

THE SPORTS DEVELOPMENT PROGRAM AT THE INDONESIA KARATE SPORT FEDERATION (FORKI) IN THE DIY PROVINCE OF INDONESIA

Sugeng Purwanto¹ and Erick Burhaein^{2,3}

¹Department of Sports Education, Faculty of Sports Science, Universitas Negeri Yogyakarta, Indonesia

²Doctoral of Sports Education, School of Postgraduate Studies, Universitas Pendidikan Indonesia, Indonesia

³Department of Sports Education, Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia

Original scientific paper

Abstract

This study aims to reveal the achievement coaching program for karate athletes in the DIY Province, Indonesia. This type of research is qualitative research. The total participants, namely 17 people as data sources, both primary data and secondary data used in this study were obtained from the karate dojo management which included coaches, karate athletes, parents, informants, and the community according to the object of research. This research data collection technique uses documentation, interviews, and observations. The results showed that the karate sports development program in Yogyakarta was carried out in various ways, namely: establishing karate sports organizations at the regional and branch levels, empowering small universities, organizing events at the regional level, and participating in championships at the national level. The program is constrained by several problems, namely: internal problems of trainers, funds/budget, trainer qualifications, quantity and quality of athletes, as well as training infrastructure that is not evenly distributed in each region. Based on the results of the research, discussion, and conclusions above, this research implies that it is necessary to design a clearer and more focused achievement development program following the PB FORKI guidelines for regional/provincial administrators (Pengda) and each district administrator (Pencab). Suggestions that can be submitted to karate coaches, district and provincial administrators (Pengkab and Pengda), and sports federations (KONI) to pay more attention to athletes who excel. Then suggestions for researchers who are interested in this paper, to further develop the focus of the problem specifically for similar research in the future.

Key words: coaching program, athlete achievement, karate sports, DIY, Indonesia.

Introduction

Karate is a self-defense sport that is nationally recognized by the Indonesian National Sports Committee (KONI) through the membership of the Indonesian Karate Sports Federation (FORKI) as the parent organization of the martial sport. National Indonesia (KONI) through the membership of the Indonesian Karate Sports Federation (FORKI) as the parent organization of the martial sport (Pasau, 1995; Phytanza et al., 2021; Phytanza & Burhaein, 2020). In multi-sport events such as the SEA Games and Asian Games, the sport of karate always contributes medals to the Indonesian contingent. In the sport of karate, the coaches must have different abilities in implementing the knowledge they have, to the athletes in the *dojo*. The ability possessed by the trainer is very influential on increasing achievement.

These abilities include (1) mastery of karate techniques, (2) educational background, (3) coaching certification, and (4) application of science & technology (IPTEK) and mastery of competition rules/assessments (Bidang Pembinaan PB FORKI, 1992; Purwanto et al., 2021; Putra et al., 2021). Karate athletes who take part in training have different motivations. Most of the athletes who take part in the training want to master the techniques of karate as a form of self-defense, which becomes the capital in everyday life (Burhaein, Ibrahim, et al., 2020; Burhaein, Demirci, et al., 2021; Hakim, 1993). Some athletes participate in training because they have the motivation to want to excel in the sport.

As previously stated in the first few paragraphs, sports today are no longer just a matter of simple physical movements that can be easily narrated. Furthermore, the results of symbiosis that occur and cannot be avoided with various existing cultural phenomena often cause problems that cannot be said to be simple (T O Bompa, 1996; Tudor O Bompa & Buzzichelli, 2019; Durand-Bush & Salmela, 2002). The writer then collected pre-research data (pre-research) using observation and documentation. From the results of the initial study, it is known that the Province of the Special Region of Yogyakarta (DIY) has karateka who excel at the national level but have not been able to achieve at the Asian or international level. These athletes are the result of being trained at the *karatedojo* in DIY. Karate athletes have never again excelled at the national or international level.

As evidence, at the XIV 2004 National Sports Week (PON) in Palembang and 2008 PON XV in East Kalimantan, DIY karate athletes did not donate any medals to the DIY PON contingent. Only in 2007 Pre-PON, DIY karateka won 2nd place on behalf of FW being able to win in the free class and RP in the men's 60 kg class. This is supported by the fact that most of the karateka owned by DIY are young karateka, so they need a professional coaching system to help improve the achievements of the DIY karate sport. The growth and development of other martial arts branches, such as Taekwondo, Tarung Derajat, Freestyle Fighting have also influenced the

public's interest in becoming *karateka*. Likewise, the emergence of new competitions, such as the Freestyle Fighting Championship, Duel RCTI, and K-1 where athletes from all branches of martial arts participated, such as Judo, Wrestling, Kempo, Boxing, *Karate* and others. It also indirectly affects the public's interest in the sport of *karate*.

