

## Competency Upgrading for Coaches of Depok City: Internalization of Basic Characters in Sports

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### ABSTRACT

*Based on data from the Research and Development Division of the Depok City KONI, until 2020 there were only 43.1% of Depok City coaches had sports branch certificates as legalization of competent coaches. This competency upgrading training aims to provide training on character competencies that are not usually discussed specifically in sports so far. The training participants are the coaches of Depok City and its surroundings who have handled 125 junior or beginner-level athletes. The training material contains basic characteristics (honesty, discipline, and cooperation) that sports coaches need to internalize positive values so that the coach can become a "character role model" for his athletes. Based on the results of the training, it is known that most of the coaches have high / good interest, understanding, and analysis ability in participating in this competency upgrading training (interest is 99.2%, understanding is 80%, and analyticality is 84%). There were no differences in coaches' interests, understanding, and analysis ability in terms of gender, age, and training experience. The results of this training provide important feedback for conducting competency upgrading training in Depok City in the future.*

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## **INTRODUCTION**

Sports are full of character values in them. As stated by the initiator of the idea of the modern Olympics or the father of sports, namely Baron Pierre de Coubertin, "the most important thing in the Olympic games is not to win, but to take part, just as the most important thing in life is not triumph struggle". The character of persistence and never giving up is elected in the process of sports activities, from training to following a competition. The existence of rules in following every sport also requires discipline from each athlete, as well as values such as sportsmanship and fair play.

The results showed that sports activities can form various positive characteristics such as: cooperation, social attitudes, responsibility, never giving up, tolerance, and nationalism (Kokotiasa, Budiyo, & Mukti, 2017; Komarudin, 2005; Rio, Juriana, & Marani, 2019). Character building through this sport can be applied to children, adolescents, and even children with special needs (Burhaein, Sukoco, & Ghautama, 2019; Juma'ati, 2015; Sulistyono, 2017). The results of the study (Howard, Vella, & Cliff, 2018) show that self-regulation of early childhood 4-5 years increases after two years of participating in individual sports. In addition, several studies have also shown that physical education and sports can improve positive character traits in children from an early age (Bafirman, 2014; Hariadi, 2014).

Meanwhile, other research shows that the application of the soccer game model can improve various psychological aspects such as joy, enthusiasm, and discipline in children aged 12-13 years in Yogyakarta (Aprilianto & Tomoliyus, 2016). Several football academies and schools also believe that character plays a major role in the development and achievement of achievements, thus placing behavior in the "architecture" of football coaching (Kbarek & Endah Nuffida, 2017; Khalik, 2015).

But on the other hand, Maksum's research results in (Maksum, 2017) show that it turns out that the character content in Physical Education learning is only around 4% starting from the goal, process and evaluation. This is even more concerning because it turns out that Physical Education teachers have a narrow understanding of character, teachers also have not constructed character into students' cognitive reasoning during learning or sports activities carried out at school. The results of this study are in line with the results of research abroad conducted by (Koc & Esenturk, 2017) which show a lack of understanding of Physical Education teachers about how to carry out character learning to students.

The results of Bredemeier and Shields' research in (Maksum, 2017) show that the moral reasoning of the athlete group is lower than the non-athlete group, both in everyday life situations and in sports situations or contexts. It turns out that athletes are more tolerant of immoral behavior than non-athletes. The longer an athlete is in the world of sports, the more cheating they commit to achieve victory, even this cheating has the support of its coach (Boyan, 2013; Guivernau & Duda, 2002; Maksum, 2017; Van Yperen, Hamstra, & Van Der Klauw, 2011). This condition is certainly a matter of concern for the world of sports. Based on the research results above, special training is needed for teachers and sports coaches related to character concepts.

