

Workshop on Gymnastics Talent Identification for Elementary and Junior High School Physical Education Teachers and K3S of Sleman Regency

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ABSTRACT: This study aims to evaluate the effectiveness of a gymnastics talent identification workshop conducted for physical education teachers and school principals (K3S) in Sleman Regency. The workshop was designed to improve participants' knowledge, understanding, and confidence in identifying gymnastics talent among students. A total of 34 physical education teachers and 17 school principals participated in the program. The workshop combined theoretical material and practical applications, including discussions, case studies, and field-based simulations. Evaluation data were collected through questionnaires and participant feedback. The results showed a significant improvement in participants' comprehension of gymnastics disciplines (Artistic, Rhythmic, and Aerobic), their ability to recognize physical characteristics associated with talent, and their readiness to implement talent development programs at school. Most participants expressed the need for further training and demonstrated a commitment to developing structured coaching programs. The workshop successfully bridged knowledge gaps and empowered educators to act as early talent identifiers within the educational environment.

KEYWORDS: Gymnastics Talent, Physical Education Teachers, Talent Identification, Workshop, School Sports Development, Sleman Regency

I. INTRODUCTION

Physical education in Indonesia plays a very important role in developing students' physical and psychological potential. In this context, gymnastics is one of the sports that has a significant impact on children's motor development, health, and social and emotional abilities. Gymnastics is not just a physical activity, but also a means of teaching the values of discipline, cooperation, and creativity. Therefore, it is important for physical education teachers at the primary to have a good understanding of teaching gymnastics and be able to identify students' talents in this sport. Performance indicators in physical education are not only based on improvements in students' physical fitness but also the ability of teachers to recognise and develop students' potential. Research by Sudarsono (2017) notes that talent in sports is often not well identified, especially in educational environments, which has the potential to hinder the development of young athletes.

Based on research conducted by Sudarsono (2017), talent development in sports in the educational environment is crucial for creating a generation of quality athletes. In this context, a workshop on identifying gymnastics talent for physical education teachers is an urgent necessity. Research by Abdullah and Syarif (2018) shows that regular training for physical education teachers can improve their understanding of how to identify and develop students' talents in gymnastics. Therefore, efforts to improve the competence of physical education teachers through this workshop are very much needed. The workshop on identifying gymnastics talent will provide teachers with new knowledge and skills in understanding the physical characteristics and basic techniques of gymnastics required to develop students' talents.

Sleman Regency is an area with good human resources and sports infrastructure. However, data from the Sleman Regency Education Office (2020) shows that there are still shortcomings in gymnastics teaching methods, especially in terms of identifying talent among teachers. These limitations create a gap in the development of young athletes in the area. In line with this, research by Hasan and Rahmat (2019) emphasises the importance of collaboration between physical education teachers and school principals in supporting sports development programmes at schools. The School Principals' Working Group (KKKS) is expected to play an active role in the success of this workshop through policy and facility support. By holding this workshop, it is hoped that physical education teachers and school principals in Sleman Regency will have a better understanding of student potential,

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enabling them to identify and develop gymnastics talent more effectively. This study aims to assess the effectiveness of the talent identification workshop for physical education teachers and KKKS in Sleman Regency, as well as the impact of this training on improving teachers' ability to identify and develop student talent. It is hoped that the results of this research can make a positive contribution to sports development at the primary and secondary education levels in Sleman Regency.

II. METHOD

The implementation method for this activity was designed to achieve the objective of improving physical education teachers' understanding and ability to identify gymnastics talent in schools. This activity targeted 34 physical education teachers and 17 school principals from various primary and junior high schools in Sleman Regency. These participants were selected because they play a direct role in fostering student achievement and are at the forefront of physical education implementation in schools. The involvement of school principals is also considered important to support the implementation of workshop outcomes within their respective institutions.

In implementing activities, evaluation plans are prepared systematically. Evaluations are conducted to determine how and when activities are carried out, as well as to measure the extent to which program objectives have been achieved. These evaluations are accompanied by success criteria, achievement indicators, and measurable benchmarks. With these evaluation plans in place, the service team can monitor the effectiveness of activities and provide continuous feedback for improvement.

The main method used was conducting face-to-face workshops for physical education teachers and school principals. These workshops aimed to provide conceptual material and practical skills on identifying gymnastics talent. The activities were structured in stages, starting from material presentation, discussion, case studies, to field practice simulations. This approach enables participants not only to understand the theory but also to apply it in real-world school settings. Additionally, the training aims to assess the effectiveness of the workshops in enhancing teachers' capabilities and to observe their impact on the mindset and strategies for nurturing gifted students.

The workshop programme was evaluated by reviewing the overall results of its implementation. The team analysed the successes and obstacles that arose during the activities. The assessment also covered the level of participation, the enthusiasm of the participants, and their feedback on the implementation of the workshop. The results of this evaluation are used as a basis for reflection and improvement of the programme in the future. Discussions with sports experts and peers are also an important part of this evaluative process to ensure that the activity has a real and sustainable impact.

