

Identification and Development of Sports Talent Program: A Study Based on George Edwards’ Factors of Policy Implementation

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Abstract

the most positive impact on the implementation of Permenpora No. 6 Year 2022’s program, Talent Identification and Development Program, which has been going on since 2023 in every province in Indonesia. This study gathers the perspective of the National Association of Physical Education Teachers (IGORNAS) in D.I. Yogyakarta and Central Java towards the implementation of this program in their respective regions. A mixed-method approach is used in this study. The population consisted of 70 IGORNAS members in D.I. Yogyakarta and Central Java, with 37 respondents participating in the survey (52.86% response rate). The author distributed a questionnaire, which was made using the Likert Scale. The qualitative method using Nvivo software was also used in analyzing open-ended questions to gather more perspectives and concerns from IGORNAS. The findings of this study reveal the satisfaction level of the physical education teachers towards each factor, pointing out which factor needed more attention in order to make the Talent Identification and Development program more effective and successful in the upcoming years.

Keywords: Kemenpora; Policy Implementation; Sport Policy; Talent Identification

Introduction

The enthusiasm of Indonesian people towards sports can be seen every time a sports competition is being held, both at the international and national levels, as sports are one of the most popular activities in the country. Indonesia first sent a contingent to take part in the 1952 Olympics in Helsinki, Finland and has almost always participated in

the Olympics, which are held every 4 years in various parts of the world. Despite consistently competing in the Olympics since its inception, it took Indonesia more than 30 years to achieve a medal, and the Indonesian team of athletes was only able to get a silver medal in archery at the 1988 Olympics in Seoul, South Korea. Four years later, at the 1992 Olympics held in Barcelona, Spain, Indonesia won its first gold medal in badminton. These historical developments reflect the long-term trajectory of national sports performance and highlight the importance of systematic sports development policies (Kemenpora, 2021).

Nonetheless, in the last 13 years, the achievements of athletes in Indonesia are still below the intended target. In the 10 competitions that Indonesia participated in from 2010 to 2019, the best achievement from the Indonesian team was only achieved twice, namely at the 2011 SEA Games in Jakarta & Palembang, where Indonesia won the overall championship, and at the 2018 Asian Games in Jakarta & Palembang, where Indonesia won 31 gold medals. One of the reasons why such stagnant performances occurred was because, in comparison with foreign athletes, Indonesian athletes possessed relatively smaller body statures, which makes them more disadvantaged when facing athletes who possess not only the skills but also the physicality that can dominate certain sports. For instance, athletics will be more advantageous for athletes who are taller because they possess longer legs, which makes the number of steps taken by them less in comparison to shorter athletes with shorter legs (Kholis et al. 2023).

One of the ways to achieve the intended target in sports achievement is by gathering and training children with great sports potential in order to prepare them to be future athletes. In order to measure the children's sports ability and potential, the Division of Sport Education in Indonesia's Ministry of Sports and Youth created a program called Program Identifikasi dan Pengembangan Bakat Olahraga or the Identification and Development of Sports Talents Program which is included in Permenpora No. 6 Year 2022. Talent identification programs are widely recognized as essential mechanisms in developing high-performance athletes (Cripps et al., 2017). The Anthropometric Test is the first step of the rigorous process of talent identification. In total, there are three steps towards accomplishing the identification process from the technical perspective: first is the anthropometric test, second is biometric tests, and last is the sports talent

identification. All of these tests are conducted in order to gain knowledge regarding the hidden potential that lies within Indonesian youths in terms of sporting capabilities. The anthropometric test includes measuring dimensions of the body such as body height, body weight, arm and limb length, and palm and foot length to give objectives in understanding the physical characteristics of the children.