The *karate* sports coaching system in DIY is still something that needs to be studied and understood in-depth to bring back DIY *karate* achievements at the national and international levels. Coaching a sport is not only the responsibility of the coaches and athletes but also many factors that influence the achievement of sports achievements in an area. *Karate* as a self-defense sport that has developed since DIY has not been able to make a major contribution to DIY sports achievements in general. Based on this, the researchers are interested in knowing the phenomenon of *karate* sports coaching in DIY.

Based on the theoretical urgency and preliminary research mentioned above, the authors are encouraged to dig deeper into the sport of *karate* athletes. The results of this study are expected to be input for stakeholders who are directly and indirectly involved in the development of *karate* sports. Therefore, from this urgency, the following research questions will be discussed "How is the Sports Development Program at the Indonesia *Karate* Sports Federation (FORKI) in the DIY Province of Indonesia?".

Methods

Participants

Participants in this study were coaches, *karate* athletes, the government, and society. Respondents are anyone who answers a list of research questions posed by researchers (Burhaein, Tarigan, et al., 2021; Creswell, 2014; Kothari, 2004; Mumpuniarti et al., 2021). Respondents or research subjects are actively involved from the discovery and formulation of problems, the research process, data analysis to decision making.

Sources of data are regional level training athletes (Pelatda), coaches, Regional Administrators (pengda), the Indonesian National Sports Committee (KONI) of the Special Region of Yogyakarta (DIY) in the field of achievement development. Research data in the form of written or spoken words, pictures, photos, or actions obtained from three data sources, namely; people, writings, and places. The data source is obtained from three objects, namely paper, place, and person. Paper, namely data sources in the form of documents, books, magazines, or other written materials, either in the form of theories, research reports, and so on. Place, which is a data source in the form of a place that is the object of observation with various behaviors or actions of people in that place. Person, the data source in the form of people (respondents) to meet, ask questions and consult.

Sources of data, both primary data and secondary data used in this study were obtained from the *karatedojo* administrators which included coaches, *karate* athletes, parents, informants, and the community according to the object of research.

Based on the criteria that have been set, the key informants in this study include: (1) One daily chairman of the Indonesian *Karate* Sports Federation (FORKI) DIY Province; (2) One chairman of the Development and Achievement of the Indonesian *Karate* Sports Federation (Binpres Forki) DIY Province; (3) One chairman of the Development and Achievement of the Indonesian *Karate* Sports Federation (Binpres Forki) Sleman Regency; (4) One chairman of the Development and Achievement of the Indonesian *Karate* Sports Federation (Binpres Forki) Kulonprogo Regency; (5) One chairman of the Development and Achievement of the Indonesian *Karate* Sports Federation (Binpres Forki) Gunungkidul Regency; (6) One chairman of the Development and Achievement of the Indonesian *Karate* Sports Federation (Binpres Forki) Yogyakarta City; (7) Three sensei/trainers of *Karate* Sports in DIY Province; (8) Six athletes in Yogyakarta Province *Karate* Sports; (9) One parent of the Yogyakarta Province *Karate* Sports athlete.

Table 1. Details of Subjects, Numbers, and Research Methods.

NO	SUBJECT	AMOUNT	METHOD
1	Daily Chair of FORKI DIY	1	Interview Observation Documentation
2	Head of the FORKI Presidential Binpres: 1. DIY Province 2. Yogyakarta City 3. Sleman Regency 4. Bantul Regency 5. Kulonprogo Regency 6. Gunungkidul Regency	6	
3	DIY <i>Karate</i> Sensei/Coach	3	
4	DIY <i>Karate</i> Athlete	6	
5	Athlete Parents	1	
	JUMLAH	17	

Research methods

This research approach uses qualitative research, meaning that the problems discussed aim to describe or describe existing conditions or phenomena, or the research process to understand human problems/social problems, based on a complex arrangement, a holistic picture, arranged in words, reporting detailed views of informants and carried out in natural settings (Creswell, 2014; Maxwell, 2013; Pramantik, 2021; Prasetya, 2021).

