

## The Role of Government in Awarding Outstanding Student Athletes in West Bandung Regency

Winda Rosita Rudiawati<sup>1\*</sup>, Nuryadi Nuryadi<sup>1</sup>, Agus Gumilar<sup>1</sup>

<sup>1</sup>*Pendidikan, Jasmani, Kesehatan, dan Rekreasi, Fakultas Pendidikan Olahraga dan Kesehatan, Universitas Pendidikan Indonesia, Indonesia*

\*email corresponding author: [windarudiawati@upi.edu](mailto:windarudiawati@upi.edu)

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### Abstract

Awards are a form of appreciation for the efforts and achievements of student athletes who have brought pride to their region. Sports are one of the benchmarks of success, both for athletes, regions, and countries. In addition, sports also reflect good cooperation between the government and the community. Athletes' achievements do not happen by chance but require full attention and support from the government. A survey was conducted on sports administrators in the West Bandung Regency area with 45 respondents. Based on the analysis, policy implementation and budget management have a significant influence on the expected success. Awards have been proven to motivate athletes, especially if given consistently and on time. Although the government has tried to improve the quality of awards every year, there are still many things that need to be improved, especially related to adequate support and training.

**Keywords:** award, sport policy, student athlete

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## 1. INTRODUCTION

Sports are one of the most popular aspects for students as a means to test and develop one's talents in the field of sports through competition, including playing and competing in situations that require maximum effort to achieve victory and high achievement. Sports not only function to maintain health but also as a means to achieve optimal achievement goals for individuals involved in it (Septor Fabio & Dwi Cahyo Kartiko, 2022). Basically, sport is a competitive activity that combines physical intensity and complex technical skills. Participants involved in this activity are usually motivated by personal satisfaction and the external benefits they obtain (Millah et al., 2018). Then sport has basically become a benchmark for achievement for athletes, a region, or a country; more than that, sport also reflects success and progress in cooperation between the government and society, and an athlete's achievements do not happen by chance but require serious attention and full support from the government (Permatasari et al.,

2011).

Awards are a form of appreciation for the efforts and achievements of student athletes who have made their region proud (Irwanto & Romas, 2019). According to Prasetyo (2018), the importance of the motive to achieve, which is defined as an individual's drive to compete with certain standards of success or as a desire to complete personal achievements related to strength, determination, readiness, competition with oneself, competing with others, and persistence in achieving goals. Research on student-athlete awards and motivation reveals complex dynamics; some argue for increasing the value of academic achievement awards to match sports awards (Curry, 1996), while others emphasize the importance of recognizing diverse values beyond just participation or victory in youth sports (English, 2018).

Achievement motivation, the desire to excel at a task, plays a significant role in athletic performance. Several studies have compared achievement motivation across different groups of athletes. Individual sport athletes have been found to have higher achievement motivation than team sport athletes in some studies (Pradeep & Ajeesh, 2013; Singh, 2020), while others have reported the opposite (Ong, 2017; Sherani & Titus, 2023). Gender differences have also been observed, with males showing higher motivation through competition than females (Ong, 2017). Athletes competing at higher levels show greater task-related motivation compared to those at lower levels (Ong, 2017). Sport type also influences achievement motivation, with athletes in individual sports setting more specific goals compared to team sport athletes (Singh, 2020). These findings highlight the complex nature of achievement motivation in sport and its variability across factors. Understanding these differences can help coaches and sports psychologists improve athlete performance through targeted motivational strategies (Pradeep & Ajeesh, 2013; Singh, 2020). According to Sarangi (Nurajab, 2022) there are six aspects that are part of achievement motivation, namely: 1) having personal responsibility for all actions, 2) paying attention to feedback on actions or tasks carried out, 3) the risk of choosing tasks, 4) being diligent and persistent in working, 5) carrying out tasks with full consideration and calculation, and 6) trying to do something in a creative way. Athletes' motivation to obtain awards can be triggered by various factors, including intrinsic and extrinsic motivation. Intrinsic motivation refers to the drive that arises from within the athlete, such as the desire to achieve success, personal satisfaction, and the ambition to achieve achievement. Meanwhile, extrinsic motivation, which is sometimes also referred to as external motivation, comes from outside the athlete, such as the promise of prizes, awards, money, or certificates (Prasetyo et al., 2023). Vallerand (K. M. Kingston et al., 2006) suggests that there are three dimensions of intrinsic motivation: intrinsic motivation to know, intrinsic motivation to achieve something, and intrinsic motivation to experience stimulation.

