

## **The urgency of sports talent instruments: Perspectives of early childhood teachers in Indonesia**

MUHAMAD SYARIF SUMANTRI<sup>1</sup>, DEDE RAHMAT HIDAYAT<sup>2</sup>, JURIANA JURIANA<sup>3</sup>

<sup>1,2,3</sup>Department of Early Childhood Education, Universitas Negeri Jakarta, INDONESIA

Published online: August 31, 2021

(Accepted for publication August 15, 2021)

DOI:10.7752/jpes.2021.s4314

### **Abstract:**

Currently, Indonesia is in need of regeneration of early age athletes to improve sports achievement, so early childhood teachers have an important role in identifying sports talent in early childhood. In order to identify sports talent in early childhood, they need a valid and reliable instrument. However, before a sports talent instrument for early childhood can be developed, it is necessary to first determine early childhood teachers' responses to an instrument. This study aims to determine the teacher's perspective on sports talent instruments in early childhood which has never existed so far. The survey used a questionnaire consisting of three dimensions: cognitive response (8 items), affective response (8 items), and conative response (7 items). Validity ranged from 0.220 to 0.693 and the reliability was  $r = 0.680$  to  $0.838$ . This quantitative data was then analysed using descriptive statistics using SPSS Version 23. The results showed that the cognitive response of early childhood education teachers about sports talent instruments for early childhood was 76.5%, the affective response was 81.2%, the conative response was 69.2%. This shows that early childhood teachers are happy to welcome sports talent instruments for early childhood, even though they feel they lack knowledge and experience related to motor activities. The results also showed each response's dimension was significantly correlated, namely: cognitive to affective with  $F=0.741$ ,  $p<0.05$ , cognitive to conative with  $F= 0.523$ ,  $p<0.05$ , and affective to conative with  $F= 0.395$ ,  $p<0.05$ . This shows that the teacher's attitude towards sports talent instruments for early childhood is consistent with the theory of planned behavior from Fishbein and Ajzen. This description of teacher attitudes predict teachers to involvement in implementing sports talent instruments for early childhood in the future

**Key Words:** Attitudes, planned behavior, sport talent, teachers response

### **Introduction**

Indonesia's sports achievements in the last ten years have deteriorated. From the 2009 SEA Games to 2019, most of Indonesia teams have only been in fourth or fifth place. However, from the first SEA Games in 1977 to 1997, Indonesia managed to dominate almost half of the events by becoming overall champions 10 times. Indonesia's recent low performance in international multi-events, which is still not good, is closely related to the latest Sport Development Index (SDI) data, which shows that 34% are included in the low category. Likewise, the fitness condition of Indonesian students is classified as poor with the following details: 11% very poor, 45% in the poor category, 36.5% in the moderate category, 4.1% in the good category, and 0.3% in the very good category (Hariadi, 2017). Based on basic health research data from the Indonesian Ministry of Health in 2018, physical activity in the under category has increased from 26.1% in 2013 to 33.5% in 2018. As the 4th most populous countries in the world (population as of 30 June 2020 was 268.583.016 people based on population data), Indonesia should have the opportunity to align itself with other developed countries in the world, especially in the ASEAN and Asian regions in the field of sports, if only the large human resource potential could be managed properly.

Many factors have caused a decline in sports performance in Indonesia, one of which is the lack of development of athletes from an early age. The development of sports talent searches in Indonesia is still not optimal because the coaching process is not simultaneous and not uniform. Sports talents that are not identified from an early age results in several consequences, such as not channelling children's talents properly or providing inappropriate programs (Gonçalves, Rama, & Figueiredo, 2012; Shaklee, 1992). Meanwhile, sports talents identified from an early age have several benefits, including shortening the time to achieve high achievement, increasing the effectiveness and efficiency of training, increasing competitiveness and the number of athletes, increasing the confidence and motivation of athletes, and facilitating the scientific application of training. In other words, "when one is born with certain qualities, becoming the best is only a matter of time" (Buekers, Borry, & Rowe, 2015).