Qualitative methodology refers to research procedures that produce qualitative data. The observed expression or behavior of a person. This approach leads to the situation and the individual as a whole (holistic). The qualitative method is a research method used to examine the condition of natural objects, where the researcher is the key instrument.

Qualitative research is a process of investigating understanding based on a different methodological tradition from the inquiry that explores social or human problems (Creswell, 2007, 2014). This researcher builds a complex holistic picture, analysis, wording, reports detailed views of informants, and researches in natural settings.

Research with a qualitative approach is always a natural setting and the data sources are in a natural context. In the qualitative method, the researcher is the main instrument. In his research, he prioritizes the process of finding the meaning behind the observed behavior, prioritizing direct data or first-hand data whose results are mutually agreed upon between the researcher and the respondent.

Instruments and data collection techniques

The main data sources in qualitative research are: words and the rest are additional data such as documents and others. Data collection was obtained by: (1) observation, (2) in-depth interviews, and (3) documentation (Creswell, 2014). To obtain primary data in this study used data collection tools in the form of observations and interviews.

While documents in the form of existing archives are used as supporting data or secondary data.

1. Instrument

a. Observation

a Observations are used to collect data in a study, are the result of active and attentive mental actions, to realize the existence of a certain desired stimulus, or an accidental and systematic study of social conditions/phenomena and psychological symptoms

by observing and take notes (Creswell, 2014; Irawan & Prayoto, 2021; Widodo & Zainul, 2021). This instrument has been validated by expert judgment. The following is an observation instrument guideline as shown in Table 2.

Table 1. Observation instrument guidelines

No	Observed phenomenon	There is	Not
1	Facilities and infrastructure		
2	Implementation of the training program		
3	Relationship between coaches, athletes, administrators, and parents		
4	Administration		
5	Coach's ability		
6	Athlete's ability		

b. In-depth interview

An in-depth interview is a way of collecting data or information by directly meeting the informants, to get a complete picture of the topic under study. The interview is a data collection technique used by researchers to obtain oral information through conversing and face to face with people who can provide information to researchers (Creswell, 2014; Demirci & Phytanza, 2021). This interview can be used to complete the data obtained through observation. This instrument has been validated by expert judgment. The following is an in-depth interview instrument guide containing a list of questions for the Daily Chair of FORKI DIY/Head of the FORKI Presidential Binpres, DIY Karate Sensei/Coach, DIY Karate Athlete, and Athlete Parents as shown in Table 3.

Table 3. instrument guide in-depth interview.

No	Question	Description of the interview
Daily Chair of FORKI DIY/ Head of the FORKI Presidential Binpres		
1	How does FORKI's program work?	
2	Do you hold training camps in participating in the Forki DIY championships/matches?	
3	How many trainers are there DIY?	
4	How many <i>karatekas</i> are there in DIY?	
5	Did you receive financial assistance from the Regional Government, KONI, the community, or the government in participating in the championship?	
6	Where are the sources of funds obtained for the procurement of facilities and infrastructure for training and competitions?	
7	How is the support of the government and the people of the City of DIY for the development of karate sports?	
8	Does FORKI have AD/ART?	
9	Were there any obstacles/difficulties experienced?	
10	How is the relationship between the management and athletes, coaches, parents, Regency/City Government, Propagator, KONI?	
12	How is the athlete's performance?	
DIY Karate Sensei/Coach		
1	Since when did you become a karate coach?	
2	Are you a former <i>karateka</i> ?	

3	Your educational background?	
4	What are your qualifications as a coach?	
5	Apart from being a coach, what profession do you do everyday?	
6	Do the training activities not interfere with daily activities/activities?	
7	How much honor do you receive in training?	
8	What is your training program like?	
9	What difficulties did you face in training?	
10	How about the training facilities and infrastructure?	
11	How is the <i>karateka</i> performance you practice?	
12	How do you get a <i>karateka</i> talent?	
13	How is the relationship between coaches and athletes, parents and administrators?	
DIY Karate Athlete		
1	How old are you?	
2	Since when have you been practicing?	
3	Why are you interested in <i>karate</i> ?	
4	How have you been doing so far?	
5	Apart from being a <i>karateka</i> , what are your daily activities?	
6	How do you manage your training time with your daily activities?	
7	How many times do you practice in a week?	
8	Are you having trouble following karate training?	
9	Are there any benefits obtained after you pursue karate?	
10	Do your parents motivate you in training or competitions?	
11	Do you do any additional exercises besides the ones you do at the <i>dojo</i> ?	
12	How do you maintain the physical condition you have through exercise?	
13	How is the training program implemented by your trainer?	
14	How is the exercise program, the program was told to you or not?	
15	How is the exercise program implemented?	
16	What do you think about the coach?	
17	How about infrastructure?	
18	Are there any difficulties in practice?	
19	How is the relationship with the coach and with the management?	
20	How about contributions in training?	
Athlete Parents		
1	Do you allow your son to pursue karate?	
2	Do you motivate your son for training/competition activities?	
3	How do you manage your son's nutritional needs?	