Depok City is one of several target areas for Community Service (Pengabdian Pada Masyarakat) activities from Universitas Negeri Jakarta. Based on data from the Research and Development Division of KONI of Depok City, the number of Depok City coaches by 2020 was recorded as 1597 people consisting of 1239 male coaches and 358 female coaches. Overall, it was also noted that as many as 688 people or 43.1% had a sports branch certificate, while 909 people or 56.9% did not have a sports branch certificate. Certified coaches are considered as coaches who have competence in carrying out their duties as coaches or are called competent coaches. Meanwhile, the material on character competence is usually not discussed specifically in the training of sports coaches so far. Thus, empirically, training activities on the concept of character in sports are increasingly needed.

Increasing character competence is very important, especially in coaching junior or beginner level athletes. Coach mistakes in attitude and behavior towards early age athletes often cause many problems, even making this early age athlete finally stop training before actually achieving their peak performance. Through this character competency improvement training, it is hoped that teachers and coaches can apply the concept of character correctly and at the same time become character models for students and athletes. Thus, the problem formulation in this activity is: How is the interest, understanding, and analysis ability of the Depok City coaches who participated in the competency upgrading training?

## **LITERATURE REVIEW**

### **A. Sport Coach Competencies**

The coach is a figure who has important meaning for every athlete. In the world of sports coaching, it is stated that the high and low performance of athletes is a reflection of the high and low quality of the knowledge and skills of the coaches, and what athletes create in competitions is a reflection of what their coaches have given in training (Harsono, 2015). Therefore, the competence of a coach greatly determines the performance of the athletes that he trains. The competence possessed by the coach will support the training task that is assigned to him, because the end result which given in the training is the creation of high-achieving athletes.

Based on The British National Council of Vocational Qualifications, competence is defined as the ability to carry out certain tasks in accordance with the required standards. Meanwhile, Australia's National Training Board stated that competency consists of specifications of knowledge and skills and the application of these knowledge and skills to the required performance standards (Donie, 2010). Sedarmayanti in (Donie, 2010), concludes several things related to competence as follows:

1. Competence has a broad meaning, which includes the ability to transfer skills and abilities to new situations in their work area related to the organization, work planning, innovation in overcoming routine activities, personal quality (colleagues, managers, and customers)
2. Ability and willingness to perform the assigned task

3. Dimensions of behavior that affect the performance it shows
4. Individual characteristics that can be measured consistently so that it can be proven to significantly differentiate between effective and ineffective performance
5. The basic skills and quality of performance needed to do a job well
6. Proven traits, skills and talents. It can be attributed to effective or excellent performance

Undang-Undang or Law Number 3 of 2005 concerning the Sistem Keolahragaan Nasional in Article 2 paragraph 2 also describes the elements of competence consisting of: personality foundation, mastery of knowledge and skills, ability to work, attitudes and behavior in work according to the level of expertise based on the knowledge and skills mastered, understanding the rules of social life according to the choice of expertise in work. The coach's competence is related to the duties, roles and functions of the coach. In carrying out their duties, roles and functions, the coach needs to have 18 characteristics that must be continuously developed, namely: knowledge of growth and development, high dedication and enthusiasm, maturity, ethics, being fair, knowledge of training methods, effectiveness in empowering personnel, focus on athletes, media management, communication skills, effective practice, ability to evaluate athletes, ability to understand and apply strategies, become a motivator, put and apply discipline, organizational skills, knowledge of how the body works, and have a sense of humor (Donie, 2010). Meanwhile, according to (Harsono, 2015), there are 19 tasks, roles, and personalities that need to be considered by sports coaches as follows: behavior, leadership, sportsmanship, knowledge and skills, emotional balance, imagination, assertiveness and courage, humor, fitness, maturity of children, the joy of training, respect the referees, respect the visitors, praise and punishment, the coach's attention, personal attention, positive thinking, good and correct language, and mental preparedness.