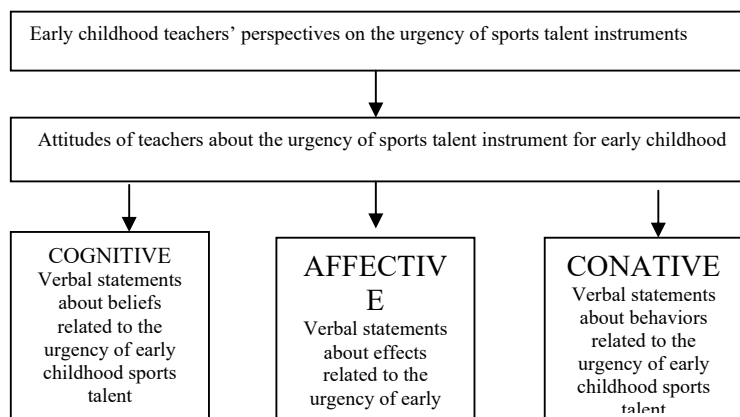
The research on the identification of sports talent both in Indonesia and in other countries has been mostly carried out through anthropometric measurements and specific skills tests for certain sports. The sport search developed by The Australian Sport Commission also only has norms for children 11–14 years of age.

Thus far, most research on Talent and Athlete Development (TID) has been carried out in the middle and late stages of childhood development, not in early childhood (Gonçalves et al., 2012; Saputra & Hadinata, 2017; Unnithan et al., 2017). In fact, identification of sports talent should start from an early age or sampling year (Bompa, 1994; Cote, 1999). Even Long-Term Athlete Development divides the stages of sports coaching from the age of 0–6 years, which is called active start (Affolter, 2016; Demiral, 2018; Fraser-Thomas & Safai, 2017). Therefore, it is important to conduct research on the development of sports talent identification instruments from early childhood.

On the one hand, the research show that motor competence and physical fitness in early childhood tend to be low (Drenowatz, 2021; Mischenko et al., 2021), but on the other hand the results of the integration of data from national socio-economic survey and basic health research on early childhood development in Indonesia in 2018 showed that physical abilities developed by 97.8% were the highest compared to other abilities (literacy–numeracy at 64.6%, social–emotional at 69.9%, learning ability at 95.2%). This highly developed physical ability makes early childhood an excellent and important time to identify whether a child has a talent for sports or not. This makes parents and teachers play an important role in identifying and developing the talents of each child (Ambrose & Robert J. Sternberg, 2016; Idris, 2017) In line with that, Atradinal et al. (2020) stated that early childhood education is the right time to develop children who have good sports talents. This is closely related because early childhood is an important period for development and motor skills (fundamental motor skills) (Anna, Glykeria-Erato, Aspasia, & Fotini, 2016; Djordjevic, Valkova, Nurkic, Djordjevic, & Dolga, 2021; Drenowatz, 2021). Based on these conditions, early childhood teachers have an important role in identifying sports talents to accelerate sports achievement in Indonesia. To carry out their role in identifying sports talent in early childhood, teachers need valid and reliable instruments.

However, before a sports talent instrument for early childhood can be further developed, it is necessary to know in advance the early childhood teachers' perspectives regarding the urgency of these instruments, which do not currently exist. The teacher's perspectives in this study were determined via an attitude scale, which is considered appropriate as the basis for determining one's behaviour. Attitudes are defined as being specifically based on an evaluation (evaluative) of the concept, construct, object, individual etc as useful / positive or useless / negative (Azwar, 2011; Winkel, 2010; P. C. Dias & Cadime, 2016). Attitudes are a combination of beliefs that contain cognitive aspects (perceptual responses, statements about what is believed), affective (sympathetic nervous responses, affection statements), and conative (responses in the form of statements about behaviour), which constitute readiness. Mental psychology involves reacting or acting positively or negatively regarding certain objects (D. Dias & Ventura, 2017; Wirawan, 2012). In the theory of planned behavior from Fishbein and Ajzen, attitudes are one that plays an important role in predicting individual's behavior. Attitudes defined as mental, cognitive, affective, and behavioural predispositions that are built by individuals based on feelings and motivation for what occurs outside of themselves (Başkonuş & Çiriş, 2020; Dunn, Hattie, & Bowles, 2018).