4	Do you provide your son's training equipment?	
5	Do your son's exercise activities interfere with his daily activities?	
6	How much is the contribution/contribution in training, monthly, semester, or yearly?	

c. Documentation

Documents consist of various things that can help collect research data.

The data can be in the form of personal writings in diaries, letters, and other official documents. The documents as secondary data were obtained through data archives owned by the *Dojo* and the Regional Government of Yogyakarta, including the articles of association and by-laws (AD/ART), and notes from the administrators about the athletes' achievements. This instrument has been validated by expert judgment. The following are the documentation instrument guidelines as shown in Table 4.

Table 4. Documentation instrument guide.

No	Observed phenomenon	There is	Not
1	AD/ART data		
2	Infrastructure Inventory Data		
3	Athlete Data		
4	Coach Data		
5	Data on achievements achieved		
6	Financial Data		

2. Data Collection Techniques

Interviews were conducted on coaches, athletes, regional administrators, and organizers of KONI DIY in the field of achievement development. Observations were made on all *karate* training activities carried out in all regional training centers at the Regency/City and Provincial levels.

Table 2. Matrix SWOT.

Classification	Analysis
Strength	<ul style="list-style-type: none"> - The number of resources in Yogyakarta. Almost every year thousands of people come to Yogyakarta to continue their studies at the university level. Of the many people who came as students, many people had the potential to be trained as <i>karate</i> athletes. - Yogyakarta has a Faculty of Sports Science which is the basis for the development of sports science which will of course allow a scientific approach to new methods to increase sports achievement in the Special Region of Yogyakarta. - The number of facilities/facilities that support the optimization of training and development programs. - Public awareness that is attached to the image of the people of Yogyakarta as a student city—having a forward projection of the future of their children by entrusting them to achievement sports activities, including the <i>karate</i> branch.
Weakness	<ul style="list-style-type: none"> - Lack of synergies in organizational coordination between the reality of FORKI's performance in the field and the parent agency above it, namely KONI. - Problems arise between individual athletes and sports coaching organizations. - Internal conflicts of sports coaching organizations are recognized by internal individuals themselves. - Personal tendencies/interests dominate the color of FORKI's organizational course. - The FORKI organization is used as a practical political arena. - The discrepancy between the purpose of the selection system and the reality of the practice of selecting athletes, so that from this, athletes who should have the potential to develop and become champions are castrated. - Policy insensitivity to sociological and psychological realities of athletes and coaches. - The mismatch between athletes and coaches makes the activities of the regional training not optimal. - The existence of several problems regarding management makes performance not optimal. Athletes who passed the selection (Winners of PORDA) could not be sent to PON. - When an athlete feels that he is compatible with a coach, he tends not to want to be replaced by another coach as shown by the FORKI Propagator. - There is no standardization program for trainers carried out by the Regency Government or the FORKI Provincial Government.

Documentation is also carried out to record all training activities at the time of observation and to collect various written materials on the development of *karate* sports achievements in each region, such as training programs, track records of athlete achievements, trophies, and so on. The data collected is in the form of qualitative data (Burhaein, Tarigan, et al., 2020; Creswell, 2014). All data collection processes were carried out for approximately four months.

Data Analysis

The analysis includes activities to work on data, organize it, divide it into manageable units, look for patterns, find what will be reported. Data analysis is carried out every time data collection in the field is carried out on an ongoing basis (Miles et al., 2014).

Beginning with the data clarification process to achieve consistency, followed by steps of theoretical abstractions of field information, taking into account generating statements that are very likely to be considered fundamental and universal. The results of the study are then presented in the form of a SWOT matrix analysis (strength, weakness, opportunity, and threat).

Results

Based on the data analysis of the research results obtained data on the development of *karate* in the province of DIY. In summary, interview data can be classified in the SWOT matrix as follows in Table 2.

