

**Original Article Research**

**Specialization Mapping and Special Talent Sports Class  
Management (KBIO)**

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**Abstract**

The purpose of this research is to explore the mapping of sports that are in demand among students and to analyze the management of the special talent sports class (KBIO). This research adopts a Mixed Method approach, integrating both qualitative and quantitative research methods to ensure a comprehensive understanding of the topic. Descriptive quantitative methods are used to collect numerical data, such as the number of students enrolling in KBIO over time and their preferred sports disciplines. Meanwhile, descriptive qualitative methods focus on gathering insights from interviews, observations, and document analysis to understand the experiences and perceptions of students, coaches, and school administrators. The sample size consists of seven research samples drawn from schools that have established KBIO programs. The findings of this research reveal a significant increase in the number of prospective students enrolling in special talent sports classes over a two-year period. This upward trend suggests a growing interest among students in specialized sports training and the recognition of KBIO as a valuable program for nurturing sports talent. Furthermore, the research highlights that the management of special talent sports classes has generally met good standards for enhancing sports achievement. Key factors contributing to effective management include well-structured training programs, skilled coaches, adequate sports facilities, and a supportive learning environment. Future research could explore additional factors influencing student participation and the long-term impact of KBIO programs on students' athletic careers.

**Keywords:** special talent sports class mapping

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## 1. INTRODUCTION

Based on SEA GAMES data from 1977 to 2011, Indonesia's performance in sports championships saw a significant decline, particularly after 1997 (Putra, 2021). This downturn was concerning as Indonesia had previously been a dominant force in regional sporting events. However, in 2011, during the SEA GAMES held in Palembang, Indonesia's achievements began to improve again (Simatupang, 2024). This positive shift reignited discussions on the importance of sports development strategies, including better management and coaching systems, to ensure consistent success on the international stage.

To enhance sports achievements within educational institutions, various programs can be introduced at different academic levels. These initiatives include establishing sports activity units, specialized sports classes, training and development centers, and dedicated sports schools. Additionally, tiered and ongoing sports competitions should be organized to create a structured progression for athletes from beginner to elite levels (Walsh & du Plooy, 2023). Implementing these initiatives can help students develop their athletic potential while balancing academic responsibilities, ultimately fostering a culture of sports excellence in schools and communities.

A well-structured and systematic approach is essential for improving sports achievements. One of the fundamental methods is sports mapping, which helps identify sports with strong potential in a given region or institution. Sports mapping allows for the effective allocation of resources, ensuring that training programs align with athletes' strengths and competitive advantages (Ropi & Kardani, 2021). Alongside sports mapping, achievement coaching management is crucial for overseeing and implementing training strategies. This type of management ensures that athletes receive appropriate training, continuous assessment, and support to enhance their performance over time.

Sports development is a collective responsibility that involves multiple stakeholders, including the government, educational institutions, sports clubs, and the wider community (Kurniawan & Hanief, 2022). The government plays a critical role in formulating policies, funding sports programs, and ensuring that infrastructure and facilities meet the necessary standards. Schools integrate sports training into their curriculum, providing student-athletes with resources, structured coaching, and competition opportunities. Sports clubs act as specialized training hubs where athletes refine their skills under professional guidance. Public involvement—whether through spectatorship, sponsorship, or volunteering—also plays a crucial role in fostering a thriving sports environment at both national and regional levels.

One key initiative in sports talent development is the Special Talent Sports Class (KBIO) (Kaloka & Sridadi, 2015). This program is designed to identify and nurture young athletes with exceptional abilities, offering them structured training to enhance their skills. KBIO programs operate in various regions with the objective of elevating local and national sports achievements. By systematically training and supporting talented athletes, KBIO plays a pivotal role in ensuring a steady pipeline of skilled individuals who can excel in competitive sports at higher levels.

Efficient management within sports organizations is essential for achieving success (Purwanto et al., 2021). Since human capabilities such as physical endurance, knowledge, time, and attention are inherently limited, proper management ensures that resources are used optimally. In the context of sports training, management plays a key role in planning training schedules,

distributing resources, coordinating among stakeholders, and evaluating performance. Without structured management, sports programs may lack focus, which could hinder athlete development and long-term success.