Based on these definitions, attitude describes someone's readiness to react or respond to certain objects. Thus, the perspective of early childhood teachers about sports talent instruments in this study involved a combination of the cognitive response, affective response and conative response about sports talent instruments. The research framework is described below.



**Fig. 1. Early childhood teachers' perspectives on the urgency of sports talent instruments**

This study aimed to investigate the perspective of early childhood teachers in Indonesia on the urgency of sports talent instruments. This study was an effort to involve and develop teacher competence in the research field. By involving teachers from the beginning of the process of developing early childhood sports talent instruments, it is hoped that teachers can later also play a role when implementing these sports talent instruments.

**Materials & methods**

*Participants*

This is preliminary study in the context of developing sports talent instruments for early childhood. This study used a survey method with a descriptive quantitative approach. The participants in this study included early childhood teachers representing the western, central and eastern regions of Indonesia who were chosen by random sampling. The total number of participants in this study was 792 people.

*Procedure*

This study was conducted via the following steps. 1) Researchers first made a questionnaire with a scale of teacher attitudes about the urgency of sports talent instruments in early childhood. The attitude scale is arranged based on three dimensions, namely: cognitive response, affective response, and conative response. It includes 15 favourable questions, and 8 unfavourable questions. The questionnaire has 23 questions each with 4 alternative answers, namely: (1) strongly disagree (2) disagree, (3) agree and (4) strongly agree. (2) We made a questionnaire in the form of a Google form and then tested the instrument on a number of previously known early childhood teachers (64 people) online. (3) We analysed the validity of the instrument using the product-moment statistical test by examining the corrected item-total correlation. 4) Based on the results of the instrument trial analysis, we revised the contents of the questionnaire, especially items that had a low validity value. The revised questionnaire still consisted of three dimensions (cognitive response, affective response, and conative response) and totalled 23 questions but consisted of 18 favourable questions and 5 unfavourable questions. There were also four alternative answers, namely: (1) strongly disagree (2) disagree, (3) agree and (4) strongly agree. (5) We made research questionnaires in a Google form. (6) We asked for permission and coordinated the association of early childhood teachers to help collect data in three regions in Indonesia (west, central, and east). (7) We then collected data on the association of early childhood teachers with teachers online. Based on this process, the researcher obtained 792 data points that could be used for research on the perspective of early childhood teachers on the urgency of sports talent instruments. (8) We then analysed the validity and reliability of the instrument. Analysis of the validity of the instrument involved the product moment statistical test by looking at the corrected item-total correlation, while the reliability test used was the Alpha Cronbach ( $r$ ) test. Validity ranged from 0.220 to 0.693 and the reliability was  $r = 0.680$  to  $0.838$ .

*Data Analysis*

The data analysis was descriptive statistical analysis, both on demographic data (percentage) and on the responses of all study participants (percentage, minimum value, maximum value, mean, and standard deviation). In addition, Pearson correlation analysis was also used to describe the significant relationship between dimensions of attitudes through the t-value and p-value.

To determine the teachers' perspective on the urgency of sports talent instruments in more detail, a difference test was carried out with a significance level of 0.05 for each dimension. Different tests for each dimension were carried out to determine whether there were differences in participant responses in terms of age, gender, and level of education.