	<ul style="list-style-type: none"> - The position of the coach is determined by the belt worn by a person. Black belt holders will automatically have legality as a coach. - There is no coach recruitment system with a standard applied but only based on seniority and belt standards. - Problems between athletes, administrators, and universities are the reason for the disharmony of management at FORKI. - The disharmony lies in the position of the teacher/sensei so that it is symptomatic as disharmony that hegemony downwards. - The subjectivity of the assessment measure in the process of passing the athlete selection. The absence of objective parameters. - Lack of sense of belonging from FORKI members themselves to promote and involve FORKI in all events. People who have separate access to hold activities, seem to ignore and leave FORKI.
Opportunity	<ul style="list-style-type: none"> - Opportunities for the development of <i>karate</i> at the local, national and international levels are still wide open. This is possible because the sport of <i>karate</i> is limited by the size of the bodyweight/ class. So that the moment of the match being held is in a relatively balanced position in potential. In contrast to several types of sports that are closely related to the potential for body size, such as basketball and volleyball—a necessity for us to be able to compete in the international arena when we have to be compared with European Caucasian races, Negroites, and so on, whose physical size is often too large. away from most of us.
Threat	<ul style="list-style-type: none"> - Funding from KONI is sometimes not synergistic with the development needs of FORKI. - The desire of a university to show itself to be greater has a stronger impetus than the desire to strengthen achievements at the regional level (DIY). - There is no longer any distrust of universities as the real basis for producing athletes in FORKI's management so that they do not want to synergistically channel the talents they develop and possess. - The domination of universities has colored the coaching program system at FORKI, Jogja. - Lack of communication between universities makes the coordination of the coaching system a lot of problems. - There are very few human resources for athletes at the district level. If anything, they are sometimes constrained by life choices. When they are ready to enter as athletes, they sometimes disappear because of work and fulfilling life needs. - The hierarchical system of mastery of <i>karate</i> skills is one thing that hinders building an egalitarian space for administrators to carry out dialogue. - Loyalty/primordialism of universities dominates the interests of the FORKI district organization.

Discussion

In sports coaching, it is customary to follow the stages of coaching based on the pyramid theory. Based on the concept of a pyramid of sports development that is gradual, tiered, and continuous, the reach of sports development with the largest population, the targets are community sports activities that are 5-M (cheap, lively, mass, interesting, and beneficial).

There are several basic activities carried out in the process of coaching athletes to achieve high achievements. The activities are sequential as follows: (1) massing, (2) breeding, (3) talent scouting, (4) coaching, and (5) training system.

In practice, sports coaches directly carry out coaching activities without going through planning, so it lacks stability(Pusat, 2001). Almost all countries in the world have a sports coaching system based on a pyramid.

The coaching system based on the pyramid is a tiered development from the bottom layer (massage), then continued continuously to the middle layer (nursery continues to tier up to the top of the pyramid (achievement coaching)(Soegijono, 1984).

The coaching system is called the broad base or pyramid approach which describes the emergence of outstanding athletes starting with activities that encourage people to exercise (Lutan, n.d.). Furthermore, qualitatively the work of athletes increases until it reaches its peak and quantitatively the number of athletes will decrease after reaching the peak of achievement.

The coaching system is built by a set of echelon and coaching units with specific targets and objectives, namely the coaching sub-system from the mass sport layer at the bottom layer, then continues to the middle layer which is the nursery, then the top layer as the peak of achievement development.

The sports development system in Indonesia is depicted in a pyramid shape which refers to the 5th five-year development plan(Siregar, 1993) The guidance and development of national sports as a result of the formulation of the Menpora Office, as shown in Figure 1. When viewed from age, the pyramid system can also be grouped, namely: (1) the level of massing is for beginner athletes, aged 12 years and pre-junior up to the age of 16 years, (2) the nursery level is for senior athletes over 19 years old (Siregar, 1993).

