

# An Evaluation of Special Sports Classes at SMP N 2 Tempel

Sholikin<sup>1</sup>, Widiyanto<sup>1</sup>

<sup>1</sup>*Sports Science Program, Graduate School, Universitas Negeri Yogyakarta, Jl. Colombo No.1 Yogyakarta, Indonesia*

**Keywords:** Coaching, Evaluation, Special Sports Classes

**Abstract:** This study aimed at evaluating the coaching of special sports classes at SMP N 2 Tempel, in terms of the context, input, process, and product. This is an evaluation study using the CIPP model. The approach used in this study was the qualitative approach with the qualitative data analysis model from Miles & Huberman. The data collection was through interviews, observation, and documentation. The research subjects were 10 people consisting of administrators, trainers, and students of coaching special sports classes at SMP N 2 Tempel. The overall results showed that the training of special sports classes at SMP N 2 at the level of good category with a few notes. The result of the evaluation on the context of the training program is in the good category because of the government support, both in the forms of financial support and supporting facilities, and the community supports. The result of the evaluation on the inputs of the training implementation is in the good category, in that they can be met properly through BOS and Branch Office of Education and Sport assistances, student selection through several stages of the test, and the trainer coaching license. The result of the evaluation on the process of the implementation is in the sufficient category even though the application of science and technology is not optimal. The result of the evaluation on the product of the special sports class development is in the good category; this includes competitions at the district, provincial, and national levels.

## 1 INTRODUCTION

Special Sports Class (SSC) is a class which aims especially at developing talents and interest in accordance with the sports branches the students are interested in. In general, this class accommodates the students who have special talents, particularly in sport. SSC students always practice and conduct training programs in the sport they are interested in, for instance the students who specialize in football will prioritize that branch of sports, so do those interested in other branches of sport.

Sumaryanto (2010:5) explains that a special sports class is a special class which has students with a special talent in sport. The students get special services in improving their special talents, and therefore the students of special sports classes are accelerated in terms of their sports achievement in accordance with the talent and the sport they are interested in.

The policy on the implementation of special sports classes is in line with the Law of the Republic of Indonesia Number 3 Year 2005 on National Sports System Article 26, Paragraph 6 that reads:

“In order to improve sports achievement in educational institutions, at all levels of education there can be sports activity units, sports classes, development and training centers, sports schools, as well as sports competitions of different levels held sustainably.” The legal basis containing the implementation of special sports school is strengthened by the Decree of the Ministry of National Education No. 34 Year 2006 on the establishment of the achievement of the students who have special academic potential and/or interests. Based on that policy, the students who have potential in sports are given the opportunity to develop their sports talent in schools through the special sports class programs, by keeping up with the teaching objectives in school and by keeping up with the priority in school academic activities.

One of the schools which are assigned to manage this program in Sleman Regency is SMP N 2 Tempel. It is based on the fact that this school has potentials in the achievement in sports from year to year, starting from the regency level up to the national level.

The management stages of special sports classes implies the importance of the evaluation that has to be conducted periodically, starting from athlete scouting up to the last stage of program implementation and the students' sports achievement. An evaluation is very important to conduct in order that there will be improvement in special sports class management to be more positive. The evaluation is conducted to reveal whether a program is in line with its objective or whether there is a change which is not as expected by the program initiator. The aim of the program evaluation is to search for recommendation. The recommendation is obtained from the result of the review of the data from the field (Suharsimi Arikunto and Cipi Safrudin, 2004: 128). Special sports classes will improve as a result of the evaluation because the problems in the development program will be revealed.

The development program is related to many things, including government support, supports from the students' parents and society, finance, athletes, facilities and infra-structure, coaches, organizers, organization management, training programs, reward for athletes, competitions, application of science and technology, and supports from mass media. In order to know the description of the evaluation result and the problems in special sports classes, it is needed to maintain the context, input, process, and product in the current establishment program. A suitable and more comprehensive model of evaluation in this research is the *context, input, process, and product* (CIPP) evaluation model.

The CIPP evaluation model is chosen because it is the most suitable model to the evaluation conducted and it will give a comprehensive result. This is in line with what is stated by Stafflebeam in Sugiyono (2013: 749) that the scope of a comprehensive program evaluation in general includes four stages, namely the evaluation of *context, input, process, and product*. The four aspects in the CIPP evaluation model help policy makers answer four basic questions related to: 1) what must be done, 2) how it is done, 3) whether the development program is in accordance with the plan, and 4) the comparison between the plan and the result. Therefore, the evaluation model used in this research is the CIPP evaluation model because it is more comprehensive than other models.