**Results**

The results of this study are based on data from participants who completed an online questionnaire that included 792 early childhood teachers. In total, 96.5% of the participants were female, and only 3.5% were male. In terms of age, 5.2% were under 25 years old, 6.4% were 26–30 years old, 9.6% were 31–35 years old, 19.1% were 36–40 years old, 20.2% were 41–45 years old, 20.5% were 46–50 years old, and 19.1% were over 50 years old. In terms of education level, 21% had a high school education, 4.8% had a diploma degree, 69.6% had a bachelor's degree, and 4.7% had a master's degree. Based on the respondent's data, most of the respondents were women, aged 46–50 years, and had a bachelor's degree.

The results of the overall responses (cognitive, affective, and conative) of 792 participants included 55,303; thus, the total response of early childhood teachers regarding sports talent instruments was 72.9%. Meanwhile, based on the responses for each dimension, the calculation results were as follows: 1) cognitive response of 19,391 or 76.5%, 2) affective response of 20,568 or 81.2%, and conative response of 15,344 or 69.2%. Furthermore, statistical calculations were carried out to determine the cognitive, affective, and conative responses of participants in terms of gender, age, and education level.

Table 1. Responses of early childhood teachers on the urgency of sports talent instruments

	F	Sign
Cognitive		
-Sex	1.898	0.169
-Age	1.584	0.149
-Education	2.862	0.036
Affective		
-Sex	2.073	0.150
-Age	1.062	0.384
-Education	2.505	0.58

Conative		
-Sex	4.101	0.043
-Age	3.462	0.002
-Education	3.055	0.28

The results of the Pearson correlation analysis described a significant relationship between dimensions regarding the perspectives of the early childhood teachers regarding sports talent instruments, and the following shows a summary of the results of the analysis of the data.

Table 2: Correlation Analysis for Each Dimension

No	Dimension	t - value	Significance
1	<i>Cognitive Response : Affective Response</i>	0,741	0,000**
2	<i>Cognitive Response : Conative Response</i>	0,523	0,000**
3	<i>Affective Response : Conative Response</i>	0,395	0,000**

The results of descriptive statistical analysis for each dimension and the total for all dimensions are shown in the following table:

Table 3: Descriptive Statistics of Mean for each Dimension

Dimension	N	Minimum Mean	Maximum Mean
<i>Cognitive Response</i>	792	Item 17= 3.33 Item 18= 3.34	Item 8= 2.83 Item 23= 2.83
<i>Affective Response</i>	792	Item 11= 3.35 Item 12= 3.39	Item 7= 3.00 Item 13= 3.02
<i>Conative Response</i>	792	Item 5= 3.01 Item 15= 3.16	Item 9= 2.57 Item 14= 2.38

## Discussion

Based on Table 1, we found no differences in the cognitive responses of teachers regarding the urgency of sports talent instruments in terms of gender ( $F = 1.898, p > 0.05$ ), age ( $F = 1.584, p > 0.05$ ) or education level ( $F = 2.862, p > 0.05$ ). Table 1 also shows that there was no difference in the teachers' affective responses to the urgency of sports talent instruments in terms of gender ( $F = 2.073, p > 0.05$ ), age ( $F = 1.062, p > 0.05$ ), or level of education  $F = 2.505, p > 0.05$ ). Additionally, that there was no difference in the teachers' conative responses regarding the urgency of sports talent instruments in terms of gender ( $F = 4.101, p > 0.05$ ), age ( $F = 3.462, p > 0.05$ ), or education level  $F = 3.055, p > 0.05$ ). This shows that the responses of early childhood teachers in Indonesia were homogeneous; almost all teachers had the same perceptions and knowledge of the object (in this case, the urgency of the sports talent instrument). In addition, almost all early childhood teachers showed positive feelings and behavioural intentions regarding the urgency of sports talent instruments. The feelings and intentions shown by the teachers of children of this age show consistency with attitudes shown previously (Azwar, 2011; Winkel, 2010). Meanwhile, table 4 shows a significant correlation between all dimensions with  $p < 0.05$ . This strengthens Fishbein and Ajzen's theory of planned behavior which uses 3 constructs to predict behavior, namely: perception (cognitive), readiness (affective) and behavioral intention (conative) (D. Dias & Ventura, 2017; P. C. Dias & Cadime, 2016; Dunn et al., 2018). The teachers' response to the urgency of sports talent instruments is considered objective because the agreement that was shown between in each response showed a continuity in terms of attitude (Başkonuş & Çiriş, 2020; Wirawan, 2012).