Up until the point of the study, the Identification and Development of Sports Talent Program is still in the first step, with the data gathered 130,000 over 250,000 data. In conducting this program, The Ministry of Youth and Sports of Indonesia, also known as KEMENPORA, worked together with Indonesia’s National Association of Physical Education Teachers (IGORNAS) in all provinces in Indonesia. IGORNAS in each province consists of dozens to hundreds of physical education teachers who teach in various schools. Afterward, KEMENPORA, along with the sports experts, take turns visiting the schools that are chosen to be the venue of the anthropometric test to directly monitor the implementation of the test.

This program is aimed towards improving an aspect that is currently lacking in Indonesia’s sports industry, which is physicality. Responding to such challenges, Indonesia’s Ministry of Youth and Sports Affairs believes that a medium to long-term approach to developing potential sports talents from such young ages can be the key to keeping the objectives of the sports achievement pillar to be on track. This study will be focusing on D.I. Yogyakarta and Central Java because according to the report from last year’s program, the number of students who are qualified as having potential physicality’s in Yogyakarta & Central Java is the second highest in Java island and the third highest in 27 provinces that have held the test at that time. In order to implement this program successfully, it is important to see the point of view of the IGORNAS, as the executor of the program, to see whether the facilitation from KEMENPORA is sufficient and their respective schools are up to the standards of the program.

That is the reason why the effective implementation of Identification and Development of Sports Talent Program, is very important. Therefore, this study formulates this research question; Which policy implementation factor(s) has the most positive impact on the implementation of Permenpora No. 6 Year 2022, specifically Identification and Development of Sports Talents Program?

As this study will delve into the implementation of the Identification and Development of Potential Sports Program as from the Permenpora No. 6 Year 2022 towards the betterment of sports achievement, it is important to define what constitutes public policy. While the term itself has various definitions from different scholars, Carl Friedrich (1967) defined it as a proposed action course designed by an individual, group, or government with the intention of overcoming obstacles in order to achieve a set goal or objective through the designed policies. Furthermore, Mutiarin et al. (2017), in *Public Policy in Theory and Practice*, stated that public policy does not only deal with the interests or issues that are narrow or segmented, but rather, it deals with the concerns of the public. In the context of this research, the policies to enhance sports achievement for Indonesian athletes are to be treated or defined as a public policy because they contain a set of objectives that are intended for Indonesian athletes in order to garner achievements at international sporting events, which will then boost Indonesia's image and directly contribute to an individual's pride as an Indonesian. As stated in the first chapter, there was a lack of a clear plan for Indonesia's policies for sports achievements and, to a larger extent, other pillars such as sports recreation and sports education. This condition presented issues for the public, especially for people who aspire to become athletes, as their opportunity to develop their talent could be stagnated.

Factors of Policy Implementation According to Edwards (1980): 1) Communication occurs when a speaker or writer interprets ideas to each other using words, symbols, signals, and behavior (Wardhani et al., 2016). In the context of this study, communication is a policy tool where policymakers give orders and information vertically. Effective communication happens when the orders given by the policy makers can be received clearly by the policy targets. According to Agustino (2006: 157), communication is very important in achieving the successful objectives of public policy implementation. Meaning, that good communication between the policy implementer and policy benefactors will result in effective implementation (Putra & Khaidir, 2019). 2) Resources are a substantial factor in the process of policy or program formulation. With insufficient resources, a policy would be difficult to implement effectively. Edwards (1980) stated that organizational resources consist of staff, information, authority, facilities, buildings, equipment, land, and supplies. Resources have economic and technological implications.

From the economic perspective, resources can be obtained through cost or direct sacrifices. In a technological perspective, resources are the capability of transformation in an organization (Tachjan, 2006: 135). In the context of this research, the examples of resources are the number of people involved and, the facilities or infrastructure, and the authority of the implementer. 3) Disposition is the will and intention of the implementers in implementing the policy. The important factor in the disposition of attitudes is the understanding and knowledge of the implementer towards the policy. When the policymakers and benefactors have different perspectives towards the policy, the implementation process becomes ineffective (Juliartha, Edward. 2009: 58). 4) Bureaucratic structure can be considered as the determinant whether the policy can be implemented effectively or not. No matter how good the policy is, messing up standard operating procedures and asynchrony between the policy makers in the organization will prevent the policy implementation process from reaching the intended goal, quoting Sujianto (2008). As stated by George C. Edwards (1980), these variables can be used to determine the success of public policy implementation.