Student athletes experience higher levels of body appreciation and functional appreciation compared to non-athletes (Soulliard et al., 2021). These positive aspects of body image are associated with increased sport confidence, deeper focus, and better self-ratings of performance (Soulliard et al., 2019). Additionally, gratitude among student athletes is positively correlated with sport satisfaction and negatively correlated with burnout, with perceived social support mediating these relationships (Gabana et al., 2017). However, it is important to note that student athletes may forego some of the benefits of a more complete higher education experience (Gayles & Hu, 2009).

Sport policy involves government intervention in sport organizations and systems, with

a range of objectives such as promoting participation, enhancing elite performance, and stimulating economic activity (Hoye et al., 2022). In Norway, sport policy is managed by the Ministry of Cultural Affairs, which supports voluntary sport organizations and facilities, although implementation challenges exist due to the autonomy of local sport clubs (Skille & Säfvenbom, 2011). Iran has seen increasing government involvement in sport over the past 30 years, pursuing domestic and international policy objectives, but has struggled to establish stable administrative arrangements and relationships with sport bodies (Dousti et al., 2013). Sport policy and development is a complex field, influenced by political, social, and cultural factors, and encompasses areas such as school sport, social inclusion, health, elite sport, and mega sport events (Bloyce & Smith, 2009). The process of sport policy-making is characterized by changing priorities and increasing government intervention (Bloyce & Smith, 2009). Operationally, the development of sports policies in Indonesia should be guided by laws and regulations, where long-term strategic planning is first formulated properly (Ma'mun, 2018). Then according to Sirait & Noer (2021), the implementation of sports policies by the Youth and Sports Service and related parties has not yet reached an optimal level; this is reflected in the minimal budget allocation and lack of support from the sports industry in improving athlete achievement; as a result, sports activities have not been able to significantly increase the number of high-achieving athletes. Ryan (2013) noted several obstacles that are often faced in the development of high-achieving sports in Indonesia, such as management problems at the national level, lack of consistency and continuity of long-term coaching programs from parent organizations, limited application of scientific and technological approaches in sports, a large gap between top athletes and cadre athletes in terms of ability and achievement, a talent recruitment system that is not yet optimal, and shortcomings in coaching for basic or beginner athletes.

Public policy for rewarding athletes is a complex issue involving career development, financial incentives, and governance. Research indicates the need for a comprehensive career development model to support athletes during and after their competitive careers (Nuryadi et al., 2020). Governments play a critical role in regulating the sport industry, managing public spending on sport infrastructure, and addressing ethical issues such as doping (Wilson & Pomfret, 2014). Studies show that financial and non-financial rewards for high-performing athletes and coaches are important, with implementation varying in terms of effectiveness (Cristi et al., 2019). Public sport policy aims to serve the collective interest and improve societal well-being (de Oliveira Barra et al., 2016). However, there is a gap between academic research and practical application in sport administration, highlighting the need for increased professional development and engagement with current research among sport administrators (de Oliveira Barra et al., 2016).

Student athletes are individuals who play dual roles as students who participate in all learning activities as well as athletes who actively participate in sports competitions. They are expected to be able to balance academic responsibilities with commitments as athletes (Wisudawati et al., 2018). Achievement sports are sports that foster and develop athletes in a planned, tiered, and sustainable manner through competitions to achieve achievements with the support of sports science and technology (UU No 3 Tahun 2005, 2005). Local governments play an important role in the development of sports and athlete performance. Studies show that although there is often high interest and talent among athletes, as well as available professional coaches, limited funding and inadequate facilities can hinder sports development (Arman, 2022; Prasetyo et al., 2018). Local governments are responsible for implementing sports policies, taking into account the potential and conditions of the region. However, support for athletes is often

inconsistent, with attention and services provided mainly during championships (Arman, 2022). The “Sport for All” movement, which originated in Belgium in 1968, has been adopted by several EU countries as a model for local sports activities. To improve athlete performance, local governments should focus on relevant policies for sports facilities, organizational management, budgeting, and athlete awards (Prasetyo et al., 2018). In addition, creating local regulations and coordinating with the private sector can contribute to improving sports performance (Kusumah & Siregar, 2022).