## 2 RESEARCH METHOD

### 2.1 Research Type

This program evaluation research uses the CIPP (*Context, Input, Proses, and Product*) model applying the qualitative approach. This evaluation model was developed by Stufflebeam, which aims at helping evaluators in evaluating programs, projects, and institutions. According to Stufflebeam in Endang Mulyatiningsih (2012: 125) evaluation is a process of describing, discovering, providing descriptive information, considering values, and uses of some planned objectives implemented, whose effects are used for guiding a decision, evaluating accountability, and understanding phenomena.

This research which uses the CIPP model is used to collect accurate and objective information and to compare what has been achieved in the development program of sports special class at junior high school in Sleman, Yogyakarta with what should have been achieved based on the standard.

### 2.2 Research Time and Place

This research was conducted at the Office of Education, Youth, and Sport Sleman and SMP N 2 Tempel. It was conducted in three stages: preparation, data collection, and data checking stages. The preparation stage is the initial stage for fixing the research problems and determining the research subjects. The research preparation was conducted from January to February 2019. The data collection was conducted from March to May 2019, while the data checking was conducted from June to July 2019.

### 2.3 Research Target/Subject

One of the junior high schools, which runs the special sports class registered at the Office of Education, Youth, and Sport Sleman, is SMP N 2 Tempel, Sleman.

According to Suharsimi Arikunto (2006:145) the research subject is the subject which will be studied. The subject of this research is State Junior High School (SMPN) 2 Tempel. Moreover, Suharsimi Arikunto (2006: 145) writes that research respondents are anyone who is asked to give information about facts or opinions. In this research, the respondents are school managements, coaches, and the athletes in each special sports class at State Junior High School 2 Tempel. The instrument used for collecting qualitative data is based on the aspects

of context, input, process and product or known as the CIPP model. The definitions of variables and indicators which are the focus of this research are as follows. 1) Context component: the evaluation of the background of the program, the goal of the program viewed from the local government, community, and athlete parents; 2) Input component: the evaluation of the athletes, coaches, facilities and infrastructure; 3) Process component: the evaluation of the process of organization management, training programs, rewards for athletes, competitions, uses of science and technology, and mass media supports; 4) Product component: the evaluation of the program that has been done by looking at the achievement.

According to Suharsimi Arikunto (2010: 100) the data collection method is the method that can be used by researchers for collecting data. It is the way referring to abstract things, which cannot be realized in visible things, but its use can be demonstrated. In this research, the primary data were collected through observation and in-depth interviews, while the secondary data were collected through documentation. In order for the data to be valid and scientifically reliable, the data were measured for their validity. The validity measurement in qualitative research is through credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity).

The qualitative analysis was conducted during the research process, that is, during the observation, interviews, and documentation. The qualitative data analysis in the field used the descriptive data analysis (Miles dan Huberman, 1994: 10-11). The data analysis consists of some interrelated components, including data reduction, data display, and conclusion drawing/ verification.

### 3 RESEARCH RESULT AND DISCUSSION

#### 3.1 The Analysis of the Context of the Management of Special Sports Classes (SSC) at State Junior High School 2 Tempel

The management of athletes cannot be separated from the supports from the government, parents, and the community. The Law of National Sports System Year 2005 Article 13, Paragraph 2 states that the local government has the authority to regulate, establish, develop, and control the sports

management in the local area. One of the establishment efforts and supports of the government is holding special sports classes for sports achievement. Achievement sports is managed through a process of establishment and development which is well planned, graded, and sustainable supported by sports science and technology, and for this reason, in order to improve achievement sports, the central government, local government, and/or the community can improve: (1) sports clubs; (2) centres for research and development of sports science and technology; (3) centre for establishing achievement sports; (4) education and training of sports personnel; (5) facilities and infrastructures of achievement sports; (6) system of sports talent scouting and development; (7) sports information system; and (8) try-out of athlete competence at the local, national, and international levels in accordance with the needs (Law of National Sports System Year 2005 Article 20, Paragraphs 3-5).

Table 1: Analysis of Context of Establishing Special Sports Classes at SMP N 2 Tempel

No	Aspect/ Sub-Aspect	Achievement		
		B	C	K
1	Government Support	*	*	
2	Parent and community supports	***		

The result of the context evaluation shows the forms of the supports from the three elements as follows.