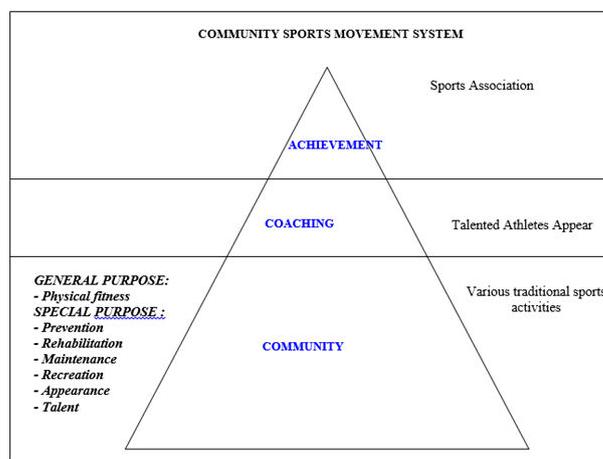


Figure 1. Pyramid Based Coaching System (Siregar, 1993)

National sports development in Indonesia is carried out through several channels, namely: (1) from elementary school to university, (2) the parent organization of sports branches, (3) professional sports organizations, and (4) sports organizations in the community. Path identification is also useful for getting to know the target audience group and making it easier to mobilize resources for coaching (Harsuki, 1996).

In achievement sports, athletes must be able to bring out all their abilities to achieve good performance. This means that athletes must have good physical qualities and have high enough motivation. To get such a reliable athlete, a good and natural athlete coaching effort is needed. One of the important aspects of this is talent scouting, which is looking for athletes or recruiting talented and well-developed athletes. A common way of scouting talent is to hold as many matches as possible (Forum Olahraga, 2001)

To foster or give birth to an athlete who has high achievement, a long-term coaching process is needed that requires systematic, directed, planned, and consistent treatment and is carried out from an early age or elementary school age. Based on the theory of "The Golden Age" or "Golden Age", peak performance in various sports is achieved around the age of 14 to 25 years and the process of coaching athletes to reach peak performance takes approximately 6 to 10 years (Bidang Pembinaan PB FORKI, 1992). Based on this theory, the orientation of sports coaching should start from an early age or around the age of 6 to 14 years. The steps that need to be taken in the effort to foster sports achievement are: (a) community (massing), (b) coaching (breeding), and (c) achievement (talent scouting).

The *karate* sports coaching program in the DIY Province, according to the PB work program. FORKI, which has been described to the Provincial Management and City and Regency Administrators throughout the DIY Province which is integrated with their respective university programs. The coaching system activities are shown sequentially as follows: (1) massing, (2) breeding, (3) talent scouting, (4) coaching, and (5) training system. The *karate* sports coaching system has a sports coaching system based on a pyramid. The coaching system based on the pyramid is a tiered development from the bottom layer (massage), then continued continuously to the middle layer (nursery continues to tier up to the top of the pyramid (achievement coaching).

National sports development in Indonesia is carried out through several channels, namely: (1) from elementary school to university, (2) the parent organization of sports branches, (3) professional sports organizations, and (4) sports organizations in the community. Path identification is also useful for getting to know the target audience group and making it easier to mobilize resources for coaching. The Yogyakarta Province *karate* sports coaching program is focused on early childhood, through schools.

Achievement sports are carried out through a planned, tiered, and sustainable coaching & development process with the support of sports science and technology, therefore, to advance achievement sports, the government, regional governments, and or the community can develop: (1) sports associations; (2) research and development center for sports science and technology; (3) achievement sports development center; (4) education and training of sports personnel; (5) achievement sports infrastructure and facilities; (6) sports talent scouting and development system; (7) sports information system; and (8) conducting trials of athletes' achievement abilities at the regional, national, and international levels according to their needs (Peraturan Presiden RI, 2005; Undang-Undang Nomor 1, 2005; Wardono, 1995).

Explanation of the Law on the National Sports System (UU-SKN) the national sports development and development system is organized as a sports system building which in essence is carried out coaching and developing sports starting with the stages of introducing sports, monitoring, and scouting, as well as talent development and achievement improvement (Burhaein, Phytanza, et al., 2020; Burhaein, Tarigan, et al., 2020; Undang-Undang Nomor 1, 2005). These stages are directed at massing and cultivating sports, breeding, and increasing sports achievements at the regional, national, international levels.

Trying to look more closely at the *karate* sports coaching program in DIY is promising. But unfortunately, it just stopped at the level of quantity, which has not significantly led to the area of quality. How come? The data that has been collected shows that there are at least 118 *dojos* that are currently actively conducting coaching activities. With a rough count every year there will be how many potential athletes will be born in Yogyakarta. Once again—unfortunately, the existing quantitative potential has not been able to be actualized into the potential in terms of quality. It can almost be said that amid the enormous potential of existing resources, the achievements achieved by FORKI DIY have not always provided encouraging facts.