According to (Bompa & Buzzichelli, 2018), coaches must master various disciplines related to coaching, namely: anatomy, physiology, biomechanics, statistics, test and measurements, sport medicine, psychology, history, nutrition, pedagogy, motor learning. The ideal coach is perceived by the athlete to be someone who is willing to take reasonable risks, who is not too conservative, and who is intelligent. Coaches must be able to act as teachers, role models, and leaders (Purnamasari, 2011). In line with that, (Harsono, 2015) mentions 3 things that support the success of a coach in his duties: 1) his educational background in the sciences which are closely related to sports; 2) experience in sports, both as a top athlete and as a coach; and 3) motivation to enrich themselves with the latest knowledge and knowledge about sports. These tools are abilities that need to be possessed and mastered by trainers which are often referred to as trainer competencies themselves.

Meanwhile, i-Ling Lay argues that there are 13 competencies a coach must have, namely: active communication skills, flexibility and adaptability, assisting and guiding, creating / developing a framework for the process, goal focus / goal tracking, consideration of individual differences, engaging / coach's

ability to engage and maintain engagement, encouraging, creating an environment for a collaboration / joint relationship, contracting and management of the process, being aware of and managing coachees' feeling and motivation, demonstrating empathy, using resources (Gladis & Gladis, 2015).

(Phillips, 2007) argues about the parts contained in coach competencies as follows: "the specific competencies measured by the coach competency scale included: character building competency, game strategy competency, motivation competency and technical competency. Several research results indicate that trainer competence can be measured using the Coaching Competency Scale (CCS) which consists of: character building competency, game strategy competency, motivation competency, and technical competency. One of the results of research in team sports shows that the competence of a coach is closely related to the athlete's trust in the coach. The more competent a coach is, the higher the athlete's trust in the coach will be (Kao, Hsieh, & Lee, 2017). The results of research on elite athletes using the Coaching Competency Scale (CCS) also show that the better the athlete's perception of the coach's competence, the more satisfaction the athlete will provide, which will then have an impact on increasing the athlete's performance (Moen & Federici, 2013). In fact, these four competencies are used as main indicators in process aspects in the CIPP model evaluation process carried out in order to determine the success of soccer schools (Rohman, 2017).

The following is an explanation for each coach competency based on the Coaching Competence Scale:

1. Character building competency is a coach's ability related to: leadership, honesty in sports, and self-confidence. Coaches need to have competence in the field of character development to support the appearance of an athlete. The results of the study (Doty, 2006) show that character can be taught and learned in a sports setting. Exercising can build character, if the environment is structured and there is a purpose and it is planned to develop character. The meaning contained in this concept is that building character is not limited to exercising but in order to instill the values that exist in sports must be planned (designed) in advance so that students understand what the goals and meanings are. The trainer designs the program and builds an atmosphere of character in the training process so that the results will be seen during the match. Mathew in (Rohman, 2017) divides character into two based on their characteristics, namely: performance character and moral character. Meanwhile, Rudd and Mondello divide characters into two themes, namely: moral character and social character.
2. Game strategy competency is the ability of the coach related to knowledge of sports game strategies that he practiced. The coach must master the rules of the match and make him an encouragement in both training and competition, foster a sense of fair play and competition among all athletes. Strategy is a holistic approach that relates to pre-defined planning. While tactics are tactics designed and implemented in a game. Strategy refers to the movements needed in a match and its function as a tactical support in a match. Thus, strategy and tactics have different meanings, but

in practice the two terms are related to each other to achieve the same goal, namely winning the match. For this reason, the demands of a coach must understand very well about game strategy, especially in understanding the strengths and weaknesses of the opponent, evaluating each result of the match strategy that is applied and how to apply various strategies to face opponents with different conditions.