*Government supports:* The government plays a very important role in the establishment of the national sports achievement. According to the researcher's observation, the supports of the Office of Education, Youth and Sports are through coach training program, special sports class fund, and provision of sports facilities and infrastructures.

Article 69 Paragraph 1 of the Law of National Sports System Year 2005 mentions that the sports funding is the responsibility of the central government, local government, and the community. More specifically, Article 2 mentions that the central and local governments are obliged to allocate the region's earning and expenditure budget. The government has played its role well and therefore the funding of the special sports classes has run well.

*The supports of parents and community:* The supports of parents and community are very important factors in sports development. A good

interaction between coaches and parents becomes one of the factors, which support the implementation of special sports classes. The routine and periodical meeting of parents and school personnel to inform the students' improvement becomes one of the evidences of good communication between the school and parents. Parents also give supports in the form of sports supporting facilities such as sports shoes and *deckers* to students individually, as well as moral supports such as motivation, watching students doing exercises, and providing transport to and from out-of-school training venues.

*The Banyurejo community:* members show their support by giving permission to the use of Banyurejo football field for the teaching and learning activities of special sports classes. No community member has ever complained of the use of the field. The community and school can cooperate well in the use and management of the field. The community and the students of special sports classes of SMP N 2 Tempel can use the field well.

### 3.2 The Input Analysis of the Input of the Establishment of Special Sports Classes at SMP N 2 Tempel

The input analysis in the CIPP research is used to reveal the supports for the implementation of the establishment process. The *input* functions as a consideration in making programs in order to achieve the expected goal. The following is the table containing the result of the input analysis of the establishment of special sports classes at SMP N 2 Tempel.

Table 2: Input Analysis of the Establishment of Special Sports Classes at SMP N 2 Tempel

No	Aspects/ Sub Aspects	Achievement		
		B	C	K
1	Finance	*	*	
2	Students	**		
3	Facilities and Infrastructure	*	*	*
4	Coaches	*****	*	

The input analysis consists of four aspects described as follows.

*Finance:* Finance becomes the supporting factor in the management of special sports classes because special sports class programs cannot run optimally if the financial management is hindered. In Article 69, Paragraph 1 of the Law of National Sports System

Year 2005 it is mentioned that the sports funding is the responsibility of the central government, local government, and the community. More specifically, Article 2 mentions that the central and local governments are obliged to allocate the region's earning and expenditure budget.

*Students:* The students who have a special talent for sports also have the right to get education like other children do. For this reason, there needs to be a form of educational institution which can accommodate them and it does not neglect their special talent. According to the Law of the Republic of Indonesia No. 03 Year 2005 on National Sports System, a sports class is a special class which is provided in a school for accommodating the students who have a special talent for sports.

Based on the conducted observation result, the students in the special sports classes at SMP N 2 Tempel have talent for sports. This can be seen from so many achievements reached by each student in sports. To be a student of the special sports class at SMP N 2 Tempel is not easy. The selection of the special sports class students of SMP N 2 Tempel begins earlier than that of the regular students. The tests that the special sports class students have to take consist of the medical test, fitness test, and interview. Sports achievement awards give additional scores in the selection of new students enrolled in the special sports classes at SMP N 2 Tempel. The students who do not pass the selection test can take the regular class selection test.

*Facilities and Infrastructures:* The availability of sports facilities and infrastructure must be considered by various related parties as the stakeholders of the implementation of special sports classes. This is due to the fact that interested parties will get the benefit of the success of the implementation of special sports classes. For this reason, the provision of sports facilities and infrastructure is also the responsibility of several parties. This is in line with Law No. 3 Year 2005 Article 67 Paragraphs 1, 2, 3, and 4 which states:

The central government, local government, and community are responsible for planning, providing, utilizing, maintaining, and controlling sports facilities and infrastructure.

The central government and local government guarantee the availability of sports infrastructure which is in line with the standard and needs of the central government and local government. The number and type of infrastructure which is built has to consider the sports potential developing in the local area. The infrastructure which is built is obliged to conform to the number and minimum standard stated by the central government.