Conclusion

Based on the results of the research & discussion, it was concluded that the *karate* sports development program in DIY was carried out in various ways, namely: forming *karate* sports organizations at the regional and branch levels, empowering small universities, organizing events at the regional level, and follow the championship at the national level. The program is constrained by several problems, namely: internal problems of trainers, funds/budget, trainer qualifications, quantity and quality of athletes, as well as training infrastructure that is not evenly distributed in each region.

Based on the results of the research, discussion & conclusions above, this research implies that it is necessary to design a clearer and more focused achievement development program by the PB FORKI

guidelines for regional/provincial administrators (pengda) and each district administrator (pengcab). Suggestions that can be conveyed to karate trainers, FORKI Regency/City Government, DIY FORKI Propagators, DIY KONI are to pay more attention to athletes who excel. Then suggestions for interested researchers, to further develop the focus of the problem specifically for similar research in the future.

Acknowledgments

Researchers would like to express their deep gratitude to all those who have helped carry out this research.

Conflict of Interests

The authors declare that there is no conflict of interest whatsoever.

References

- Bidang Pembinaan PB FORKI. (1992). *Pedoman Kursus Pelatih Karate*. PB FORKI.
- Bompa, T O. (1996). Variations of periodization of strength. *Strength & Conditioning Journal*, 18(3), 58–61.
- Bompa, Tudor O, & Buzzichelli, C. (2019). *Periodization Theory and Methodology of Training* (Sixth).
- Burhaein, E., Demirci, N., Lourenço, C. C. V., Németh, Z., & Phytanza, D. T. P. (2021). Coping with the COVID-19 pandemic: the role of physical activity. An international position statement. *International Sports Studies*, 43(1), 52–70. <https://doi.org/10.30819/iss.43-1.05>
- Burhaein, E., Ibrahim, B. K., & Pavlovic, R. (2020). The Relationship of Limb Muscle Power, Balance, and Coordination with Instep Shooting Ability : A Correlation Study in Under-18 Football Athletes. *International Journal of Human Movement and Sports Sciences*, 8(5), 265–270. <https://doi.org/10.13189/saj.2020.080515>
- Burhaein, E., Phytanza, D. T. P., & Demirci, N. (2020). The development and validation of a revised Friendship Activity Scale and Adjective Checklist for use in the Indonesian Unified Sports program. *International Sports Studies*, 42(e), 18–28. <https://doi.org/10.30819/iss.42-e.03>
- Burhaein, E., Tarigan, B., Budiana, D., Hendrayana, Y., Phytanza, D. T. P., Demirci, N., Fradelos, E. C., Lourenço, C., & Nikšić, E. (2021). Instrument Physical Activity Questionnaire-Disability (IPAQ-D) Observe Test for Disability during COVID-19: Study of Validity and Reliability in 5 Countries. *Sport Science*, 15(1), 13–20. <http://www.sposci.com/PDFS/BR1501/04 CL 02 EB.pdf>
- Burhaein, E., Tarigan, B., & Phytanza, D. T. P. (2020). The experience and understanding of the K-13 curriculum implementation of Indonesian teachers of Adapted Physical Education (APE). *International Sports Studies*, 42(e), 29–42. <https://doi.org/10.30819/iss.42-e.04>
- Creswell, J. W. (2007). *Qualitative choosing among five approaches*.
- Creswell, J. W. (2014). *Qualitative inquiry & research design: choosing among five approaches (4th ed.)*. Sage.
- Demirci, N., & Phytanza, P. D. T. (2021). Investigation of Obesity, Physical Activity and Sedentary Behaviors of Individuals with and Without Autism Spectrum Disorder during the Covid-19 Pandemic Process. *JUMORA: Jurnal Moderasi Olahraga*, 1(02), 45–55. <https://doi.org/10.53863/mor.v1i02.220>
- Durand-Bush, N., & Salmela, J. H. (2002). The development and maintenance of expert athletic performance: Perceptions of world and olympic champions. *Journal of Applied Sport Psychology*, 14(3), 154–171. <https://doi.org/10.1080/10413200290103473>
- Forum Olahraga. (2001). Prestasi dan Iptek Olahraga. *Majalah Prestasi Dan Iptek Olahraga*, 2(1).
- Hakim. (1993). *Sejarah Karate*. PB FORKI.
- Harsuki. (1996). *Paper Akademik Untuk Penyusunan UU Keolahragaan*. Kantor Menpora.
- Irawan, Y. F., & Prayoto, I. (2021). Survey of Basic Technical Skill for Futsal Male Student High School. *JUMORA: Jurnal Moderasi Olahraga*, 1(2), 105–114. <https://doi.org/10.53863/mor.v1i02.246>
- Kothari, C. R. (2004). *Research Methodology*. New Age International.
- Lutan, R. (n.d.). *Strategi Difusi Inovasi dalam Peoses Pembangunan Olahraga Nasional*. FPOK – IKIP Bandung.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach (3rd ed.)*. Sage.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook (3rd ed.)*. Sage.
- Mumpuniarti, M., Burhaein, E., & Phytanza, D. T. P. (2021). Phenomenology Study on The Measurement and Availability of Psychosocial Instruments Based on Video Observations in The Unified Sports Program for Children With Intellectual Disabilities in Indonesia. *Sport Science*, 15(1), 48–56. <http://www.sposci.com/PDFS/BR1501/04 CL 07 MM.pdf>
- Pasau, A. (1995). *Aspek-Aspek Pembinaan Prestasi Karate*. PB FORKI.
- Peraturan Presiden RI. (2005). *Undang-Undang RI Nasional No 3 tentang Sistem Keolahrgaan*. Negara Kesatuan Republik Indonesia.
- Phytanza, D. T. P., & Burhaein, E. (2020). The Effects of Tenure, Teacher Certification, and Work Motivation on Special Needs Teacher Performance. *Universal Journal of Educational Research*, 8(9), 4348–4356. <https://doi.org/10.13189/ujer.2020.080962>
- Phytanza, D. T. P., Burhaein, E., & Pavlovic, R. (2021). Gross Motor Skills Levels in Children with Autism Spectrum Disorder during the COVID-19 Pandemic. *International Journal of Human Movement and Sports*

