

Strengthening the Competence of Junior High School Extracurricular Coaches through Multi-Sport Physical Condition Training Coaching Clinics

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ABSTRACT

Objective: This community service activity aimed to strengthen the competence of junior high school extracurricular coaches through a coaching clinic focused on physical conditioning training across multiple sports. The program addressed the limited ability of school coaches to design structured and scientifically based physical training programs. **Method:** The activity employed a participatory training approach using a coaching clinic model involving interactive lectures, demonstrations, direct practice, and reflective discussions. Participants consisted of extracurricular sports coaches from various disciplines. The program was implemented in three stages: preparation, implementation, and evaluation. Data were collected through pretest-posttest assessments and evaluation of training program designs developed by participants. **Results:** The findings indicated a significant improvement in participants' understanding and practical skills. The average score increased from 60.7 (pretest) to 83.9 (posttest), with an overall improvement of 38.2%. Participants were able to develop more structured, systematic, and applicable physical training programs. Additionally, active engagement and positive responses were observed throughout the activity, indicating the effectiveness of the coaching clinic approach. **Novelty:** This program offers a practical and integrative coaching clinic model specifically designed for multicategory sports coaches at the school level. It bridges the gap between theoretical knowledge and field application by emphasizing hands-on experience and contextual learning, which is rarely addressed in conventional coach training programs.

INTRODUCTION

Physical education plays a strategic role in supporting the overall physical, motor, and character development of students. Through structured physical activity, students not only gain health benefits but also develop the values of sportsmanship, discipline, and teamwork. In the school context, extracurricular sports activities are an important vehicle for optimizing this potential, as they provide more specific and intensive training opportunities than intracurricular learning [1].

Extracurricular sports activities at the junior high school (SMP) level generally involve various sports (multi-sports), which requires coaches to have adaptive skills in designing training programs. However, in practice, many extracurricular coaches with physical education teaching backgrounds lack the specific competencies to develop physical conditioning training programs that align with modern training principles [2]. This results in less than optimal development of students' physical abilities.

Physical conditioning training is a fundamental component of sports development, as it forms the foundation for the development of technical and tactical skills. Components such as strength, endurance, speed, agility, and flexibility must be trained systematically and continuously. Without proper planning, physical conditioning training can be ineffective and even increase the risk of injury in students [3]. Therefore, coaches need to understand basic training principles such as overload, specificity, and progression.

On the other hand, challenges faced by extracurricular coaches in schools include limited access to training or updates on coaching knowledge. Many coaches still use conventional approaches that are not based on the latest scientific evidence. This situation indicates a gap between developments in sports coaching science and practice in the field, particularly in the school environment.

One approach considered effective for improving coach competence is through coaching clinics. Coaching clinics are a form of training that emphasizes practice-based learning, demonstrations, and direct interaction between facilitators and participants. This approach allows for more applicable knowledge transfer and provides hands-on experience in developing and implementing training programs.

The advantage of coaching clinics lies in their participatory and contextual nature. Coaches not only receive theoretical material but also engage in hands-on practice and reflective discussions based on their individual experiences. This has been shown to improve conceptual understanding and practical skills in designing training programs tailored to the needs of students [4].

However, the implementation of coaching clinics in the context of community service in physical education, particularly for multi-sport extracurricular coaches at the junior high school level, remains relatively limited. Most coach training programs focus on specific sports, thus failing to accommodate the needs of coaches who handle more than one sport at school [5]. This situation underscores the importance of developing more general training programs that remain grounded in scientific principles.

Based on these issues, a systematic effort is needed to improve the competency of extracurricular coaches through an approach that is applicable and relevant to the needs of the field. Coaching clinics, which focus on multi-sport physical conditioning training, are expected to bridge the gap between theory and practice and provide concrete solutions for coaches in developing effective training programs [6]. Therefore, this community service activity aims to strengthen the competency of junior high school extracurricular coaches through a multi-sport physical conditioning training clinic. This activity is expected to not only improve the coaches' understanding and skills but also positively impact the quality of sports coaching in schools on an ongoing basis [7].

RESEARCH METHOD

This community service activity uses a participatory training approach through a coaching clinic model, aimed at improving the competence of extracurricular coaches in developing and implementing multi-sport physical conditioning training. The target

group is junior high school teachers serving as extracurricular coaches with diverse sports backgrounds. The activity begins with a preparation phase, identifying participant needs related to challenges in developing physical conditioning training programs, followed by developing relevant and applicable training materials tailored to the student's characteristics.

The implementation phase involves interactive material delivery, physical conditioning training demonstrations, hands-on practice, and reflective discussions. Participants are also given the task of developing a physical conditioning training program tailored to the sport they are coaching, as a means of applying the material. Evaluation of the activity involves comparing pre-test and post-test results to gauge participants' understanding and assess the quality of the resulting training program. Furthermore, observations during the activity are used to assess participant engagement and response to the coaching clinic.