Delegating tasks and working collaboratively are crucial for managing workload and achieving goals (Prasetya, 2021). The demands of competitive sports require the combined efforts of coaches, trainers, administrators, and support staff. By distributing responsibilities effectively, organizations can create a streamlined system that allows for efficient execution of training programs. In sports coaching, structured management facilitates the coordination of training efforts, ensuring that athletes receive the necessary guidance and support. Clearly defining roles and responsibilities also promotes consistency, discipline, and steady progress in athlete development.

Additionally, the research examines how schools assess athletes through initial and final evaluations as part of their sports management practices. A structured evaluation system is essential for measuring progress, identifying areas for development, and refining training strategies (Burhaein et al., 2022). Schools that implement systematic assessments can better tailor their coaching approaches, ultimately producing well-prepared athletes. The study also investigates whether schools' management practices align with recognized best practices in sports coaching and development.

Understanding the factors that influence sports achievements allows policymakers, educators, and sports organizations to make informed decisions regarding training methodologies, resource allocation, and collaboration among stakeholders. Furthermore, the research can serve as a foundation for future studies on sports development, offering valuable insights that can be applied to continuously refine and enhance sports training programs.

Educational institutions play a vital role in fostering sports talent, and programs like KBIO are instrumental in identifying and training young athletes (Isnaini et al., 2022). Proper management and strategic planning are crucial for sustaining progress and ensuring long-term success in sports. By addressing key research questions related to student mapping, specialization trends, and evaluation processes, this study seeks to provide actionable recommendations for optimizing sports achievement coaching. Collaboration among government agencies, educational institutions, sports clubs, and the broader community is essential for building a strong sports foundation that ensures sustained success at both national and international levels.

This research aims to address several key questions regarding the implementation and effectiveness of special talent sports classes. Firstly, it investigates how student-athletes are mapped within KBIO programs, helping schools determine which sports should be prioritized. By analyzing student preferences and potential, schools can focus their resources on sports that offer the best chances for success. Secondly, the study explores whether there has been an increase in specialization among prospective student-athletes. Understanding enrollment trends and specialization patterns provides insight into the effectiveness of KBIO programs and highlights areas for improvement.

## **2. METHOD**

### **2.1 Research Design**

This research adopts a Mixed Method approach, integrating both qualitative and quantitative research methods to ensure a comprehensive understanding of the topic (Creswell & Creswell, 2018). The combination of these methods allows for a more detailed analysis of students' sports preferences and the effectiveness of special talent class management. Descriptive quantitative methods are used to collect numerical data, such as the number of students enrolling in KBIO over time and their preferred sports disciplines. Meanwhile, descriptive qualitative methods focus on gathering insights from interviews, observations, and document analysis to understand the experiences and perceptions of students, coaches, and school administrators.

### **2.2 Participants**

The population targeted in this research (Fraenkel et al., 2019), includes all elements involved in school-based achievement coaching, particularly those engaged in special talent sports classes. The sample size consists of seven research samples drawn from schools that have established KBIO programs. These samples are selected to represent a diverse range of experiences and management styles in order to provide a more holistic view of the special talent sports class framework.

This research focuses on individuals directly involved in the Special Talent Sports Class program. The participants include the headmaster, who oversees the school's administration and sports initiatives; the class teacher, responsible for students' academic progress; and the physical education (P.E.) teacher, who provides essential sports training. Additionally, the study includes the program administrator, who manages organizational aspects, the specialized sports coach, who trains students for competitive performance, and the students themselves. In total, seven research samples were selected. The study was carried out at Senior High School 1 Slogohimo, located in the Wonogiri region, where the program is actively implemented.

### **2.3 Instruments**

The research utilizes both formal and informal interviews as key instruments for data collection. Formal interviews follow a structured format, where predetermined questions ensure consistency in responses, making it easier to analyze patterns and trends. In contrast, informal interviews are more flexible and conversational, allowing participants to express their thoughts more freely. This approach often leads to the discovery of unexpected but valuable insights that might not emerge in structured interviews. By incorporating both methods, the study ensures a balanced collection of reliable and in-depth qualitative data.

To gather information effectively, this study employs multiple data collection techniques, including observation, in-depth interviews, and document analysis. Observation is an essential method as it enables the researcher to directly witness behaviors, interactions, and activities related to the special talent sports class. By observing participants in their actual environment, the study minimizes bias that may arise from self-reported data, allowing for a more objective assessment of performance, discipline, teamwork, and training dynamics. This technique is particularly valuable in sports-related research, as it provides direct insights into coaching methods, athlete development, and program effectiveness.