3. Motivation competency is a coach's ability to motivate his athletes. Motivational competence is defined as the ability to support and encourage motivating athletes with the aim that they can give the best results. In everyday life, human behavior cannot be separated from motivation. For example, the motivation of the coach in the process of coaching football players at SSB is none other than because of channeling his average hobbies as a former football player, a sense of pleasure, and a sense of satisfaction so that he does not think about the size of the form of reward received. The role of a coach as a learning agent is a trainer as a facilitator, motivator and inspirational training for students. As a motivator, the coach must be able to generate training motivation for students by paying attention to the principles of having an interest and concern for their work, assigning tasks that are easy to understand and rewarding the performance results and achievements of their students. From this explanation, the motivation that early childhood coaches must have in carrying out the training process describes things related to the coach's personality in instilling and helping self-confidence, self-esteem and confidence, mental competition and a sense of togetherness that arises in the coach (internal motivation) without stimulation or help from others.
4. Technique competency is the coach's ability in relation to basic technical knowledge and skills in accordance with the sport. By mastering techniques and science, a coach will be more appreciated by his athletes because athletes need a coach who can teach techniques that have not been mastered by athletes. The technical ability of a beginner or early age coach is needed because the age of 8-12 years is a golden age. The coach must provide training in basic technical skills properly and correctly, because if one gives examples of basic techniques it will continue to carry over into adulthood. The learning process in early childhood is a very strategic basic period of coaching because at an early age it is the first period in a series of systematic, directed, gradual, tiered and continuous coaching of students.

## **B. Basic Characters**

In practicing physical activity and sports, the physical, motoric and psychosocial aspects are always related to one another. In relation to psychosocial aspects, students are usually a reflection of their sports teacher. Therefore, teachers need to express values such as: discipline, fairness, respect, integrity and others during the learning process (Murray, 2019). In the coaching field,

the coach's personality is closely related to ethics which is thick with pedagogic nuances or pedagogy of coaching. Studies argue that educated coaches show a better behavior and become better coaches (Harsono, 2015).

Coaches must adhere to the code of ethics in carrying out their duties. Ethics is a guide for coaches in carrying out their duties and roles, as detailed according to the IOC (2001) as follows:

1. Act with integrity towards athletes, sports, other members
2. Prepare yourself according to the discipline as well as possible
3. Prioritizing complete human development for athletes
4. Accept the competition rules (written and unwritten)
5. Give a fair assessment in the competition
6. Demonstrate a polite, caring and sensitive attitude to the coach and other officials
7. Demonstrate fair play behavior and principles
8. Help athletes develop all potential athletes
9. Recognize the individual differences in each athlete and think about what is best for the athlete
10. Get the athlete's best performance realistically according to the athlete's growth and development
11. Show exemplary examples in cooperation, discipline, respect for opponents and officials, polite in speaking and behaving
12. Create a challenging and fun training atmosphere.
13. Prepare to interact with the media, officials and parents, they also have an important role to play in enforcing the rules of the game
14. Ensure that there is no harassment of any kind in a sports environment

Character is defined as an individual's personal quality which essentially contains moral values (Maksum, 2017). Some previous experts provide the following character definitions in (Doty, 2006):

- a. Character is the inner dimension of a person where the process of moral action becomes one's behavior (Bredemeier and Shields, 1995)
- b. Character is a collection of a person's moral qualities (Brody and Siegel, 1992)
- c. A person with character will always seek the truth, decide what is right, have the courage and commitment to act accordingly (Marrella, 2001).

In the Concept and Guidelines for Strengthening Character issued by the Ministry of Education and Culture of the Republic of Indonesia in 2017 (Kemendikbud, 2017), character is defined as a characteristic of an individual or group of people which refers to certain attitudes, behaviors, motivations and skills as the implementation of values, ability, toughness, and moral capacity to face challenges. Therefore, character contains distinctive values that are good in individuals as a result of thinking-race-body-

feeling and character which is reflected in their behavior. Character is an individual's ability to overcome his limited physical condition and dedicate his life to values that are beneficial to himself and others (including changes for himself and the surrounding community).