In practice, the entire team of volunteers has a clear division of tasks. The team leader is responsible for directing and supervising the entire series of activities, as well as communicating with partners and participants. Team members play an active role in preparing materials, facilitating workshops, and compiling reports and scientific outputs. Meanwhile, students are involved as part of the field implementation team, assisting with technical and administrative preparations, as well as documenting activities. Student involvement also serves as a practical learning medium for them in managing community service programmes.

III. RESULT AND DISCUSSION

Results

The workshop received positive feedback from participants, both in terms of its implementation and its benefits. In general, physical education teachers from various elementary schools in Sleman expressed their appreciation for this activity.

1. Implementation and Facilities

Most respondents rated the activities as being carried out according to schedule with a rating of 'Very Good,' and the workshop venue and facilities were considered supportive, although a small number gave a rating of 'Good.' This shows that, technically, the workshop was run smoothly and adequately.

2. Committee service

The committee's service was also rated positively, with most respondents giving it a rating of 'Very Good' or 'Good.' This reflects the committee's professionalism in supporting the event.

3. Improved Understanding and Confidence

This workshop had a tangible impact on improving participants' understanding of gymnastics talent and their confidence in identifying gifted students. The majority of respondents stated that they now feel more knowledgeable and confident in observing students' potential, particularly in gymnastics.

4. Knowledge Before the Workshop

Before participating in the workshop, some participants did not have comprehensive knowledge about gymnastics disciplines such as Aerobic Gymnastics, Artistic Gymnastics, and Rhythmic Gymnastics. Some participants admitted that they did not

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know about one or two of these disciplines, indicating that information about the variations in gymnastics is still not evenly distributed among physical education teachers.

5. Effectiveness of Workshops in Providing New Knowledge After attending the workshop, almost all respondents stated that they:
 - a. Realised the importance of identifying talent from an early age.
 - b. Knew the physical characteristics of students who are talented in gymnastics.
 - c. Were able to recognise students' potential in gymnastics.

This indicates that the workshop successfully transferred practical and theoretical knowledge relevant to the duties of physical education teachers in schools.

6. Ongoing Needs and Commitments

The majority of participants stated that they felt the need for further training to deepen their understanding and practice of identifying gymnastics talent. They also demonstrated a commitment to developing programmes for nurturing talented students at school, which is a positive outcome of this activity.

Discussion

The results of the workshop showed that this activity received positive responses from participants, both in terms of technical aspects of implementation and substantial benefits gained. Most respondents assessed that the activity was carried out according to schedule and the venue was supportive, with the majority of respondents giving a rating of 'Very Good' and 'Good'. This shows the readiness of the implementation team and efficiency in time and facility management.

In terms of service, the committee was also assessed as providing good assistance during the event. This contributed to a conducive workshop atmosphere, allowing participants to engage in the activities optimally. Professional service had an impact on increasing participants' comfort in participating in the entire series of activities.

In terms of substance, the workshop proved successful in enhancing physical education teachers' understanding of the concept of identifying gymnastics talent. The majority of participants stated that they now feel more confident in observing and recognising students' potential at their respective schools. This improvement is crucial because teachers are the key actors in the talent identification process at the primary and secondary education levels.

Interestingly, prior to the workshop, some participants were still unfamiliar with the different types of gymnastics, such as Aerobic Gymnastics, Artistic Gymnastics, and Rhythmic Gymnastics. This indicates a gap in prior knowledge that was successfully bridged through this activity. In other words, the workshop succeeded in providing additional relevant and applicable knowledge and insights.

Furthermore, this workshop also increased participants' awareness of the importance of identifying talent from an early age. Most respondents stated that they 'strongly agree' that they now understand the physical characteristics of students who are talented in gymnastics. They also stated that they are ready to develop coaching programmes at school and hope that there will be further training so that their understanding and skills can be deepened.

Overall, this discussion shows that this PkM activity successfully achieved its objective: to enhance teachers' competencies in identifying gymnastics talent. These results align with the findings of Abdullah & Syarif (2018) that regular training for physical education teachers can improve effectiveness in detecting and nurturing the potential of young athletes. This workshop also serves as an example of collaboration between academics and education practitioners in supporting sports development at the regional level, as emphasised in the research by Hasan & Rahmat (2019).

IV. CONCLUSIONS

The implementation of a workshop on identifying gymnastics talent for physical education teachers at elementary, junior high, and K3S schools in Sleman Regency successfully had a positive impact on improving participants' knowledge, understanding, and confidence in identifying students' potential in gymnastics. This activity not only provided theoretical knowledge about the concept of talent identification but also practical and applicable approaches, enabling participants to directly apply them in their respective schools.

Overall, respondents gave very positive evaluations of the workshop's implementation, facilities, services, and materials. Most participants who previously had no specific knowledge of gymnastics types now stated they understood better and were ready to develop talent development programmes for students. This indicates that the workshop successfully bridged existing knowledge gaps and strengthened teachers' competencies in fulfilling their strategic role as talent scouts and developers in the school environment.

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Thus, this activity not only successfully addressed the need for teacher capacity building but also made a tangible contribution to systematic efforts in nurturing young athletes from an early age. Similar activities should be continued on an ongoing basis and expanded in scope to support a physical education ecosystem focused on targeted sports performance development.

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