In the context of this research, athletes can be perceived as the human resources needed by the national sports organization to obtain sports achievements. According to Pynes (2013) in Human Resources Management for public and nonprofit organizations, the term itself can be defined as individuals who hold capabilities in the sector that they are focused on. Furthermore, Susan (2019) defined human resources as productive individuals who become the cog of an institution or company, and their skills need to be constantly upgraded. These individuals hold the expectation of the Indonesian people to deliver actual progress in the form of achieving titles in major international sporting events. In order to perform consistently, they will need to be treated as “talents” and be directed, managed, coached, and evaluated by the assessors, as stated in the Talent Management Handbook by Berger and Berger (2018). As this research aims to analyze how the policy objectives of Permenpora No. 6 Year 2022 especially the Identification and Development of Potential Sports Talent Program, can be the foundation of better sporting achievement for Indonesian athletes in the future, the model of human resource management proposed by Berger & Berger could contribute empirically towards this objective; essentially breeding what this research

referred to as superkeeper. This term refers to individuals who are ahead of their peers as a result of their talent and rigorous training, which then contribute to sports achievements. In the context of the Identification and Development of Potential Sports Talent Program, the students who are able to get high scores in the physical test can be considered as the super keeper. By training these superkeepers in the field of sports that they are most suitable for, it is possible that they can excel in that particular sports field and become an outstanding athlete in the future. Such results would then motivate other athletes to train more rigorously, hence collectively enhancing the collective performance of Indonesian athletes. As human resources, there are needs that are required to be fulfilled by human resource managers to maximize their performance in their respective fields. In the context of this research, IGORNAS or the physical education teachers who are responsible for taking the test can evaluate this program, thus providing KEMENPORA as the policymakers with crucial information and empirical feedback that might be needed in order to maximize the effectiveness and the efficacy of this program. This highlights that feedback from implementers is an essential component of effective policy implementation, as it supports continuous improvement and alignment between policy design and field execution. With the program being successful and effective, the quality of future Indonesian athletes will be much more promising, hence increasing the potential of Indonesian athletes to thrive in their respective sports sectors.

Research Objectives

This study aims to examine the implementation of the Identification and Development of Sports Talent Program based on Permenpora No. 6 Year 2022. The specific objectives are as follows:

1. To assess the level of effectiveness of policy implementation factors, namely communication, resources, disposition of attitude, and bureaucratic structure, in the implementation of the program among IGORNAS members in D.I. Yogyakarta and Central Java.

2. To identify which policy implementation factor has the most positive impact on the success of the program, based on the perceptions of physical education teachers.

3. To analyze the challenges faced by program implementers during the implementation process, using qualitative insights from open-ended responses.

4. To propose practical recommendations for improving the effectiveness and sustainability of the Identification and Development of Sports Talent Program in the future.

Conceptual Framework

From the observed literature above, this thesis will develop a framework as follows:

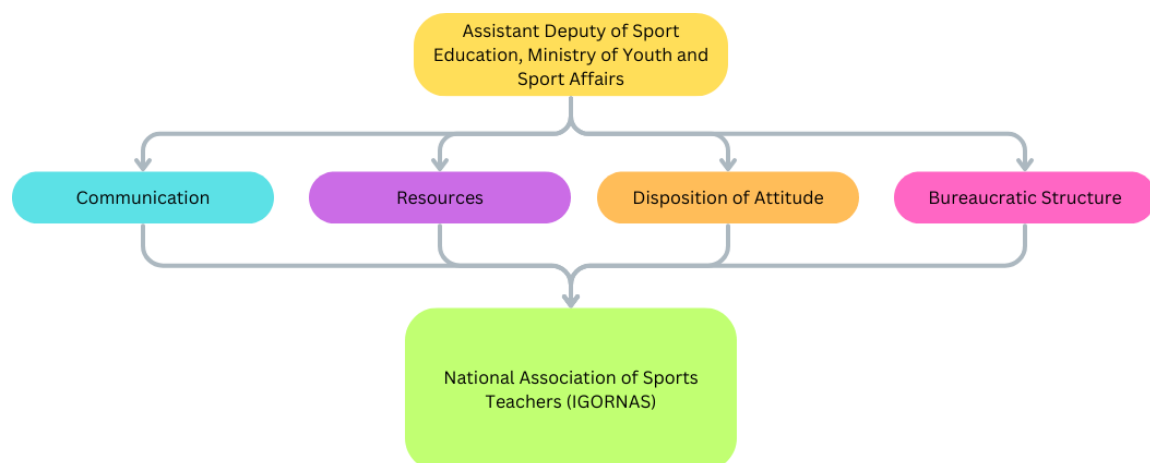


Figure 1 Conceptual Framework of The Implementation of Identification and Development of Sports Talent Program

To improve Indonesia’s overall performance in future international competitions, they need to identify and develop future talents that possess competitive physicalities. Therefore, KEMENPORA, or Indonesia’s Ministry of Sports and Youth Affairs, through the Assistant Deputy of Sport Education established the Identification and Development of Sports Talents Program, which is a part of Permenpora No. 6 Year 2022. The implementation of the Identification and Development of Sports Talents Program is distributed from the KEMENPORA as the policymaker at the central level to all provinces

in Indonesia through cooperation with the National Association of Sports Teachers (IGORNAS). IGORNAS of a specific province, in this study, D.I Yogyakarta and Central Java are responsible for implementing the program at selected schools. To make sure the policy implementation process is effective, the factors of effective policy implementation by Edwards (1980) need to be fulfilled, which are communication, resources, disposition of attitude, and bureaucratic structure. Successful implementation of the program will increase the number of potential athletes to be discovered and developed, and hence potentially enhancing the competitiveness of Indonesia in international sporting competitions, particularly in fields that they were previously lacking. This means that the quality and quantity of potential athletes as human resources in Indonesia will be enhanced.

Methods

This study used a mixed-method research method, using a descriptive quantitative approach to analyze the close-ended responses and text analysis to analyze the open-ended responses. Descriptive quantitative research refers to the utilization of numerical data in order to provide detailed and comprehensive analysis, which can help to describe or interpret a certain phenomenon or events (Mertler, 2017). Research subjects was the members of Indonesia’s National Association of Physical Education Teachers (IGORNAS), specifically in the province of D.I. Yogyakarta and Central Java. The population of this survey consists of 70 members of IGORNAS who are involved in the Identification and Development of Sports Talent Program across from D.I Yogyakarta and Central Java. This survey was distributed through the WhatsApp group chat that contains members of IGORNAS in the D.I. Yogyakarta and Central Java, and gathered 37 respondents.

Questionnaire used the variables of effective policy implementation by Edwards (1980) as the basis of the questions. The questions are divided into four sections based on the theory, which are: [1] Communication, [2] Resources, [3] Disposition of Attitude, and [4] Bureaucratic Structure. There are three questions in each categories well as, and follow-up open-ended questions. The close-ended questions were formulated using the Likert scale, where the respondents were given a range from 1 to 5 to rate their satisfaction in each category.