The results of the descriptive statistics calculation showed that the overall response from early childhood teachers was 72.9%. In addition, Table 2 shows that all t-values were  $p < 0.05$ , which means that the relationship between each dimension of the early childhood teacher responses for the urgency of sports talent instruments was significant. Thus, most early childhood teachers have a positive perspective on the urgency of sports talent instruments. The positive perspectives of most of these teachers supports the statement that during early childhood education may be the right time to develop children who have good sports talents (Atradinal et al., 2020). In addition, this positive perspective shows the prospect of early childhood teachers to serve well as an initial step for research in this area. Currently, the ability to conduct research is one of the competencies that early childhood teachers must possess (Aasen & R. Sadownik, 2019; Strohmer & Mischo, 2016).

The results of our descriptive statistical calculations showed that the cognitive response of early childhood teachers was 76.5%, meaning that most early childhood teachers had a positive cognitive response to the urgency of sports talent instruments. Table 3 shows that the highest cognitive responses were to the items 17: "In my opinion, the sports talent identification instrument for early childhood contains motoric physical aspects and other supporting aspects" and item 18: "I think sports talent identification instruments for early childhood are closely related to aspects of motoric physical development". However, the lowest cognitive response occurred for the unfavourable item 8: "In my opinion, the making / compiling of sports talent identification instruments for early childhood does not have strong reasons" and item 23: "I think sports talent instruments for early childhood have nothing to do with sports achievement in Indonesia". Teachers who are research participants know and understand the reasons / importance of the preparation of sports talent instruments for early childhood and the goals and benefits obtained by the existence of sports talent instruments for early

childhood. They also understand content / components of sports talent instruments for early childhood in general. In the current era of modern education, identifying and understanding gifted and special children is indeed a challenge in various countries, such as Finland, Greece and Japan (Moberg, Muta, Korenaga, Kuorelahti, & Savolainen, 2020; Sakellariou, Mitsi, & Strati, 2019; Saloviita, 2020). The high cognitive response of teachers in this study shows that early childhood teachers in Indonesia align themselves with teachers in other developed and developing countries. Attitudes towards gifted and special children are at a high level; therefore, teachers should have knowledge, understanding, and open attitudes towards gifted and special children ((Başkonuş & Çiriş, 2020).

Meanwhile, the affective response of the teachers was 81.2%, meaning that most early childhood teachers had a positive affective response to the urgency of sports talent instruments. The highest affective responses were to the items 11: "I would love if there will be a sports talent identification instrument that can be used by early childhood teachers" and item 12: "I believe that the sports talent identification instrument for early childhood will be useful for early childhood teachers". However, the lowest affective response to the affective dimension occurred in the unfavourable items 7: "I am more interested in other developmental instruments for early childhood than sports talent identification instruments" and item 13: "I feel sports talent instruments for early childhood are not important for early childhood teachers". Teachers who are research participants provided positive responses to the urgent need for sports talent instruments for early childhood, such as interest, pleasure, hope, and belief that these instruments are important and useful. This also showed that early childhood teachers welcome and are optimistic about instruments that can be used to identify sports talent in early childhood. The high affective response in this study showed that early childhood teachers in Indonesia are able to respond to new and innovative challenges in the world of education with readiness to work with gifted children (Sakellariou et al., 2019). The results from early childhood teachers in Indonesia were basically not different from the results shown in prior research; thus, although there are many limitations in terms of time, training and other supporting resources, they still try to provide the best service to gifted children with respect and love (Cross, Cross, & O'Reilly, 2018; Cui, Valcke, & Vanderlinde, 2016).

