analysis showed that self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) simultaneously affect the potential accuracy skills of throw boccia with a positive regression coefficient value. This means that self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) together have a positive impact on the potential of throw boccia accuracy skills in the boccia training program. This also shows that if self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) increase, then there is an increase in the potential of throw boccia accuracy skills and vice versa if it decreases then there is a decrease in the potential of throw boccia accuracy skills in the boccia training program. The results of the coefficient of determination test show that 93.5% of the potential of throw boccia accuracy skills can be explained by variations in self-evaluation, others (trainer competence), and achievement. The remaining 6.5% was explained by other causes outside the study variables. Of the 93.5%, 33.6% of the variation of potential participants is determined by self-evaluation, 32.0% of the variation of potential participants is determined by others (trainer competence), and 27.9% of potential participant variation is determined by achievement. Thus, self-evaluation has a more dominant influence on potential participants than other variables (trainer competence) and achievement.

KEYWORDS: Self-Evaluation, Coach Competence, Achievement, Potential, Boccia, Training Program

INTRODUCTION

Boccia, first introduced in New York in 1984, is a Paralympic Sport regulated by BISFed is a strategy and precision game originally designed to be played by people with cerebral palpation (Ferreira et al., 2022). Boccia is a Paralympic sport played by athletes with severe neurological disorders that affect all four limbs. Impaired manual dexterity and impaired limbs can limit an individual's ability to perform certain activities such as grasping, letting go, or manipulating objects that are essential tasks for daily life or for participating in sports such as para boccia(Hidayatullah, 2020). Boccia is a Paralympic sport for athletes with cerebral palsy and certain other conditions, such as muscular dystrophy, which causes disorders similar to cerebral palsy (Nurdiantimala et al., 2021).

Boccia can be played individually, in pairs, or in teams with 3 members. In pairs or team matches, both male and female athletes can play together in the same team (Love et al., 2020). During the match, each athlete has 6 balls in one half. The match starts with the jack thrown first, then continues with the first 2 color balls played, namely 1 ball from the athlete who throws the jack and 1 ball from the opponent's side. Then, the color ball farthest from the jack will play first or throw the color ball back to get close to the jack. The thrown color ball continues up to 6 balls. After that, opposing athletes begin to throw their remaining color balls. When all athletes have thrown 6 color balls, the athlete will be awarded points based on the decision of the referee,

who has identified the closest color ball rather than the color ball belonging to the opponent closest to the jack. The winner of the match is determined based on the highest number of points when the game has finished. If there are 2 teams with the same number of points, then there is 1 additional round to determine the winner (Haris et al., 2020).

The basic throwing techniques specific to Boccia are unique to each player due to their specific capacities and limitations. There are 3 basic techniques in throwing a boccia ball including throwing underhand, throwing overhand, and throwing using a ramp. In addition to the throwing techniques that every boccia athlete needs to master, there are also game strategies including blocking, defeating a block, and playing the circle (Haris, 2022).

Not long ago, Boccia athletes underwent a training program in the national training center organized by NPC Indonesia management. NPC itself is an institution responsible for gathering, coaching, training, and forming qualified disability-specific sports athletes and is responsible for coordinating every disability activity at the regional, national, and international levels (Rahmawati et al., 2020). NPC Indonesia is a sports achievement organization for people with disabilities which is the only forum for coaching and organizing sports for people with disabilities in Indonesia and is authorized to foster people with disabilities. NPC is expected to raise the achievements of boccia athletes to the world level (Łosień et al., 2018).

Training concentration is an organized period during which personnel or athletes participate in a rigorous and focused training schedule to learn or improve skills (Bakhtiar &; Ballard, 2015). Athletes usually take advantage of training centers to prepare for upcoming events and in competitive sports, to focus on developing skills and strategies to defeat their opponents (Affiza, 2022). Training centers generally refer to training periods or further training or refreshment This national training center is carried out in preparation for the 2023 ASEAN Paragames in Phnom Penh, Cambodia and the 2023 ASIAN Paragames in Hangzhou, China. Boccia training is the period before competition where an Indonesian National Paralympic Committee (NPC) boccia athlete trains specifically for an upcoming event (AM Love, 2022). Athletes will usually train in a special place boccia, where they have several other athletes and coaches who can help them in various forms of training including various throwing techniques to win the game. Boccia training can take place up to several months before the competition begins (Arimbi, Poppy Elisano Arfanda, 2022).