Rewards for outstanding athletes can take many forms, including financial and non-financial incentives (Cristi et al., 2019). These rewards are critical to the well-being of athletes and can extend beyond their active careers (Novan et al., 2020). In college sports, there have been calls to increase the value of academic achievement awards to match or exceed athletic achievement awards, promoting the concept of the scholar-athlete (Curry, 1996). For youth sports, although participation trophies remain controversial, experts argue that a more diverse reward system that recognizes values such as symbolic meaning, challenge, aesthetics, and quality relationships, rather than just winning, is desirable (English, 2018). The form of rewards can be in the form of facilities, scholarships, insurance, employment, special promotions, honorary badges, citizenship, honorary citizen status, old-age security, welfare, or other forms of rewards that are beneficial to the recipient as stated in Law of the Republic of Indonesia Number 3 of 2005 concerning SKN article 86 paragraph 1 (Pranoto et al., 2021). Overall, a comprehensive reward system that balances financial and non-financial incentives, recognizes athletic and academic achievement, and acknowledges multiple aspects of sport excellence can contribute to the long-term motivation and well-being of athletes (K. Kingston et al., 2006).

Evaluation of athlete reward policies is a complex and multifaceted issue. Research has shown that government policies for sport development and athlete rewards are often not aligned with the needs of athletes and sport organizations (Prasetyo et al., 2018). Evaluation of sport policies, particularly for competitive sports, is still rare in the literature (Santos-Lise et al., 2022). Research has identified areas for improvement in athlete recruitment systems and training facilities, while financial support and structural policies for leading sports are generally adequate (Mulyana et al., 2023). The effectiveness of anti-doping policies, a critical aspect of athlete evaluation, requires a multidisciplinary approach. Studies estimate that 4–39% of elite athletes intentionally dope, with variation across sports, levels, and nationalities. Approximately 40% of anti-doping rule violations involve mitigating circumstances or incomplete athlete culpability, highlighting the need for policy improvements to balance anti-doping efforts with athlete burdens (de Hon, 2016)

## 2. METHOD

Quantitative descriptive research involves analyzing data through statistical methods to describe or depict the information collected without making broad generalizations (Sholikhah, 1970). Quantitative descriptive research can reveal relationships between variables, such as the relationship between award implementation and budget; this methodology is valuable for comprehensive data analysis and scientifically justifiable findings, especially when qualitative methods alone may not be sufficient to explain certain phenomena (Sholikhah, 1970; Arditya Prayogi, 2022)

### 2.1 Participants

Descriptive survey research is a method that focuses on collecting information about current conditions, practices, and trends to be described and interpreted involving critical analysis methods of information sources, interpreting data, and making generalizations.

## **2.2 Research Design**

This study uses a descriptive analytical approach which aims to identify the relationship between the variables studied. Quantitative research involves objective measurements and statistical analysis, making it suitable for answering questions related to the Role of government in awarding Outstanding student athletes (Yeh, 2014). This study employs a descriptive-analytic approach aimed at uncovering relationships between the variables under investigation. According to Sugiyono (2013), the descriptive-analytic method is an approach used to describe or present an object of study based on the data or samples collected, without conducting an analysis that leads to generalized conclusions. This research is designed using a cross-sectional method, with a survey approach utilizing questionnaires as the data collection instrument.

## **2.3 Instruments**

The instrument used in this study was the development of Indonesian athlete career models questionnaire (Nuryadi et al., 2020), which was adopted from the theory developed by Stambulova (Stambulova et al., 2009). Using the Guttman scale, which consists of three dimensions, namely: budget, implementation, and policy effectiveness with 28 statements.

## **2.4 Procedures**

The research process involves several steps, from problem identification to data collection, analysis, and reporting. Common data collection methods include self-administered questionnaires using the Guttman scale. Quantitative studies aim to test hypotheses, document prevalence, and establish relationships between variables (Hedderly, 2002). This approach is characterized by its structured nature, emphasis on numerical data, and rigorous analytical methods so that researchers must ensure reliability and validity in their research design to maintain scientific rigor (Meadows, 2003).

## **2.5 Data Analysis**

All collected data were analyzed using descriptive statistics. The statistical program for personal computers, SPSS for Windows version 23, was used for data processing. Data were analyzed by using percentage analysis to see the distribution of respondents' answers and regression tests to see the relationship between the three variables in this study.