According to (Sudewo, 2011), character consists of three, namely: basic character, superior character, and leader character. Basic character is the character that determines individual success in all fields, therefore it needs to be understood and owned by anyone and in any field if you want to be successful or achieve. The basic characters are divided into three, namely: honesty, discipline, and cooperation. While superior character consists of: sincerity, patience, gratitude, responsibility, sacrifice, self-improvement, and being sincere. Leader's character consists of: fair, wise, knightly, tawadhu, simple, visionary, solution, communicative, and inspirational.

The following is an explanation of each basic character which is the core material applied to the PPM activity competency upgrading training in 2020:

1. Character of Honest. Honest means upright, not cheating. Honesty is also called integrity. Some facts about honest people are as follows: honest people are often victims, honest people are safe in the hereafter, honest people are liked, the enemy considers honest people as warrior opponents. Honest character is related to absolute ownership (God Almighty) and beneficial ownership (fellow human beings). Honest character is related to trustworthiness and integrity. Amanah means trustworthy, the person is said to have credibility, while integrity means having principles and identity.
2. Character of Discipline. Discipline means obeying the rules, being organized, and consistent in carrying out its role. Discipline shows the quality and responsibility of a person. An undisciplined trainer will be eroded by the times, will not progress and will decline. Discipline contains three elements, namely: obedience, orderliness, and loyalty. Obedience is characterized by the following characteristics: following the rules, undergoing the program created, evaluating the program that has been implemented. Orderliness is characterized by the following characteristics: carrying out a sequence of training programs, having a well-organized pattern / daily life, maintaining the stages in the exercise so that it will be easily seen if something is "missed", he himself has a feeling that will give a warning if there is something "wrong", synchronization in life. Loyalty is characterized by characteristics: istiqomah or consistent in carrying out one's profession, there is no being "tempted" by sports or other professions, even being a coach is a passion.
3. Character of Cooperation. Cooperation means synergizing, not selfish. When people fight, they tend to pull away. People who are able to work together usually see competition as a positive challenge for advancing. The coach can do the following to train the character of his cooperation:



Synergize: share programs, experiences, successes, failures, evaluations, etc., while being a coach, the coach is ready to receive input from others for his deficiencies or mistakes to cover the shortcomings of others (athletes, coaching teams, organizations, etc.).

Research results indicate that character strengthening will have a positive impact both on individuals and on the surrounding community. Character strengthening has been shown to increase life satisfaction and psychological well-being in adolescents and adults (Proctor et al., 2011; Quinlan, Swain, & Vella-Brodrick, 2012). Psychological well-being is not limited to how happy an individual feels but how well an individual functions and is meaningful in life both for himself and for others, thus encouraging him to carry out personal development. Sports coaches who have good psychological well-being are those who have self-autonomy and self-determination so that they can control their athletes well, are full of motivation, and have low burnout (Alcaraz, Torregrosa, & Viladrich, 2015).

## **MATERIALS AND METHOD**

This community service activity is a series of multi-year community service activities, where in 2020 the Competence Upgrading-1 Program was held, which is training on character competencies that beginner level coaches in Depok City.

This activity consists of implementation and evaluation. Meanwhile, the methods used to adjust the conditions of the Covid-19 pandemic are: 1) Implementation of Competence Upgrading Training using an online seminar approach using a zoom meeting which is delivered through the lecture, discussion, question and answer method, or a combination of these methods; 2) The evaluation uses the survey method, both to determine the identity of the participants and six things relevant to the implementation, namely: participant interest, participant ability, participant seriousness, participant understanding, assessment of participants' benefits, and analysis ability of participants.

The training materials consist of: Character Definition, Three Basic Characters, Understanding and Facts about Honest Character, Honest Character and the concept of ownership, Relationship between honest character and Credibility or Trust, Understanding and Facts about Discipline Character, Discipline Elements, Understanding and Characteristics Cooperation Character, Traits That Inhibit Cooperation Character, Differences of humility and low self-esteem, Exercise Cooperation. Meanwhile, the analytical method used is descriptive statistics, both to determine the percentage and to find out differences in several things related to activity evaluation (t test).