Training is The process to improve abilities or skills, the ability of skills trained ranging from technique, tactics, physical, and mental (Priyambodo, 2018). Exercise is a process of change for the better, the purpose of exercise is to improve the physical quality, functional ability of body equipment, and psychological quality of children training (Yunyun Yudiana, Herman subardjah, 2019). Training is a training process that is carried out systematically and repeatedly, the more days the training load increases, and is carried out over a long period of time so as to improve the ability and skills of athletes (Matjan, 2009).

When conducting training, it is important to evaluate the training to highlight that all athletes will have qualifications and experience after undergoing training (Rahman &; Jakarta, 2022). Therefore, it is important for athletes to receive professional training and guidance to develop their skills and function effectively (Nugroho et al., 2020). As a result, national training centers organize training programs that help athletes to improve their skills effectively. The final stage of training is the evaluation of training, which plays an important role in measuring training results, but this aspect is generally overlooked (Lange & TH10, 2014).

The definition of training evaluation in various aspects of evaluation and what it measures. In terms of training program effectiveness, training evaluation is defined as "a process that can be used to determine the effectiveness and/or efficiency of instructional programs". In terms of its ability to provide feedback, evaluation is defined as "any attempt to obtain information (feedback) about the effect of the training program and to assess the value of the training based on that information" (Candrawati et al., 2018). In addition, training evaluation usually refers to the approach of conducting an evaluation and therefore defines it as a systematic procedure for collecting and analyzing information from the training process to determine the efficiency and effectiveness of training interventions. However, evaluation is used in different ways, with various implications; It occurs at various levels, for example in classrooms, programs, courses, general education and in institutions (Kanaslan &; Iyem, 2016).

The first benefit of training evaluation is that evaluation is a form of quality control for training. Therefore, evaluation is considered an integral part of a continuous quality assurance cycle that includes the program philosophy (Ratna et al., 2018). Evaluation is used to verify the effectiveness of training and, as such, is considered the most appropriate method to achieve it (Purnomo et al., 2022). Effectiveness is defined as the achievement of a desired target. The second benefit of evaluation is in determining the achievement of organizational goals. Training program evaluation provides an overview of the program's ability to achieve its goals. The evaluation results help determine the results of training to ensure that there is an increase in performance (DR Saharullah, 2021).

The training program should be evaluated to determine whether it should continue or not. In addition, evaluation training is necessary for policymakers to be able to make informed decisions, such as stopping inefficient programs and expanding efficient programs. In addition, the evaluation identifies areas in the training that require further improvement and can provide insight into

methods to improve the training program. Therefore, the training process should be evaluated to determine the effectiveness of the various components of the training and development program (ODE, 2022).

Although training evaluation plays an important role in measuring training outcomes, it is a source of frustration for agencies, which may struggle to understand the approach, the various requirements and evidence required to do so. Inadequate and implemented training Poorly can be a hindrance to training effectiveness (Widiyastuti &; Purwana ES., 2015). Lack of awareness or access to methods and tools for the evaluation process is another possible reason for inadequate evaluation. However, the assessment process need not be too complicated (Rukmi et al., 2014).

This study proposes a systematic and practical approach to evaluate training, especially training programs, by adapting the SOAP-M training criteria model, The SOAP-M (Self, Other, Achievements, Potential, Meta-Analysis) model for training and coaching evaluation can be implemented in an organization by human resource managers and aims to fill the gaps of the model described earlier, as well as to integrate their strengths. The model aims to form a practical model, as well as to meet the needs of researchers and academics interested in meta-level assessments of various interventions or training designs. The model consists of five levels of analysis that can be used to HR (HR) interventions such as training or coaching. Which is a new comprehensive and practical evaluation framework and model as well as a more advanced evaluation method for researchers for higher level analysis. This study provides a theoretical basis for the proposed adaptation of the training evaluation model for Indonesian NPC administrators. In addition, presented a meta-analysis study on the success of the training program to evaluate the Boccia Pelatnas training program.

METHOD

The place where this research was carried out was at the National Training Center Boccia NPC Indonesia. The study was conducted for 3 months. The type of research used in this study is quantitative descriptive research. Quantitative descriptive method is a quantitative research in the form of description with numbers or numerical (statistical). The point is that the research is related to the elaboration with statistical numbers.