Based on the conducted observation result, the facilities and infrastructures that SMP N 2 Tempel

has are quite adequate. The size of the sports ground meets the standard although the condition is not standard because the ground is under the possession of the village authority and it can be used temporarily by borrowing. The football field is shared with the villagers, so the students are not fully free using the sports ground. The bad condition of the grass makes it difficult for the students to practice, and during the rainy season the sports ground is wet and muddy so that it is difficult to use for training.

As to the sports equipment, the special sports classes at SMP N 2 Tempel have quite adequate equipment. The equipment can support the training activities of the students. Viewed from its condition, the equipment is still feasible to use in the implementation of the special sports classes of SMP N 2 Tempel.

*Coaches:* In the special sports class program, the teacher in each sports branch is called instructor or coach who is assigned and responsible for giving technical training to students. This is in line with the regulation in Law No. 3 Year 2005 on National Sports System Article 63, Paragraph 1 about sports personnel, which states that sports personnel consists of coaches, teachers/lecturers, umpires, juries, managers, promoters, administrators, guides, ounselors, instructors, para medics, nutritionists, biomechanics, psychologists, or other specially related people participating in sports events.

Based on the result of this study, the teachers of special sports classes at SMP N 2 Tempel are coaches who have educational background in sports, very good competence, and skill in sports as shown by the coaching licence of each coach. They are ex-athletes. Their academic qualification is mostly bachelor in sports education. The coaches of special sports classes are adjusted to the talent and interest of each student, and they can be the teachers who have coach licence in certain sports and who get recommendation from the Head of the Office of Education, and the Head of the Office of Youth and Sports of Sleman Regency.

### 3.3 Discussion about the Input Analysis of the Establishment of Special Sports Classes at SMP N 2 Tempel

Table 3: Input Analysis of the Establishment of Special Sports Classes at SMP N 2 Tempel

No	Aspect/Sub-Aspect	Achievement		
		Good	Fair	Poor
1	Organizational management	**		
2	Training programs	*	*	
3	Rewards for students	**		
4	Competition	*	*	
5	Application of science and technology			***
6	Massmedia supports	**		

Organization management plays a very important role in the process of building special sports classes. A good organization management will support a good process and achievement too. On the contrary, a poor organization management tends to make the process and achievement of special sports class also poor.

Based on the findings in the field, the pattern of the organization management is very good, with the manager himself managing the needs of the special sports classes, separable from other needs. The management is determined by the Directorate of Youth and Sports.

The management of special sports classes arranges the financial needs, needs for equipment, and schedule of routine training programs. The organization management at SMP N 2 Tempel has the management organization structure, special sports class programs, coordination meeting of planning, organizing and job distribution, and evaluation of establishment programs. The coordination meeting of planning is usually held prior to the preparation of PORDA, PORPROV and so forth.

In building achievement sports, special sports classes must have a training program in order to have a clear goal in establishing the special sports classes. The availability of a training program will facilitate the controlling of the trainings and programs which are managed.

It was found out that the coaches arranged training programs periodically. The implementation of the training programs is adjusted to the needs of the students and coaches. For example, when

approaching a competition event, the coach will apply the training program which has been taught. However, in routine practice, usually the coach teaches extra techniques in the branch of sports being taught.

In order to realize a good establishment, an athlete has to be facilitated and appreciated. One of the indicators of good establishment is appreciation money to students and equipment facilities for training. It was found out that the school gave appreciation to students who have good achievement in sports competition. The amount of appreciation money is different from one another depending on the level of the competition an athlete has participated in. The higher the level of the competition an athlete takes part in, the bigger the appreciation money the school will give him/her. The school also provides training facilities to facilitate students practice in school.

Competition is one of the ways for measuring and evaluating the success of the establishment program in special sports classes. Through competition, a special sports class will know its improvement. In addition, the class will also be able to compare its competence with other classes'. The term 'competition' used in this research consists of two types: internal competition and external competition. The findings in the field show the following information.

Internal competition is the competition occurring in a special sports class. It is aimed at selecting main athletes and reserved ones in the preparation for external competition. The students compete for becoming the athletes in the principal team. They show their superiority over the others in order to be selected by their coach. The coach has every right to decide who is selected to be an athlete in the principal and reserved teams, and those selected will usually represent their school in external competition.

External competition is the competition held outside a special sports class or school in the form of championship. The special sports class of SMP N 2 Tempel often participates in championships at the regional and national levels. The championships that it participates in include PORDA, PORPROV, Gala Siswa, O2SN, and many others.