The results of the descriptive statistical calculation showed that the conative response of the teacher was 69.2%, meaning that most early childhood teachers had a positive conative response to the urgent need for sports talent instruments. Compared to other dimensions, conative responses show the lowest percentage. The results of previous studies (Tolocka, de Marco, & Siqueira, 2019) showed that early childhood teachers did feel they lacked knowledge and experience about motor activities. Early childhood teachers need dialogue and assistance from physical education teachers so that observations of children's motor development are more accurate. This shows that there is a need for interdisciplinary collaboration where physical education teachers are not only in charge of curricular activities but also as facilitators in motor-related activities in pre-school education (Djordjevic et al., 2021; Taverna, Tremolada, Bonichini, Intra, & Brighi, 2021; Tolocka et al., 2019).

The highest conative response was for the items 5: "So far, I have been looking for information on sports talent identification instruments for early childhood" and item 15: "As an early childhood teacher, I would refuse to be asked to practice the sports talent identification instrument for early childhood" (unfavourable). Meanwhile, the lowest conative response occurred for the unfavourable item 9: "Because I lack adequate information about sports talent identification instruments for early childhood, I never inform other parties" and item 14: "So far, I have never used sports talent instruments for early childhood in particular". Teachers who are research participants carry out certain behavioural intentions related to the urgency of sports talent instruments for early childhood, such as designing, seeking or providing information, using, or practicing, both in general and specifically. Indonesian early childhood teachers are enthusiastic about using sports talent instruments for early childhood despite their lack of prior knowledge and experience. Research results have shown that the training and development provided for early childhood teachers has succeeded in increasing their ability to work with gifted and special children (Dijkstra, Walraven, Mooij, & Kirschner, 2016; Sakellariou et al., 2019). Training can also reduce teachers' negative feelings towards gifted early childhood (Geake & Gross, 2008). Therefore, the perspective of early childhood teachers in Indonesia regarding the urgent need for positive sports talent instruments should be followed up with further training in the future.

## Conclusions

Based on the results of the study, it can be concluded that most early childhood teachers in Indonesia have a positive perspective on the urgency of sports talent instruments. Theoretically, this strengthens the theory of planned behavior which in this case is related to the teacher's attitude towards the urgency of having sports talent instruments in early childhood. Practically, the research results show an objective picture of the teacher's attitude towards sports talent instruments in early childhood. The supportive attitude of the teacher predicts that the teacher will also be involved in the implementation of the early childhood sports talent instrument. The results of this study also have implications for the Association of early childhood teachers in Indonesia to support and involve early childhood teachers, both in research and in implementing the sports talent instrument in the future. Of course, the results of this initial study become a strong foundation for researchers to immediately develop sports talent instruments for early childhood.