The design of this study used a survey. Survey research design is a quantitative research procedure carried out to obtain a description of attitudes, behaviors, and characteristics of the population obtained through samples in the population (Creswell & Creswell, 2018). This study used the SOAP-M model to analyze the evaluation of the Boccia Pelatnas training program.

Meta-analysis referred to here is data analysis to reveal relationships that existed in the previous stage. In the meta-analysis, researchers examined the relationship between self-evaluation, trainer competence, and achievement with the potential of participants after undergoing the Boccia Pelatnas training program.

The following is an explanation of data analysis:

Multiple linear regression is used to assess meta-analysis relationship self-evaluation participants, and achievement participants with potential Participants. Before the data are tested in multiple linear regression analysis, the prerequisites for normal distribution, the linear relationship of each independent variable with the dependent variable, as well as the absence of multicollinearity (the absence of correlation between independent variables) in the data must be met.

In multiple linear regression there are several hypothetical analyses:

a. F test (simultaneous test)

Test F is used to determine the relationship between participant self-evaluation, others, and participant achievement simultaneously with potential participants

b. T test (partial test)

The t test is used to determine the relationship between participants' self-evaluation, others, and participants' achievement partially with potential participants.

c. Coefficient of determinant (R-Square)

The determinant coefficient is used to find out how much the contribution of self-evaluation participants, others, and achievement participants either simultaneously or partially against potential participants.

RESULTS AND DISCUSSION

Description of data from the evaluation of the boccia training program using the SOAP-M model. This section presents the results of research and its interpretation. Meta-analysis data assesses the relationship between participant self-evaluation, others, and participant achievement with potential participants.

Data description

The data obtained from each meta-analysis variable is then grouped and analyzed with statistics, as shown in the appendix. The summary of the meta-analysis data description is presented as follows

Table 1. Description of Data Meta-Analysis

Variable	N	Mean	SD	Category
Self evaluation (X1)	11	4.00	1.90	Moderate
Others (X2)	11	28.09	5.68	Moderate
Achievement (X3)	11	8.00	4.12	Moderate
Potential (Y)	11	5.36	2.69	Moderate

Based on the table, from 11 samples of athletes Boccia who underwent Training Program Pelatnas shows that Self Evaluation (self-evaluation) of Training Pelatnas in category moderate with an average of 4.00 and a standard deviation of 1.90. Trainer competencies assessed by others (athlete Boccia) in the category moderate with an average of 28.09 and a standard deviation of 5.68. Achievement of participant tasks in Training (achievement) in category moderate with an average of 8.00 and a standard deviation of 4.12. The potential of technical skills possessed by participants after undergoing Training Pelatnas (potential) in the category moderate with an average of 5.36 and a standard deviation of 2.69. Value Intervals and Meta-Analysis Categories:

1. Self Evaluation

Data obtained from differences pre and Post Self Evaluation, displayed in the form of intervals of values and categories in the following table:

Table 2. Value Interval and Self Evaluation Category

Interval	Category	Frequency	Percentage
8 - 9	Very High	1	9 %
6 - 7	High	1	9 %
4 - 5	Moderate	4	36 %
2 - 3	Low	5	45 %
0 - 1	Very Low	0	0 %

Based on the table shows that 1 athlete Boccia have Very high self evaluation (9%), 1 athlete Boccia have Self Evaluation High (9%), 4 athletes Boccia have moderate self evaluation (36%), and 5 athletes Boccia have Self Evaluation Low (45%).

2. Others (trainer competence)

Data obtained from the assessment of athletes in assessing the competence of coaches, are displayed in the form of value intervals and categories in the following table:

Table 3. Value Interval and Other Category

Interval	Category	Frequency	Percentage
40 - 45	Very High	0	0%
34 - 39	High	3	27%
28 - 33	Moderate	1	9%
22 - 27	Low	7	64%
16 - 21	Very Low	0	0%

Based on the table shows that 3 athletes rated the coach's competence in the high category (27%), 1 athlete rated the coach's competence in the moderate category (9%), and 7 athletes rated the coach's competence in the low category (64%).