Table 1 Survey Questions

| | Q1 | Q2 | Q3 |
|--------------------------------|--|---|---|
| Communication | How well would you rate the effectiveness of communication within the DIY and Central Java IGORNAS? | Do you recognize the purpose and goal of this program? | According to your opinion, did the students recognize the purpose and goal of this program? |
| Resources | Do you think the number of physical education teachers who are involved in this program is sufficient enough? | How well would you rate the facilitation from KEMENPORA and Sport Experts to conduct this program? | Are the facilities and infrastructure in your school up to the standard for this program? |
| Disposition of Attitude | How easy was the program to be conducted? What are the challenges that you faced in conducting this program? (open ended) | Is the incentive from KEMENPORA enough to guarantee your commitment to coordinate this program? | How difficult was it for you to understand the standard operation procedure in measuring the student’s anthropometry? |
| Bureaucratic Structure | Was ASDEP ORDIK KEMENPORA RI helpful enough to respond to your challenges while coordinating this program? | Was the IGORNAS of your region helpful enough to respond to your challenges in conducting this program? | Was the guide book of Anthropometric Measurement that was provided by KEMENPORA helpful? |

The data analysis in this study was conducted using both quantitative and qualitative approaches. For the quantitative data, responses from the Likert-scale questionnaire were analyzed using descriptive statistics, including mean, median, and mode, in order to determine the level of effectiveness of each policy implementation factor, namely communication, resources, disposition of attitude, and bureaucratic structure. The interpretation of the mean scores was based on the Likert scale classification to categorize the results into levels such as high and very high.

For the qualitative data, responses from open-ended questions were analyzed using NVivo software through text analysis techniques. This process involved coding the textual data, identifying frequently occurring words, and generating a word cloud to visualize dominant themes. The qualitative findings were then used to support and enrich the quantitative results by providing deeper insights into the challenges faced by program implementers.

Results and Discussion

Analysis of the data collected through surveys administered to 37 respondents out of 70 physical education teachers who are also members of National Association of Sport Teacher also known as IGORNAS specifically in the province of D.I. Yogyakarta and Central Java.

1. Respondents Characteristics

In conducting this survey, the author gathered the data in one week. With a sample population of 70 teachers, this survey was able to get 37 respondents. Based on the survey result, 51,4% of the respondents are elementary school physical education teachers. Followed by 24,3% of both junior high school and senior high school physical education teachers. The percentage of elementary school physical education teachers tends to be higher compared to the others because the Identification and Development of Potential Sports Talent Program, which includes the Anthropometric Test, focuses more on younger children and is mostly held in elementary schools.

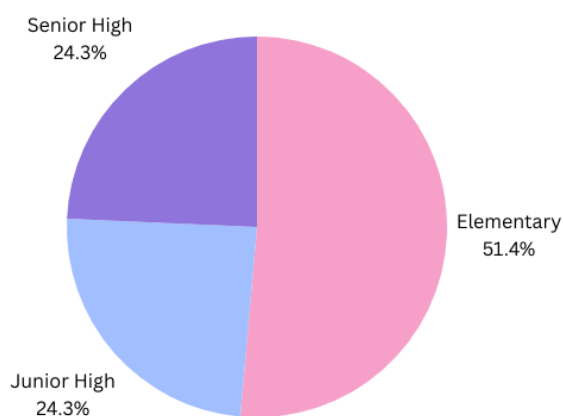


Figure 2 Educational Stages Taught by Respondents

The respondents who filled out this survey are based in seven different regencies in Central Java and D.I Yogyakarta. The highest number of respondents is based in Klaten, with the number of 8 teachers, which accounts for 21.62% of the total respondents. As can be seen on the bar chart, the second highest number of respondents were from Kulonprogo and Rembang, with both 5 respondents. Followed by Wonosobo, Yogyakarta, Bantul, Gunungkidul, Banjarnegara, and lastly, Demak, Karanganyar, and Sleman, with only 1 respondent each.