## **3. RESULTS**

After the data collection, the data was analyzed using multiple regression tests to see the relationship between the variables in this study. The three variables are budget, policy implementation, and policy effectiveness. The following are the results of the analysis of this study.

**Table 1.***Percentage of respondents on budget dimensions*

Dimension	Sub Indicator	Description
Allocating award budget	The distribution of student athlete award budget is even across all sports	68%
	The government provides fair bonuses to its athletes	76%
	The government improves the quality of awards every year	64%
	The award process has not been carried out with clear and structured procedures	72%
	The award process has clear and structured procedures	72%
	Mean	70%

Overall, table 1 shows that there is a positive perception towards the allocation of the award budget, with an average achievement of 70% showing quite good performance, but there is still an evaluation that needs to be done to improve the allocation of awards. The government needs to clarify the award procedure, improve the quality of awards, and ensure a more equitable budget distribution to increase satisfaction and policy effectiveness.

**Table 2.***Percentage of respondents to the dimensions of award implementation*

Dimension	Sub Indicator	Description
Implementation and award process	Student athlete achievements are always appreciated by giving bonuses by the government	72%
	The government gives awards in the form of money and certificates	76%
	The government's bonus provision has not been evenly distributed to its athletes	52%
	The enthusiasm for student athletes to achieve has decreased because bonuses have not been given by the government	44%
	Awards motivate athletes to perform better	96%
	Bonuses given late	52%
	Awards are not in accordance with athlete expectations	56%
	The government has not given awards in the form of money and certificates, even though they have achieved	20%
	Awards given according to athlete achievements	88%
	Facilities provided for training are not supportive	72%
	The government provides adequate facilities to support athlete achievements	52%

Awards given by the government are not in accordance with athlete achievements	52%
Bonus awards are given on time	32%
Mean	59%

An average of 59% indicates that in general, there is a mixed perception of the implementation and process of awarding (table 2). Some indicators show concerns about the unevenness and delay in awarding bonuses, but there are also positive responses about the motivation provided by the award. Therefore, the government needs to improve the awarding process to increase the motivation and achievement of student athletes.

**Table 3.**

*Percentage of respondents to the dimensions of policy effectiveness*

Dimension	Sub Indicator	Description
Policy effectiveness	The government improves the quality of awards every year	76%
	Athlete achievement has not become a benchmark for the success of the coaching process in the region	64%
	Athlete achievement is a benchmark for the success of the coaching process in the region	72%
	Training course programs are rarely held by the government	84%
	The government has not improved the quality of awards every year	44%
	The government supports the achievement of achievements at the national level	88%
	The government holds training for athletes who want to continue their careers as coaches	56%
	The government's award-giving policy is in accordance with athletes' expectations	52%
	The government does not support the achievement of achievements at the national level	32%
Mean	63%	

Table 3 show the average value of 63% shows that the effectiveness of government policies in supporting athlete development and sports achievements still needs to be improved. Positive things are seen in support for national achievements (88%). To improve the effectiveness of the policy, the government needs to make athlete achievement the main indicator of coaching success and align award policies with athlete expectations. This will support more structured and sustainable sports development. Furthermore, the author conducted a regression analysis to see the relationship between budget variables and award implementation as independent variables.

**Table 4.***Budget data demographics, award implementation, and policy effectiveness*

Dimension	N	Mean	St.Dev
Budget		3,52	1,45
Implementation of Rewards	45	7,64	1,72
Policy Effectiveness		5,68	1,49

Table 4 shows the demographic data and budget indicators from 45 respondents with an average of 3.52, then the implementation of the award showed good results with an average of 7.64, and then the effectiveness of the policy had an average score of 5.68. Respondents tend to give a positive assessment of the implementation of the award.

**Table 5.***Multiple regression test*

Multiple regression test									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
1					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.734 <sup>a</sup>	.539	.497	1.078	.539	12.841	2	22	.000

a. Predictors: (Constant), implementation of Rewards, Budget

Criteria:

If the sig.F change value is  $<0.05$ , then it is correlated.

If the sig.F change value  $> 0.05$ , then it is not correlated.

Table 5 shows the sig.F change value shows a score of 0.00  $<0.05$ , then implementation and budget have a correlation with policy effectiveness. The three variables are strong with an r value of 0.734.