3. Achievement

Data obtained from the coach's assessment in assessing the achievement of athletes' tasks in the training program (achievement), are displayed in the form of value intervals and categories in the following table:

Table 4. Value Interval and Achievement Category

Interval	Category	Frequency	Percentage
16 - 19	Very High	1	9%
12 - 15	High	0	0%
8 - 11	Moderate	4	36%
4 - 7	Low	6	55%
0 - 3	Very Low	0	0%

Based on the table shows that 1 athlete has very high task achievement (9%), 4 athletes have moderate task achievement (36%), and 6 athletes have low task achievement (55%).

4. Potential

The data obtained from the skill assessment of the boccia throw precision technique, are displayed in the form of value intervals and categories in the following table:

Table 5. Value Interval and Potential Category

Interval	Category	Frequency	Percentage
11 - 13	Very High	1	9%
8 - 10	High	2	18%
5 - 7	Moderate	3	27%
2 - 4	Low	5	45%
-1 - 1	Very Low	0	0%

Based on the table shows that 1 athlete has very high throw boccia accuracy technique skills (9%), 2 athletes have high boccia throw accuracy technique skills (18%), 3 athletes have moderate throw boccia accuracy technique skills (27%), and 5 athletes have low throw boccia accuracy technique skills (45%).

Hypothesis Testing

(a) Multiple linear regression test

Multiple linear regression tests are used to relate self-evaluation, trainer competence (others), and achievement with potential participants after undergoing the boccia training program. The results of multiple regression linear analysis between self-evaluation (X1), others (X2), and achievement (X3) data with potential (Y) of this study are:

Table 6. Multiple Linear Regression Test Results

Type		standardized Coefficients		tandardized Coefficients
		B	Std. Error	Beta
1	(Constant)	-5.164	1.368	
2	Self-evaluation	.678	.148	.478
3	Others (trainer competence)	.212	.052	.447
4	Achievement	.238	.077	.364

Based on the table of multiple linear regression test results, it can be determined that the multiple linear regression equation resulting from this study is as follows:

Y = -5.164 + 0.678 X1 + 0.212 X 2 + 0.238 X3

Information:

Y = Potential

X1 = Self evaluation

X2 = Others

X3 = Achievement

1. The constant value (a) of -5.164 means that if the self-evaluation, others (trainer competence), and achievement value are equal to zero (0), then the potential participant is -5.164.
2. B1 of 0.678 means that the value of the regression coefficient of the self evaluation variable is 0.678, meaning that if other independent variables have fixed values and self-evaluation increases by 1%, the potential participants will increase by 0.678.

The positive value coefficient means that there is a positive relationship between self-evaluation and potential participants, the more self-evaluation, the more potential participants.

3. B2 of 0.212 means that the value of the regression coefficient of the others variable (trainer competence) is 0.212, meaning that if other independent variables have a fixed value and others (trainer competence) increases by 1%, the potential participants will increase by 0.212. A positive coefficient means that there is a positive relationship between others (trainer competence) and potential participants, the more others (trainer competence) increase, the more potential participants.
4. B3 of 0.238 means that the value of the regression coefficient of the achievement variable is 0.238, meaning that if other independent variables have a fixed value and achievement increases by 1%, the potential participants will increase by 0.238. A positive coefficient means that there is a positive relationship between achievement and potential participants, the higher the achievement , the more the potential participants increase

(b) Fcalculate Test (Simultaneous Test)

The Fcalculate Test (simultaneous test) is used to determine the effect of independent variables together (simultaneously) affecting the dependent variable. The results of simultaneous test analysis can be seen in the following table:

Table 7. Calculate Test Results (Simultaneous Test)

Type	Sum	Df	Mean	F	Sig.
1 Regression	67.822	3	22.607	33.500	.000a
Residuals	4.724	7	.675		
Total	72.545	10			

a. Predictors: (Constant), achievement, self evaluation, others (Trainer competence)

b. Dependent Variable: potential participant

Based on the table of Fcalculate test results (simultaneous test) obtained a Fcalculate value of 33,500 greater than Ftable with df (n-k) = 4.35, and a significance value (sig) of 0.000 < 0.05, then H0 is rejected and H1 is accepted so that self-evaluation, others (trainer competence), and achievement simultaneously affect potential participants in the boccia training program.