## **RESULT AND DISCUSSION**

### **A. Participant Description**

This activity was held on August 15, 2020 with 125 trainers from 29 sports such as: futsal, swimming, taekwondo, archery, and others. Apart from Depok City and its surroundings, coach-

es from Jakarta, Bogor, Bekasi and even from Bandung, Kebumen, Kudus, Maluku and Jambi participated in this activity. This indicates that this kind of activity is sufficiently needed and sought after by the intended target audience since the beginning of activity planning could be

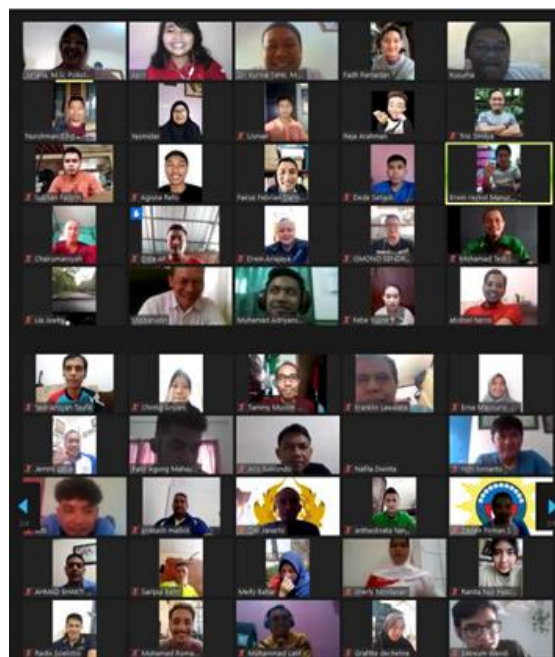


Figure 1.