**References**

- Aasen, W., & R. Sadownik, A. (2019). Does the New Kindergarten Teacher Education Program in Norway Provide Good Conditions for Professional Kindergarten Teachers? *Universal Journal of Educational Research*, 7(3A), 1–7. <https://doi.org/10.13189/ujer.2019.071301>
- Affolter, F. (2016). *Critical Analysis of LTAD model*. (October 2016).
- Ambrose, D., & Robert J. Sternberg. (2016). *Giftedness and Talent in the 21st Century: Adapting to the Turbulence of Globalization*. <https://doi.org/10.1007/978-94-6300-503-6>
- Anna, M., Glykeria-Erato, P., Aspasia, D., & Fotini, V. (2016). Effect of a psychomotor program on the motor proficiency and self-perceptions of preschool children. *Journal of Physical Education and Sport*, 16(4), 1365–1371. <https://doi.org/10.7752/jpes.2016.04218>
- Atradinjal, Syahputra, R., Oktarifaldi, Mardela, R., Putri, L. P., Oktavianus, I., ... Bakhtiar, S. (2020). Dissemination and Training of Identification and Development of Sport Talent for Physical Education Teachers and Sports Trainers in the Province of West Sumatra. *Journal Humanities*, 1(2), 112–125.
- Azwar, S. (2011). *Sikap Manusia: Teori dan Pengukurannya*. Yogyakarta: Pustaka Pelajar.
- Başkonuş, T., & Çiriş, V. (2020). Analysis of the Attitudes of Physical Education Teachers towards Gifted Education According to Certain Variables. *International Journal of Progressive Education*, 16(5), 333–347. <https://doi.org/10.29329/ijpe.2020.277.21>
- Bompa, T. O. (1994). *Theory and Methodology of Training*.
- Buekers, M., Borry, P., & Rowe, P. (2015). Talent in sports. Some reflections about the search for future champions. *Movement and Sports Sciences - Science et Motricite*, (88), 3–12. <https://doi.org/10.1051/sm/2014002>
- Cote, J. (1999). The Influence of the Family in the Development of Talent in Sport. *Journal of The Sport Psychologist*, 13, 395–417. <https://doi.org/10.1177/1527002502003003001>
- Cross, T. L., Cross, J. R., & O'Reilly, C. (2018). Attitudes about gifted education among Irish educators. *High Ability Studies*, 29(2), 169–189. <https://doi.org/10.1080/13598139.2018.1518775>
- Cui, Z., Valcke, M., & Vanderlinde, R. (2016). Empirical Study of Parents' Perceptions of Preschool Teaching Competencies in China. *Open Journal of Social Sciences*, 04(02), 1–7. <https://doi.org/10.4236/jss.2016.42001>
- Demiral, S. (2018). LTAD Model Active Beginning Stage Adaptation in Judo Basic Education Program (Ukemi, Tachiwaza & Newaza Basic Drills) for 4-6 Aged Kids. *Journal of Education and Training Studies*, 6(12a), 1. <https://doi.org/10.11114/jets.v6i12a.3715>
- Dias, D., & Ventura, T. (2017). *The Role of Teacher's Attitudes Towards the Aggressive Behavior of Pupils*. 6(1), 1068–1076.
- Dias, P. C., & Cadime, I. (2016). Effects of personal and professional factors on teachers' attitudes towards inclusion in preschool. *European Journal of Special Needs Education*, 31(1), 111–123. <https://doi.org/10.1080/08856257.2015.1108040>
- Dijkstra, E. M., Walraven, A., Mooij, T., & Kirschner, P. A. (2016). Improving kindergarten teachers' differentiation practices to better anticipate student differences. *Educational Studies*, 42(4), 357–377. <https://doi.org/10.1080/03055698.2016.1195719>
- Djordjevic, I., Valkova, H., Nurkic, F., Djordjevic, S., & Dolga, M. (2021). Motor proficiency of preschool boys related to organized physical activity. *Journal of Physical Education and Sport*, 21(3), 2258–2265. <https://doi.org/10.7752/jpes.2021.s3287>
- Drenowatz, C. (2021). Association of motor competence and physical activity in children – does the environment matter? *Journal of Physical Education and Sport*, 21(1), 514–519. <https://doi.org/10.7752/jpes.2021.s1055>
- Dunn, R., Hattie, J., & Bowles, T. (2018). Using the Theory of Planned Behavior to explore teachers' intentions to engage in ongoing teacher professional learning. *Studies in Educational Evaluation*, 59(October), 288–294. <https://doi.org/10.1016/j.stueduc.2018.10.001>
- Fraser-Thomas, J., & Safai, P. (2017). Tykes and 'Timbits': A critical examination of organized sport programs for preschoolers. *Sport and Physical Activity Across the Lifespan: Critical Perspectives*, 93–116. [https://doi.org/10.1057/978-1-137-48562-5\\_5](https://doi.org/10.1057/978-1-137-48562-5_5)
- Geake, J. G., & Gross, M. U. M. (2008). Teachers' negative affect toward academically gifted students: An evolutionary psychological study. *Gifted Child Quarterly*, 52(3), 217–231. <https://doi.org/10.1177/0016986208319704>
- Gonçalves, C. E. B., Rama, L. M. L., & Figueiredo, A. B. (2012). Talent identification and specialization in sport: An overview of some unanswered questions. *International Journal of Sports Physiology and Performance*, 7(4), 390–393. <https://doi.org/10.1123/ijspp.7.4.390>
- Hariadi, I. (2017). Menggali Potensi Anak Usia Dini Menuju Prestasi Dunia. *Prosiding Seminar Nasional Penjasorkes*, 595–609.
- Idris, M. H. (2017). Anak berbakat (keberbakatan). *Jurnal Pendidikan PAUD*, 2(1), 35–50.