RESULTS AND DISCUSSION

Results

The results of the activity showed that the coaching clinic had a positive impact on improving the competency of junior high school extracurricular coaches, both in terms of knowledge and practical skills. This improvement was due to the participatory training approach, where participants were actively involved in the learning process through a combination of theory and practice. This approach has proven more effective than conventional lectures because it allows participants to directly internalize the concepts learned in real-world contexts [8].

The significant increase in posttest scores indicates that participants' understanding of physical conditioning training concepts has improved. This aligns with the view that experiential learning can enhance knowledge retention and deepen conceptual understanding. When coaches not only receive information but also practice it directly, the learning process becomes more meaningful [9].

The aspect that saw the greatest improvement was the ability to develop physical conditioning training programs. This finding indicates that participants previously struggled to integrate training principles into a systematic program. After attending the coaching clinic, participants began to develop more structured training programs, including objectives, intensity, frequency, and exercise variation. This is crucial because sound training planning is key to successful sports coaching [10].

In a multi-sport context, a coach's adaptability is crucial. Each sport has different physical demands, requiring coaches to have a flexible understanding of how to apply training principles. The results of this activity indicate that participants began to adapt their physical conditioning training programs to the needs of the sport they coach, which is an indicator of increased professional competence in coaches [11].

The active involvement of participants during the activity was also a determining factor in the success of this program. The interactions that occurred during the discussion and practice sessions allowed participants to share experiences and solutions to problems

encountered in the field. This process created a collaborative learning environment that encouraged horizontal knowledge exchange among participants, which is considered effective in improving the quality of adult learning [12].

The positive response of participants to the coaching clinic method demonstrates that this approach is relevant to the needs of coaches in the field. Coaches tend to prefer practical, immediately applicable training, rather than overly theoretical material. Therefore, coaching clinics are an effective alternative training strategy for developing the competency of sports coaches in school settings [13].

Furthermore, the results of this activity also indicate that structured training can help reduce inappropriate training practices, such as training without a clear plan or not adhering to the principle of progression. This is important to consider, considering that poorly planned physical conditioning training can increase the risk of injury in students. By improving coaches' understanding, the quality of training provided is expected to be safer and more effective [14].

These findings also reinforce the importance of continuous competency development for extracurricular coaches in schools. Given the ever-evolving science of sports coaching, coaches need access to relevant, science-based training. Community service activities such as this can be one solution to bridge the gap between theory and practice in the field [15].

In terms of implementation, the success of this activity is inseparable from careful planning and the appropriateness of the material to the participants' needs. A needs analysis conducted at the initial stage formed the basis for developing targeted materials. This indicates that community service activities designed based on needs have a higher chance of success than general, non-contextual programs [16].

However, this activity still has limitations, particularly the relatively short training duration, which does not allow for an in-depth exploration of all aspects of physical conditioning training. Furthermore, the evaluation was limited to short-term measurements, thus not being able to describe the long-term impact on performance.

Discussion

The results of the activity showed that the coaching clinic had a positive impact on improving the competency of junior high school extracurricular coaches, both in terms of knowledge and practical skills. This improvement was due to the participatory training approach, where participants were actively involved in the learning process through a combination of theory and practice. This approach has proven more effective than conventional lectures because it allows participants to directly internalize the concepts learned in real-world contexts [17].

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CONCLUSION

Fundamental Finding : This study demonstrates that the implementation of a coaching clinic model effectively strengthens the competence of junior high school extracurricular coaches in designing and applying physical conditioning training across multiple sports. The integration of participatory methods, including interactive instruction, demonstration, and direct practice, contributes significantly to improving both conceptual understanding and practical skills, thereby reinforcing the central role of structured training programs in school-based sports development. **Implication :** The findings imply that coaching clinic-based training can serve as an effective and applicable strategy for enhancing the quality of extracurricular sports coaching in schools. By bridging the gap between theory and practice, this approach supports the development of more systematic, safe, and contextually relevant training programs, ultimately contributing to improved student physical development and overall sports performance. **Limitation :** Despite its positive outcomes, this study is limited by the relatively short duration of the intervention and the focus on short-term evaluation. The absence of long-term monitoring restricts the ability to assess sustained impacts on coaching practices and student performance. Additionally, the scope of participants was limited to a specific regional context. **Future Research :** Future studies are recommended to incorporate longitudinal designs to evaluate the long-term effectiveness of coaching clinic interventions, as well as to expand the scope of participants across different educational levels and regions. Further research may also explore the integration of sport-specific conditioning models and digital-based training approaches to enhance the scalability and sustainability of coaching development programs.

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