#### 4. DISCUSSIONS

Based on the results presented, there are several important things related to budget allocation, award implementation, policy effectiveness, and multiple regression analysis related to awards for student athletes. Although the government has tried to provide fair and quality awards, there is still dissatisfaction regarding budget distribution and award procedures that need to be improved. Awards have been proven to motivate athletes with more consistent and timely



implementation. In terms of policy, although the government tries to improve the quality of awards every year, there are still many things that need to be improved in terms of adequate support and training. The results of the regression analysis show that implementation and budget have a significant influence on the expected results, so these two aspects are very important in formulating better policies. Therefore, several recommendations can be given. First, improve the award procedure to be clearer and more structured. Second, improve the quality of training by holding more courses for coaches. Third, conduct regular monitoring and evaluation of existing policies and programs. With these steps, it is hoped that the management of awards for student athletes can be improved and sports achievements in Indonesia can be even better.

Research suggests that rewards and bonuses can have a positive impact on athlete motivation and performance. Performance-dependent bonuses have been shown to enhance performance and intrinsic motivation by increasing athletes' perceptions of personal control and job feedback (Lopez, 1981). However, the effectiveness of bonuses is dependent on perceived managerial discretion in allocation, which impacts procedural justice and, consequently, intrinsic motivation (Hewett & Leroy, 2019). Social support also plays a significant role in enhancing student-athletes' motivation to achieve academically and in sports (Haneta et al., 2023). While rewards can be a significant motivator for athletes striving to excel, it is important to consider the broader context of athlete well-being and societal expectations (Kurniawan, 2011). These findings highlight the complex interplay between external incentives, perceived justice, and social support in fostering athlete motivation, suggesting that a multifaceted approach that considers these factors may be most effective in enhancing athletic performance and motivation.

The implementation of appropriate financial and non-financial rewards for athletes and coaches can have a positive impact on their well-being (Cristi et al., 2019). However, budget allocation alone may not significantly influence sports success, as factors such as the number of athletes and coaches play a more important role (Alparslan Gazi Ayk n & Eyy p Sar kol, 2020). The successful implementation of sports policies requires optimal budget allocation and support from various stakeholders, including the sports industry (Sirait & Noer, 2021). There is a need for a career development model and post-career support for athletes in Indonesia, as there is currently no standardized retirement model (Gumilar, 2024; Nuryadi et al., 2020). To improve the effectiveness of the athlete monitoring system, a multi-factorial approach that addresses measurement tools and the social environment is needed (Saw et al., 2015). This includes ensuring buy-in from all parties involved and creating a supportive organizational culture to improve compliance and data accuracy, ultimately leading to better sports outcomes. Research shows that effective implementation of athlete rewards and budgets is critical to improving athlete performance.

Local governments play an important role in developing policies to support high-achieving athletes. These policies cover a variety of aspects, including infrastructure development, funding, and human resource management (Meliala et al., 2022). While some regions face challenges in implementing effective policies due to limited resources, others have made progress in athlete development programs (Meliala, 2022; S. Nugroho, 2023). Local governments are responsible for determining and implementing sports policies that are tailored to the potential and conditions of the region (Kusumah & Siregar, 2022). Factors that support athlete achievement include consistent coaching, quality athletes, assistance from the private sector, and sporting events; however, limited facilities, inadequate funding, and hampered

athlete regeneration can hinder progress, so to overcome these challenges and improve athlete performance, local governments can establish policies through regional regulations (Kusumah & Siregar, 2022).

## 5. CONCLUSIONS

This study shows that local governments have a strategic role in providing appreciation to student athletes as a form of appreciation for their achievements. This award is not only a motivation to achieve higher achievements but also reflects the government's commitment to supporting sports development at the regional level. However, the implementation of the award policy still faces various obstacles, such as budget constraints, complicated bureaucracy, and lack of coordination between related parties. These obstacles often lead to suboptimal implementation of the award program. Furthermore, the awards given have added value, not only as a motivational tool but also as a means of character building for athletes, such as sportsmanship, discipline, and pride in their region of origin. Therefore, a comprehensive evaluation of the policy and implementation of the award program is needed to make it more effective, fair, and sustainable. Synergy between the government, schools, sports communities, and organizations such as KONI is very important to ensure that awards can be given on target. This study recommends the development of a more transparent, structured, and long-term-oriented award system, including improving budget allocation, simplifying bureaucracy, and preparing clear technical guidelines. Thus, it is hoped that the award can contribute to improving regional sports achievements while supporting the development of superior and characterful human resources in West Bandung Regency.

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