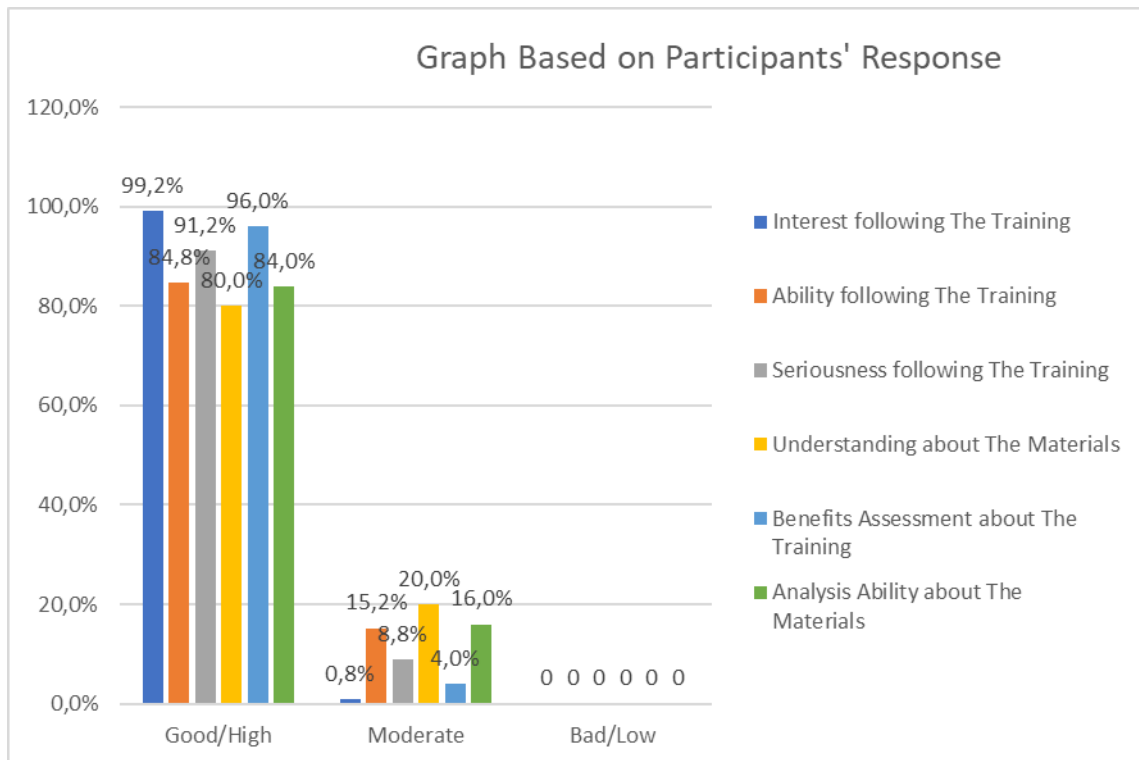
Flyer and activity documentation

The following is an overview of participants based on gender, age, and training experience as can see in Table 1.

**Table 1.**  
Participant Description of Pengabdian Pada Masyarakat

Sex	Male		Female									
	f	%	f	%								
	99	80,5	26	21,1								
Age	20-25 yr		26-30 yr		31-35 yr		36-40 yr		41-45 yr		Above 45 yr	
	f	%	f	%	f	%	f	%	f	%	f	%
	42	34,1	29	23,6	14	11,4	1	10,3	14	11,4	13	10,6
Coaching Experience	0-2 yr		3-4 yr		5-6 yr		7-8 yr		9-10 yr		More 10 yr	
	f	%	f	%	f	%	f	%	f	%	f	%
	40	32	27	21,6	15	12	1	8,8	14	11,2	18	14,4

Meanwhile, the following is an overview of participant responses based on six things related to the evaluation of the implementation of this community service activity could be seen in Figure 2:



**Figure 2.**  
Graph of Participant Response Relating to Activity Evaluation

**B. Statistical Analysis Result**

Statistical calculations are carried out to determine the percentage of interest, understanding, and analysis ability of the participants in terms of gender, age, and training experience as can see in Table 2.

**Table 2.**  
Participants ‘Interest of Competency Upgrading Training

		Mean	Std Devia- tion	Mini- mum Score	Maxi- mum Score	F	Sign
Sex	Male	2.99	.101			1.066	.304
	Female	3.00	.000				
Age	20-25 yr	2.98	.154	2	3	.385	.858
	26-30 yr	3.00	.000	3	3		
	31-35 yr	3.00	.000	3	3		
	36-40 yr	3.00	.000	3	3		
	41-45 yr	3.00	.000	3	3		
	Above 45	3.00	.000	3	3		
Coaching	0-2 yr	2.98	.158	2	3	.415	.838
Experience	3-4 yr	3.00	.000	3	3		
	5-6 yr	3.00	.000	3	3		
	7-8 yr	3.00	.000	3	3		
	9-10 yr	3.00	.000	3	3		
	More 10 yr	3.00	.000	3	3		

Based on the graph and table 2 regarding the interests of the Competency Upgrading training participants, it is known that most of the coaches have a high interest in participating in this training (amounting to 99.2%). There are no differences in coaches' interests in terms of gender, age, and coaching experience. However, it is known that the interest of female coaches is higher than that of male coaches. The lowest interest occurred in coaches aged 20-25 years and who had only 0-2 years of coaching experience.

The high interest in material related to the concept of character is related to the needs and positive impacts felt by participants. Strengthening character has an impact on life satisfaction and psychological well-being of adult participants (Proctor et al., 2011; Quinlan et al., 2012). By getting character strengthening, the coach has more self-autonomy and high self-determination so that he can control his athletes better and feel more meaningful (Alcaraz et al., 2015) as can see in Table 3.