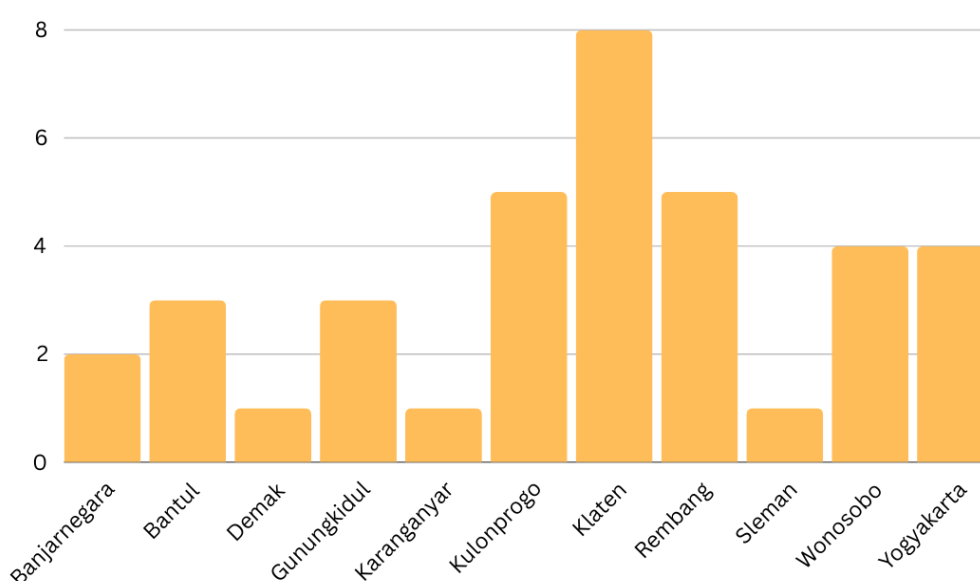


Figure 3 Regions of Respondents

2. Research Findings

The data results that have been gathered from the questionnaire, based on factors of successful policy implementation by Edwards (1980), which are communication, resources, disposition of attitude, and bureaucratic structure.

Communication

Q1. How well would you rate the effectiveness of communication within the D.I. Yogyakarta and Central Java IGORNAS? 43.3% of respondents considered the effectiveness of communication within the D.I Yogyakarta and Central Java’s IGORNAS to be very high while the other 56.7% of respondents considered the effectiveness of communication high. There are no respondents who gave the score below high.

Q2. Do you recognize the purpose and goal of this program? 29.8% of respondents very highly recognize and understand the purpose and goal of this program, and 70.2% highly recognize the purpose of this program.

Q3. According to your opinion, did the students recognize the purpose and goal of this program? According to 13.52% of respondents, their students very highly recognize the purpose and goal of this program. 78.37% of respondents think that their students highly recognize the purpose of this program, and the other 8.11% of respondents believe that their students do lowly recognize the purpose and goal of this program.

From the total responses in the communication category, the average score which the respondents gave was 4.23. Meanwhile, the middle value of the total score given by the respondents was 4, and the score that was frequently given by the respondents was 4. According to the scale proposed by Likert, the average score is considered to be very high.

Resources

Q1. Do you think the number of physical education teachers who are involved in this program is sufficient enough? According to 2.70% of respondents, the number of physical education teachers who are involved in this program is very highly sufficient. Followed by 48.65% of respondents who think that the number is highly sufficient. Another 37.83% of respondents believe that the number of physical education teachers are lowly sufficient and 10.82% of respondents believe that the number of teachers is very lowly sufficient.

Q2. How well would you rate the facilitation from KEMENPORA and Sport Experts to conduct this program? According to 5.41% of respondents, the facilitation which they got from KEMENPORA had been very highly good. Another 94.59% of respondents think that the facilitation from KEMENPORA is highly good.

Q3. Are the facilities and infrastructure in your school up to the standard for this program? According to 5.41% of respondents, the facilities and infrastructures in their school is very up to the standard of this program. Another 62.16% of the respondents' school infrastructure is highly up to the standard and the rest 32.43% of respondents believed that their school facilities are not up to the standard for this program.

From the total responses in the resource’s category, the average score that the respondents gave was 3.47. Meanwhile, the middle value of the total score given by the respondents was 4, and the score that was frequently given by the respondents was 4.

According to the scale proposed by Likert, the average score is considered to be high.