- Sciences*, 9(4), 738–745. <https://doi.org/10.13189/saj.2021.090418>
- Pramantik, I. A. D. (2021). Optimization of Gobak Sodor Based Neuroscience Learning Game as Character Education in Intellectual Disabilities. *JUMORA: Jurnal Moderasi Olahraga*, 1(02), 63–74. <https://doi.org/10.53863/mor.v1i02.231>
- Prasetya, M. R. A. (2021). Comparison Of Achievement Sport Systems Between Indonesia And China. *JUMORA: Jurnal Moderasi Olahraga*, 1(2), 56–62. <https://doi.org/10.53863/mor.v1i02.213>
- Purwanto, P., Lumintuarso, R., & Burhaein, E. (2021). Impact of Running Techniques through the Sprint Ability in Athletes during the COVID-19 Pandemic. *International Journal of Human Movement and Sports Sciences*, 9(4), 717–724. <https://doi.org/10.13189/saj.2021.090416>
- Pusat, K. (2001). *Pembentukan dan Pembinaan Klub Olahraga*. KONI Pusat.
- Putra, Y. M., Purwanto, S., & Burhaein, E. (2021). Effect of Limb Muscle Power Training with Leaps on Athlete's Speed during the COVID-19 Pandemic. *International Journal of Human Movement and Sports Sciences*, 9(3), 461–465. <https://doi.org/10.13189/saj.2021.090310>
- Siregar, M. F. (1993). Penataan Kembali Dunia Olahraga Indonesia Menuju Prestasi Internasional. *Seminar Ilmiah Olahraga PON VIII*.
- Soegijono. (1984). *Proyek Pembinaan Prestasi Olahraga Garuda Emas Menuju tahun 2000*. Makalah Dies Natalis IKIP Semarang ke-29.
- Undang-Undang Nomor 1. (2005). *Tentang Sistem Keolahragaan Nasional*.
- Wardono. (1995). *Karate Untuk Pemula*. PB FORKI.
- Widodo, P., & Zainul, F. (2021). Basic Swimming Style Crawl Engineering Skills Survey in Athletes Ages 10-12. *JUMORA: Jurnal Moderasi Olahraga*, 1(2), 115–124. <https://doi.org/10.53863/mor.v1i02.285>
-

Received: 20 December, 2020

Accepted: 20 December, 2021

Corresponding author:

Erick Burhaein

Doctoral of Sports Education,

School of Postgraduate Studies,

Universitas Pendidikan Indonesia, Indonesia

Department of Sports Education,

Universitas Ma'arif Nahdlatul Ulama Kebumen, Indonesia

E-mail: erick.burhaein@upi.edu & erick.burhaein@umnu.ac.id