**Table 3.**  
Participants' Understanding of Competency Upgrading Training

			Mean	Std Deviation	Minimum Score	Maximum Score	F	Sign
Sex		Male	2.79	.411			1.946	.166
		Female	2.85	.368				
Age		20-25 yr	2.79	.415	2	3	.338	.889
		26-30 yr	2.79	.412	2	3		
		31-35 yr	2.86	.363	2	3		
		36-40 yr	2.69	.480	2	3		
		41-45 yr	2.86	.363	2	3		
		Above 45	2.85	.376	2	3		
Coaching		0-2 yr	2.80	.405	2	3	.773	.571
Experience		3-4 yr	2.89	.320	2	3		
		5-6 yr	2.73	.458	2	3		
		7-8 yr	2.64	.505	2	3		
		9-10 yr	2.86	.363	2	3		
		More 10 yr	2.78	.428	2	3		

Based on the graph and table 3 regarding the understanding of Competency Upgrading training participants on the Character Competency material, it is known that most of the coaches have a good understanding of the material, namely 80%. Female coaches have a higher understanding of the material than male coaches. The highest understanding of the material occurred in coaches aged 31-35 years and 41-45 years. The highest understanding of the material occurs in coaches who have 3-4 years of coaching experience.

Good understanding from participants related to the age of participants who are classified as young adults and middle adults. At that age, participants have experienced cognitive function maturity which is marked by the strengthening of hypothetical thinking and the ability to think "dualistic" (understanding different points of view in dealing with the same problem) (Santrock, 2011). Participants' Analysis Ability of Competency Upgrading Training as can see in Table 4.

**Table 4.**  
Participants' Analysis Ability of Competency Upgrading Training

		Mean	Std Deviation	Minimum Score	Maximum Score	F	Sign
Sex	Male	2.83	.379			2.139	.146
	Female	2.88	.326				
Age	20-25 yr	2.79	.415	2	3	.615	.689
	26-30 yr	2.86	.351	2	3		
	31-35 yr	2.93	.267	2	3		
	36-40 yr	2.85	.376	2	3		
	41-45 yr	2.93	.267	2	3		
	Above 45	2.77	.439	2	3		
Coaching	0-2 yr	2.83	.385	2	3	.134	.984
Experience	3-4 yr	2.85	.362	2	3		
	5-6 yr	2.80	.414	2	3		
	7-8 yr	2.91	.302	2	3		
	9-10	2.86	.363	2	3		
	More 10 yr	2.83	.383	2	3		

Based on the graph and table 4 regarding the analysis ability of the Competency Upgrading training participants on the Character Competency material, it is known that most of the coaches have the ability to analyze the material well, which is 84%. The ability to analyze the material of female coaches is higher than that of male coaches. The highest ability to analyze material occurred in coaches aged 31-35 years and 41-45 years. The highest ability to analyze material occurs in coaches who have 7-8 years of experience.

The participant's ability to analyze this participant is related to the age of the individual to adapt to the career he has chosen. A trainer who has 7 years of training experience has good analytical skills because he has reached professional maturity, meaning that he is loyal to his profession as a coach. Therefore, he has a great need and hope to find out various things that support his profession as a coach. Starting at the age of 31 and 41 years, individuals have entered a career phase called stabilization and consolidation where the individual has really decided on a career that suits him and then develops his career and reaches the top position (Santrock, 2011). In addition to having extensive experience and social relationships, at that age individuals choose a career that is in line with their life goals and at the same time describes their identity or identity (Heckhausen, Wrosch, & Schulz, 2019; Martinen, 2017).

## **CONCLUSSION AND RECOMMENDATION**

Based on the results and discussion, it can be concluded that the majority of Depok City coaches have high / good interest, understanding, and analysis ability in participating in this Competency upgrading training activity (interest is 99.2%, understanding is 80%, and analysis ability is equal to 84%). There are no differences in interest, understanding, and analysis ability in terms of gender, age, and training experience.

Based on this, similar Community Service activities can be carried out again in the future. In addition, it is necessary to plan a systematic training event to suit the needs and abilities of the participants, both in terms of interest, understanding, and analysis ability possessed by the coach.



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