Disposition of Attitude

Q1. How easy was the program to be conducted? According to 72.97% of respondents, the program is easy to conduct. The other 27.03% of respondents believed that the program is not easy to conduct.

Q2. Is the incentive from KEMENPORA enough to guarantee your commitment to coordinate this program? According to 8.11% of respondents, the incentive that they received from KEMENPORA was more than enough to guarantee their commitment. Another 91.89% of respondents felt that the incentive is enough to guarantee their commitment in coordinating this program.

Q3. How easy was it for you to understand the standard operation procedure in measuring the student’s anthropometry? According to 2.70% of respondents, it was very easy to understand the standard operation procedure in conducting this program. Another 83.78% of respondents believed that it was easy to understand the standard operation procedure. 8.11% of respondents felt difficult to understand and 5.41% respondents felt very difficult to understand the standard operation procedure in measuring the student’s anthropometry.

From the total responses in the disposition of attitude category, the average score which the respondents gave was 3.78. Meanwhile, the middle value of the total score given by the respondents was 4, and the score that was frequently given by the respondents was 4.

Bureaucratic Structure

Q1. Was ASDEP ORDIK KEMENPORA RI helpful enough to respond to your challenges while coordinating this program? According to 8.11% of respondents, ASDEP ORDIK KEMENPORA was very helpful in responding to their challenges in coordinating this program. 81.08% of respondents felt that ASDEP ORDIK was helpful. Another 8.11% of

respondents believed that ASDEP ORDIK was not helpful and 2.70% of respondents felt that ASDEP ORDIK was very not helpful in responding to their challenges.

Q2. Was the IGORNAS of your region helpful enough to respond to your challenges in conducting this program? According to 2.71% of respondents, IGORNAS in their area is very helpful in responding to their challenges in conducting this program. 83.78% of other respondents felt that IGORNAS in their area are helpful. The other 13.51% of respondents felt that IGORNAS is not helpful in responding to their challenges in conducting this program.

Q3. Was the guide book of Anthropometric Measurement that was provided by KEMENPORA helpful? According to 10.81% of respondents, the guide book of Anthropometric Measurement that was provided by KEMENPORA was very helpful. 86.49% of respondents felt that the guide book was helpful and the other 2.70% of respondents felt that the guide book was not helpful.

From the total responses in the bureaucratic structure category, the average score which the respondents gave was 3.88. Meanwhile, the middle value of the total score given by the respondents was 4, and the score that was frequently given by the respondents was 4. According to the scale proposed by Likert, the average score is considered to be high

3. Qualitative Analysis: Text Analysis (NVIVO)

Based on the open-ended questions in the disposition of attitudes section, 10 out of 37 respondents stated that the Talent Identification and Development Program was challenging and wrote down their difficulties in conducting this program. The author uses NVivo software to analyze the responses using text analysis methods. The analysis was performed in order to gather the most frequent words generated by the respondents and create a visual representation of the word cloud to show the result. The result is as follows:



Figure 4 Word Cloud

From this word cloud, it is visible that the most frequent words that came out are “time”, “short” and “test”. Other words include “procedure”, “academic”, “difficult”, “internet”, “teachers”, “allocated”, “given”, “calendar”, “signal” and “tests”. The implications regarding the frequent words will be elaborated in the following section.

4. Discussion of Findings

This section will discuss findings gathered from the quantitative and qualitative methods that were used previously. By looking at the findings above, we can observe that there are four factors that are observed, which are communication, resources, disposition of attitude and bureaucratic structure. To determine which factor(s) had a huge impact on the level of success of Identification and Development of Sports Talent Program, three questions were distributed to the respondents.