- Mischenko, N., Kolokoltsev, M., Romanova, E., Vorozheikin, A., Tonoyan, K., Aralbayev, A., ... Gryaznykh, A. (2021). Additional physical training for children over five years old. *Journal of Physical Education and Sport*, 21(3), 1444–1454. <https://doi.org/10.7752/jpes.2021.03184>
- Moberg, S., Muta, E., Korenaga, K., Kuorelahti, M., & Savolainen, H. (2020). Struggling for inclusive education in Japan and Finland: teachers' attitudes towards inclusive education. *European Journal of Special Needs Education*, 35(1), 100–114. <https://doi.org/10.1080/08856257.2019.1615800>
- Sakellariou, M., Mitsi, P., & Strati, P. (2019). *Teachers' attitudes and beliefs on differentiated teaching in the Greek Kindergarten, Primary and High School: A comparative research* (Proceeding; Proceeding 4th International e-Conference on Studies in Humanities and Social Sciences, ed.). Proceeding 4th International e-Conference on Studies in Humanities and Social Sciences: Proceeding 4th International e-Conference on Studies in Humanities and Social Sciences.
- Saloviita, T. (2020). Attitudes of Teachers Towards Inclusive Education in Finland. *Scandinavian Journal of Educational Research*, 64(2), 270–282. <https://doi.org/10.1080/00313831.2018.1541819>
- Saputra, E., & Hadinata, R. (2017). Model Tes Bakat Calon Atlet Sepakbola Untuk KU 9-10 Tahun. *Journal Physical Education, Health and Recreation*, 2(1), 16. <https://doi.org/10.24114/pjkr.v2i1.7836>
- Shaklee, B. D. (1992). Identification of Young Gifted Students. *Journal for the Education of the Gifted*, 15(2), 134–144. <https://doi.org/10.1177/016235329201500203>
- Strohmer, J., & Mischo, C. (2016). Does early childhood teacher education foster professional competencies? Professional competencies of beginners and graduates in different education tracks in Germany. *Early Child Development and Care*, 186(1), 42–60. <https://doi.org/10.1080/03004430.2014.985217>
- Taverna, L., Tremolada, M., Bonichini, S., Intra, F. S., & Brighi, A. (2021). Assessing children's gross-motor development: Parent and teacher agreement. implication for school and wellbeing. *Journal of Physical Education and Sport*, 21, 560–566. <https://doi.org/10.7752/jpes.2021.s1063>
- Tolocka, R. E., de Marco, A., & Siqueira, K. C. F. (2019). Bringing together different teaching degrees to promote the practice of motor activity in an early childhood education public school. *Journal of Physical Education and Sport*, 19(1), 143–147. <https://doi.org/10.7752/jpes.2019.s1021>
- Unnithan, V., White, J., Georgiou, A., Iga, J., Unnithan, V., White, J., ... Drust, B. (2017). *Talent identification in youth soccer Talent identification in youth soccer. 0414*(November). <https://doi.org/10.1080/02640414.2012.731515>
- Winkel, W. S. (2010). *Psikologi Pengajaran*. Indonesia: Media Abadi.
- Wirawan, I. B. (2012). *Teori-Teori Sosial Dalam Tiga Paradigma: Fakta sosial, Defnisi sosial, dan Perilaku sosial*. Jakarta: Prenadamedia Group.