In-depth interviews serve as another crucial tool for gathering data, offering participants the opportunity to discuss their experiences, challenges, and perspectives in detail. These interviews allow the researcher to explore underlying motivations, expectations, and the impact of the special talent sports class on students. By incorporating both structured and open-ended questions, the study ensures that important topics are addressed while also allowing room for participants to elaborate on issues that may not have been initially considered. This qualitative approach provides a deeper understanding of the program's effectiveness and areas for improvement.

Additionally, document analysis plays a significant role in verifying and supplementing information obtained from interviews and observations. This involves reviewing relevant records such as school documents, training schedules, student performance reports, competition results, and policies related to the special talent sports class. Examining these sources helps establish credibility, track progress over time, and identify patterns that may influence sports performance and program management. Documentation analysis also provides historical context, allowing researchers to assess how past decisions and strategies have impacted the current state of the program.

By integrating these three data collection methods—observation, in-depth interviews, and document analysis—the study ensures a comprehensive approach to understanding the management and impact of the special talent sports class. Each method complements the others, offering multiple perspectives that contribute to a well-rounded and credible analysis. The combination of structured and flexible interviews ensures a balance between consistency and depth, while direct observation and document study provide objective and verifiable data. This multi-method approach enhances the accuracy and reliability of the research, leading to a deeper and more meaningful exploration of the program's role in fostering sports talent and achievement.

## **2.4 Procedures**

This study utilizes a mixed-method approach, which combines both quantitative and qualitative research techniques to achieve a more thorough analysis (Sugiyono, 2013). By integrating these methods, the research aims to gather numerical data for statistical evaluation while also incorporating descriptive insights for a deeper contextual understanding. The study is planned to be conducted over a span of three months, specifically from December 2024 to February 2025, ensuring adequate time for data collection, analysis, and interpretation to produce reliable and meaningful findings.

## **2.5 Data Analysis**

The analysis of this research data combines quantitative and qualitative data that has been obtained. Quantitative descriptive statistics and qualitative descriptive statistics (Creswell & Creswell, 2018). The results of the data processing are then presented in the form of tables or descriptions to provide in-depth interpretation and analysis.

## **3. RESULTS**

Tabulation registrant of special sport class of Senior high school 1 Slogohimo in 2014 pictured within the table as follow:

### **3.1 Tables**

**Table 1**

*Interest specialization of Special Talent Sport Class year 2024*

No.	Sports	Registrant	L	P	L%	P%	Total %	Ranking
1.	Soccer	21	21	0	52,5	0	52,5	I
2.	Basketball	11	7	4	17,5	10	27,5	II
3.	Athletic	2	1	1	2,5	2,5	5	III
4.	Batminton	2	1	1	2,5	2,5	5	IV
5.	Swimming	2	1	1	2,5	2,5	5	V
6.	Takraw	2	1	1	2,5	2,5	5	VI
Total		40	32	8	80	20	100	

The data collected on student interest in sports specialization for 2024 presents a clear overview of participation levels:

1. A total of 40 students, both male and female, registered for the program, reflecting the overall enthusiasm for sports among students that year.
2. A closer look at the numbers reveals that male students made up the majority of the registrants. Of the 40 students who enrolled, 32 were male, representing 80% of the total participants. This significant percentage suggests that a large proportion of male students are inclined toward sports specialization, possibly due to factors such as personal interest, societal encouragement, or school support.
3. Meanwhile, the number of female students who registered was noticeably lower. Only 8 female students signed up for the program, accounting for 20% of the total enrollment. This indicates a smaller level of participation compared to their male counterparts. Several factors might influence this trend, including differences in interest, accessibility to training programs, cultural expectations, or personal motivations.
4. This data highlights the gender disparity in sports specialization and provides useful insights into student preferences. Understanding these trends can help educators and policymakers develop strategies to create a more inclusive environment and encourage greater participation among female students in sports programs.