Table 3 Mean, Median and Mode

| | Communication | Resources | Disposition of Attitude | Bureaucratic Structure |
|--------|------------------|-------------|-------------------------|------------------------|
| Mean | 4.23 (Very High) | 3.47 (High) | 3.78 (High) | 3.88 (High) |
| Median | 4 (High) | 4 (High) | 4 (High) | 4 (High) |
| Mode | 4 (High) | 4 (High) | 4 (High) | 4 (High) |

By observing the overall average, middle value, and the most frequent score given by the respondents or its central tendency, the author concluded that all of the factors received a score 4 in terms of their middle value and the most frequent score, which indicates that generally, all respondents believe that all four factors have been implemented in a highly effective manner. However, the average score of each factor was slightly different. Communication received an average score of 4.23, resources received 3.47, disposition of attitude received 3.78, and bureaucratic structure received 3.88. The Likert scale is used to further categorize the average score between high or very high.

Looking at the information above, communication, which the average score is considered very high based on Likert Scale has the most positive impact on the implementation of the Identification and Development of Sports Talent Program from Permenpora No. 6 Year 2022, meanwhile resources has the lowest score, meaning that the category needed the most improvement. Based on the information previously elaborated, Communication—which score is considered very high based on Likert Scale—has the most positive impact on the implementation of the Identification and Development of Sports Talent Program, meanwhile Resources needs more improvement, as it has the lowest score.

A high score in communication means that the instructions given by ASDEP ORDIK KEMENPORA are received clearly by the members of IGORNAS DIY and Central Java who are involved in this program. The physical education teachers as well as the students both understand the purpose and goal of this program clearly.

Although the score differences were not that much, resources got the lowest score among other factors. A low score in resources means that members of IGORNAS DIY and Central Java are not satisfied with the resources that they had and that are provided by KEMENPORA to conduct this program. However, the average score of Resources is still considered high according to the Likert Scale. There are also some challenges that the physical education teachers were facing while conducting this program, especially in the Disposition of Attitude factor. Looking at the result from the text analysis method by Nvivo which analyzed the responses from the question above, words that frequently appeared were “time”, “short” and “test”. Other words include “procedure”, “academic”, “difficult”, “internet”, “teachers”, “allocated”, “given”,

“calendar”, “signal” and “tests”. Based on the frequently mentioned words, the author concluded that there are 3 major challenges faced by IGORNAS, mentioned as follows:

1. Short Allocated Time
2. Difficult Procedure
3. Bad Internet Signal

Conclusion

After the data collection and analysis process, this last chapter will present the conclusion of this research as well as the implications for practice. In particular, it synthesizes key empirical findings derived from both quantitative and qualitative evidence, ensuring that the conclusions are grounded in a comprehensive interpretation of the data. By understanding which variable(s) influenced the success and failure of the implementation process, the result of this research can be used to determine which factor should be maintained and which factor should be improved and developed further. These insights not only clarify causal relationships among variables but also provide a deeper understanding of contextual conditions that may affect program effectiveness across different settings. By looking at the findings and discussion presented previously, this section will deliver a set of recommendations which aims at addressing the challenges and enhancing the successful policy implementation factors within the implementation of Identification and Development of Sports Talent Program by members of IGORNAS DIY and Central Java that were discovered through the survey and data analysis. Furthermore, the recommendations are designed to be practical, actionable, and adaptable, enabling policymakers, practitioners, and stakeholders to apply them effectively in future program planning and implementation while also contributing to the broader body of knowledge in sports development and policy implementation.

Based on the findings of this study, several practical suggestions can be proposed to improve the implementation of the Identification and Development of Sports Talent Program. First, greater attention should be given to enhancing resource availability, particularly in terms of increasing the number of personnel, improving school facilities, and ensuring adequate infrastructure to support program activities. Second, the implementation process should be supported by more flexible scheduling and better

time allocation, considering that limited time was identified as a major challenge by the implementers. Third, efforts should be made to simplify and standardize operational procedures to reduce difficulties faced by physical education teachers during the testing process. In addition, improving internet connectivity and technical support is essential to ensure smoother data collection and reporting. Finally, continuous communication and feedback mechanisms between IGORNAS and KEMENPORA should be strengthened to support adaptive policy implementation and ongoing program improvement across regions.

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