(c) Calculated test (Partial Test)

The tcount test is used to show how far the influence of the independent variable individually explains the variation of the dependent variable. The results of the partial test analysis can be seen in the following table:

Table 8. Calculated Test Results (Partial Test)

Type	t	Sig.
(Constant)	-3.774	.007
Self evaluation	4.572	.003
Others (trainer competence)	4.058	.005
Achievement	3.111	.017

Based on the table of tcalculate test results (partial test) obtained a calculated t value greater than ttable with df (n-k-1) = 2.97 and significance value (sig)
< 0.05, then H0 is rejected and H1 is accepted. So it can be concluded as follows:

1) Self-evaluation affects potential participants in the boccia training program (tcount (4,572), > ttable (2.97) and sig (0,000) < 0.05).
2) Others (trainer competence) affects the potential of participants in the Boccia training program (tcount (4,058), > ttable (2.97) and GIS (0.000) < 0.05).
3) Achievement affects the potential of participants in the boccia training program (tcount (3.111), >t table (2.97) and sig (0.024)
< 0.05).

(b) Coefficient of Determination (R2)

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The coefficient of determination is essentially used to measure how far the regression model is able to explain the variation of the dependent variable. The results of the coefficient of determination analysis can be seen in the following table:

Table 9. Results of Coefficient of Determination Analysis (R2)

Type	R	R Square	justed R Square	Std. Error of the Estimate
1	.967a	.935	.907	.821
a. Predictors: (Constant), achievement, self evaluation, others (trainer competence)				

Based on the table of the results of the coefficient of determination analysis shows that the magnitude of the R Square (R2) value is 0.935. This means that 93.5% of the variation in participants' potential can be explained by variations in independent variables, namely self-evaluation, others (trainer competence), and achievement. The remaining 6.5% is explained by causes other than the model.

Furthermore, the magnitude of variation of each independent variable is explained by effective contribution and relative contribution. Effective contribution is a measure of the contribution of a variable or independent variable to the dependent variable in regression analysis. Relative contribution is a measure that shows the magnitude of the contribution of an independent variable to the sum of the squares of regression. The results of the analysis of effective donations and relative donations can be seen in the following table:

Table 10. Effective Contribution and Relative Contribution of Each Independent Variable

Variable	ective Donation	ative Donations
Self evaluation (X1)	33.6%	35.98%
Others (trainer competence) (X2)	32.0%	34.27%
Achievement (X3)	27.9%	29.75%
Sum	**93.5%**	**100.00%**

Based on the table above, it can be seen that 93.5% of the variation in potential participants can be explained by self-evaluation of 33.6%, others (trainer competence) of 32.0%, and achievement of 27.9%. Thus, it can be concluded that the self-evaluation variable (X1) has a more dominant influence on the potential participant variable (Y) than the other variables (trainer competence) (X2) and achievement (X3).

The results of the meta-analysis showed that self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) simultaneously affect the potential accuracy skills of throw boccia with a positive regression coefficient value. This means that self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) together have a positive impact on the potential of throw boccia accuracy skills in the boccia training program. This also shows that if self-evaluation, others (trainer competence), and achievement (achievement of participants' tasks in training) increase, then there is an increase in the potential of throw boccia accuracy skills and vice versa if it decreases then there is a decrease in the potential of throw boccia accuracy skills in the boccia training program. The results of the coefficient of determination test show that 93.5% of the potential of throw boccia accuracy skills can be explained by variations in self-evaluation, others (trainer competence), and achievement. The remaining 6.5% was explained by other causes outside the study variables. Of the 93.5%, 33.6% of the variation of potential participants is determined by self-evaluation, 32.0% of the variation of potential participants is determined by others (trainer competence), and 27.9% of potential participant variation is determined by achievement. Thus, self-evaluation has a more dominant influence on potential participants than other variables (trainer competence) and achievement.

CONCLUSION

There is a relationship between participants' self-evaluation, others (trainer competence), and achievement with the potential throw accuracy skills of participants after undergoing the Boccia Pelatnas program training. This is indicated by Fcalculate 33,500 > Ftable = 4.35 and sig = 0.000 < 0.05. The coefficient of determination shows that 93.5% of the variation in participants' potential is influenced simultaneously by self-evaluation, others (trainer competence), and achievement. Of the 93.5%, 33.6% of the variation of potential participants is determined by self-evaluation, 32.0% of the variation of potential participants is determined

by others (trainer competence), and 27.9% of potential participant variation is determined by achievement. Thus, self-evaluation has a more dominant influence on potential participants than other variables (trainer competence) and achievement.

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