**Tabel 2.**

*Interest specialization of Special Talent Sport Class year 2025.*

No.	Sports	Registrant	L	P	L%	P%	Total %	Ranking
1.	Soccer	22	22	0	42,3	0	42,3	I
2.	Athletic	8	7	1	13,5	1,9	15,4	II
3.	Badminton	7	4	3	7,6	5,7	13,3	III
4.	Basketball	6	3	3	5,7	5,7	11,4	IV
5.	Takraw	3	3	0	5,7	0	5,7	V
6.	Volleyball	2	1	1	1,9	1,9	3,8	VI
7	Pencak Silat	2	0	2	0	3,8	3,8	VII
8	Swimming	1	1	0	1,9	0	1,9	VIII
9	Gymnastic	1	1	0	1,9	0	1,9	IX
	Total	52	42	10	80,5	19,5	100	

The data on student interest in sports specialization for 2025 provides a comprehensive view of participation levels:

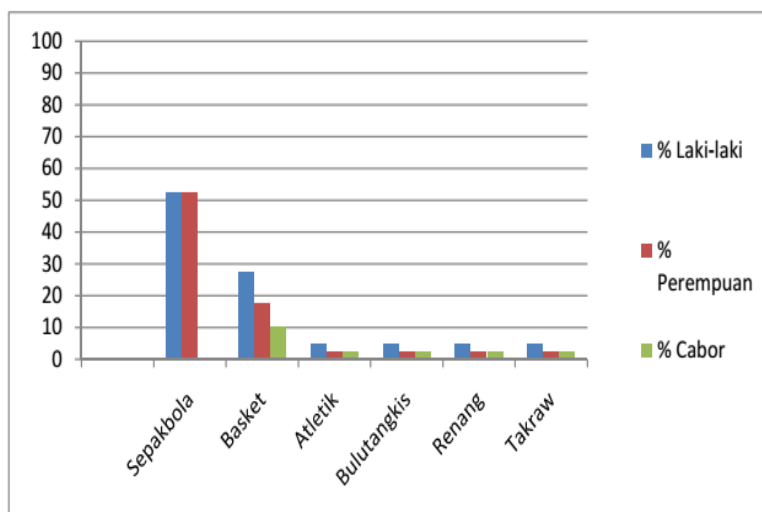
1. A total of 52 students, consisting of both male and female participants, enrolled in the program. This figure indicates an overall increase in student involvement compared to previous years, reflecting a rising enthusiasm for specialized sports training.
2. Upon further examination, it is evident that male students make up the majority of the registrants. Out of the total 52 students, 42 are male, representing approximately 80.77% of all participants. This suggests that a large proportion of students pursuing sports specialization are male, which may be influenced by factors such as greater interest, encouragement, and access to training opportunities. Schools and sports organizations may need to explore the reasons behind this high male participation and ensure that these students continue receiving support to enhance their athletic development.
3. Conversely, female enrollment remains lower in comparison. Only 10 female students registered, accounting for 19.23% of the total. While this number reflects female involvement in sports specialization, it is still significantly less than male participation. Possible reasons for this gap could include societal perceptions, limited access to training resources, or personal preferences.
4. This data emphasizes the need to address the gender disparity in sports specialization. By implementing initiatives such as mentorship programs, outreach efforts, and enhanced training facilities, schools and sports institutions can create a more inclusive environment that encourages greater female participation in athletics.

### 3.2. Figures

Next explained the description of mapping of specialization of Special Talent Sports Class in Senior High School 1 Slogohimo in year 2024 and 2025 generally through graphic can be described with the figure of diagram as follow:

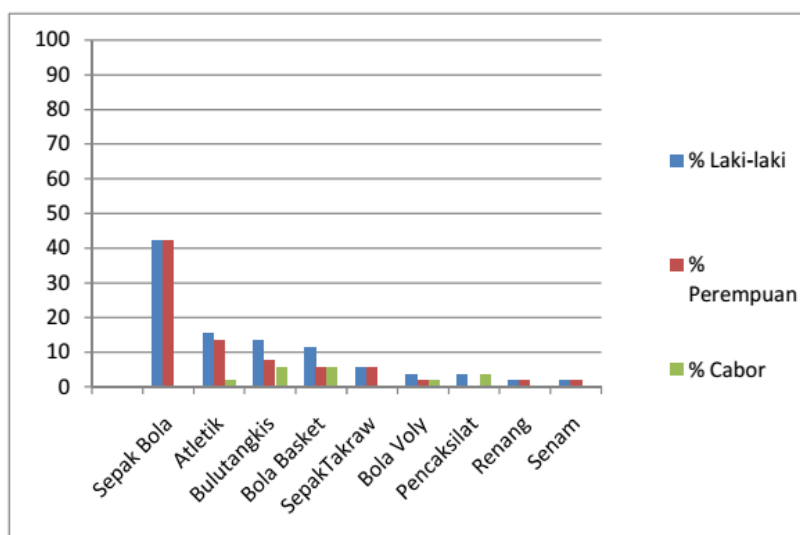
**Figure 1.**

*Diagram of Interest Specialization Students in sports in 2024*



**Figure 2.**

*Diagram of Interest Specialization Students in sports in 2025*



## 4. DISCUSSIONS

The Special Talent Sports Class (KBIO) consists of carefully selected students who exhibit outstanding sports abilities (Thompson & Hilliard, 2021). Admission to the program is granted through two main processes: an invitation-based selection and a standard enrollment procedure. Both approaches involve multiple evaluation stages, including administrative



verification, skill assessments, and health examinations. These criteria ensure that only students with strong athletic potential and the necessary physical fitness are accepted (Catur & Mujiriah, 2021). This thorough selection process upholds high standards in athlete development and ensures that participants are well-prepared to excel in their respective sports.

The coaching and training program in the Special Talent Sports Class incorporates both academic and non-academic elements (Retnaningsih et al., 2023). Academically, students follow the KTSP (School-Based Curriculum) system, ensuring a well-rounded education alongside their sports training. Meanwhile, the non-academic component emphasizes achievement coaching through intensive training sessions. This dual approach allows student-athletes to hone their athletic skills while maintaining academic progress. Training sessions are held four times a week—on Mondays, Tuesdays, Thursdays, and Fridays. These sessions are strategically scheduled to complement regular academic activities, with each session lasting two hours after school, except on Thursdays when training takes place in the morning. Additionally, every Thursday, students receive extra nutrition support to enhance their physical endurance and overall well-being.

The coaching staff assigned to the Special Talent Sports Class comprises highly skilled professionals with official certification and authorization to train student-athletes. Each coach has received formal recommendations from the National Sports Committee of Indonesia (KONI) in the Wonogiri region, ensuring their qualifications and expertise. The coaches are solely responsible for organizing and overseeing the training sessions, with each sport requiring its own specialized training regimen. These training programs, whether short-term or long-term, are meticulously planned by individual coaches to align with the school's academic schedule and sports curriculum. To continuously improve their coaching abilities, instructors are encouraged to participate in seminars, workshops, and external training events. Whenever invitations for external training activities arise, coaches are given opportunities to attend, such as the Sports Knowledge program at Yogyakarta State University. This exposure allows them to stay informed about the latest techniques and developments in sports coaching.

The school's infrastructure for the Special Talent Sports Class is divided into two categories: consumable and non-consumable equipment. Consumable items are budgeted and allocated at the start of each academic year as part of the school's financial planning. However, one of the biggest challenges is the lack of adequate sports facilities. The school does not own several key training venues, such as a badminton hall and a swimming pool, which must be borrowed from external sources. Additionally, multiple sports, including volleyball, sepak takraw, and basketball, share the same training space, leading to scheduling difficulties.

Initially, the government funded the Special Talent Sports Class coaching program at Senior High School 1 Slogohimo. However, this funding was later discontinued, requiring administrators to seek alternative financial support. Currently, the program is funded through the School Operational Assistance (BOS) program and contributions from the school committee. Despite financial challenges, the program continues to benefit from partnerships with institutions such as Yogyakarta State University's Sports Faculty, the Wonogiri sub-district Community Health Center, and KONI Wonogiri. These collaborations help sustain the program, ensuring that students receive proper training and development opportunities.

In conclusion, the Special Talent Sports Class at Senior High School 1 Slogohimo serves as a valuable platform for nurturing young athletes. Although financial constraints and limited

facilities pose challenges, the school remains dedicated to fostering sports excellence. With ongoing support from various institutions, the program has the potential to grow further and provide even greater opportunities for students to excel both academically and athletically.

## 5. CONCLUSIONS

The conclusion of the research is mapping specialization interest to enter talent sports class in this research is shows many nation successor generations in reality has sports specialty talent to be an asset and valuable capital to increase Indonesia's sports achievement. Soccer is till become the main choice for sports enthusiast, it is probable that this sports becomes superior sports. The results of this research shows the increments of interest enthusiast sports specialty talent within the last two years. Mapping condition and the increase of interest within Special Talent Sports class hopefully can be a motivation for all aspects involved to increase the responsibility of Indonesia's Sports achievement so that it always doing joint evaluation for increasing Indonesia's Sports achievement in general.

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