In this era, science and technology develops very rapidly in all walks of life, including sports. Therefore, ideally in order to support the process of establishing and training in special sports classes, science and technology must be put into account. The function of applying science and technology in sports is to understand the basic competence of athletes, including their fitness level, agility, speed, health, and also evaluate the improvement of their competence, individually and in a team.

The result of the observation in the field shows that the coach of the special sports class of SMP N 2 Tempel has not used science and technology optimally. He uses only a mobile phone to show the video in the *Youtube* about news or the techniques in a certain branch of sports. He does not apply science and technology holistically in the training program that he has arranged.

Mass media plays a very important role in all walks of life. The aims can be to promote, document, and so on. In sports, mass media can become the channel to promote special sports classes and their achievement to the community at large. Based on the data from the field, SMP N 2 Tempel has ever been covered by the daily newspaper *Kedaulatan Rakyat* when it became the champion of Special Sports Class Competition at the provincial level.

### 3.4 Discussion about Product Analysis of the Establishment of Special Sports Class at SMP N 2 Tempel

Table 4: Product Analysis of the Establishment of Special Sports Class at SMP N 2 Tempel

No	Aspect/ Sub Aspect	Achievement		
		Good	Fair	Poor
1	Achievement	***		

According to Law No. 3 Year 2005 on National Sports System, Paragraph 20, achievement sports are done by every individual who has talent, ability, and potential to make sports achievement. The achievement to reach in achievement sports is the activity of winning competition in sports in a graded manner.

The research findings show that the achievement made by the special sports class of SMP N 2 Tempel is very good. This can be seen from so many champions reached by the students in that class, at the local, provincial, and national levels. One of the prestigious achievements for SMP N 2 Tempel is the winner of chess championship among special sports classes in Yogyakarta Special Territory in 2018. This shows that the special sports class of SMP N 2 Tempel is one of the best special sports classes in Yogyakarta Special Territory.

## 4 CONCLUSIONS

Based on the result of the evaluation of the context, input, process, and product of the establishment of the special sports class of SMP N 2 Tempel, the following conclusions can be drawn.

The *context* evaluation shows that the establishment program of the special sports class of SMP N Tempel is in a good category, due to the supports from the government, in the form of both the financial support and the facilities supporting the development of the special sports class. Besides, the community in the nearby area also support the special sports class.

The evaluation of the input shows that the implementation of the establishment of the special sports class at SMP N 2 Tempel is in a fairly good category, despite the not maximal efforts to get financial supports from sponsors, and too few futsal grounds which are internally standard.

The result of the process evaluation shows that the implementation of the establishment program of the special sports class of SMP N 2 Tempel runs well due to the open management, rewards for students, and well-graded students' participation in competition. However, a special attention should be paid to the lack of use of science and technology in training programs.

The result of product evaluation shows that the establishment of special sports class of SMP N 2 Tempel is considered successful when the students have good achievement in competition at the district, provincial, and national levels. The intensity of participation in a competition will give the opportunity to make more achievement of every sports club. The school achievement will be better if the teaching is supported by the context, input and product.

## REFERENCES

- Mulyatiningsih, E. 2012. *Riset terapan bidang pendidikan dan teknik*. Yogyakarta:UNY Press.
- PPS UNY. 2013. *Pedoman tesis dan disertasi*. Yogyakarta: Program Pascasarjana.Universitas Negeri Yogyakarta.
- Stufflebeam, L.D, Madaus, F.G., Kellaghan,T. 2002.*Evaluation models,viewpoints on educational and, human services evaluation (4th ed)*. New York,USA: Kluwer Academic Publishers.
- Sugiyono. 2010. *Metode penelitian pendidikan*. Bandung: CV Alfabeta.
- Suharsimi Arikunto. 2006. *Prosedur penelitian, suatu pendekatan praktik*. Jakarta:Rineka Cipta.

- Suharsimi Arikunto & Cepi Safrudin A.J. 2010. *Evaluasi program pendidikan pedoman teoritis praktis bagi mahasiswa dan praktisi pendidikan*. (Edisikedua). Jakarta: Bumi Aksara.
- Sumaryanto. 2010. *Pengelolaan Pendidikan Kelas Khusus Istimewa Olahraga Menuju Tercapainya Prestasi Olahraga*. Makalah, Dipresentasikan Dalam Acara Program Kelas Khusus Olahraga Di Sma N 4 Yogyakarta