

## Management Evaluation Program for Special Junior High School Level Sports Class in Sleman Regency



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**ABSTRACT:** This is evaluation research of Special Sports Class Management at the public junior high school level in the Sleman Regency, Yogyakarta. This study aimed to evaluate the implementation of four aspects in management namely planning, organization, implementation and evaluation of Special Sports Class in SMP Sleman Regency, and to find out the obstacles encountered in carrying out this management.

This was qualitative research. The informants were the managers of the Special Sports Class consisting the Principal, Deputy Principal, Subject Teachers, Counselling Teachers, Students and Trainers as many as 26 people from three Special Sports Class schools in Public Junior High Schools Sleman Regency. The data was collected by using interviews, observation, and documentation. The credibility test, transferability test, dependability test and finally the objectivity test was used to validate the instrument. The data was analysed by using descriptive qualitative.

The results showed that all aspects of management have been fulfilled although not optimal. 1). In the planning aspect, the three schools put planning into the vision, mission, goals of the Special Sports Class and financial planning, both long term and short term, as well as forming the Special Sports Class implementing team. Each school has a plan that is specifically different, but recommendations can be used as a solution for a completer and more organized plan. 2). Organizational Aspects, special sports classes in each school use implementation guidelines based on laws, ministerial regulations, the education office and the youth and sports office. This is the basis for the Making of the Implementation team in the school. The school involves external parties such as parents/student associations for special sports classes, related agencies, sports clubs, coaches and the Faculty of Sports and Health Sciences, Yogyakarta State University. 3). Implementation Aspect, the Special Sports Class that runs in Junior High School is sufficiently fulfilled, each school principal has the greatest responsibility for implementing the Special Sports Class.

In addition, the principal also plays a role as a motivator for all units and parties involved in implementation. 4). Evaluation Aspect, the supervision program for evaluation of special sports classes has been implemented by SMPN 3 Sleman, while SMPN 1 Kalasan and SMPN 2 Tempel have only carried out internal supervision.

**KEYWORDS:** management, Sports Special Class (Special Sports Class), qualitative.

### I. INTRODUCTION

Student intelligence is influenced by many factors, including sports. According to Ardian, Purwanto, and Alfarisi (2019), sports affect children's emotional intelligence. Explanation of Fazari et al. (2017) regarding how kinesthetic activities such as badminton have an impact on children's IQ scores are in line with this. According to Yuningsih (2015), the IQ of kindergarten students increases as a result of learning the Minang dance movements. Therefore, it is very important to improve students' intelligence through participation in sports.

Government attention and support is needed to improve children's intelligence, and this is reflected in various activity programs. The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia encourages the realization of children's rights to be involved in development. This action is seen as a constructive contribution to the development and improvement of intelligence, especially emotional intelligence (2022). Specific sports programs provided at the elementary, junior high and high school levels help the government recognize the achievements of children with certain talents.

A special sports class was established in accordance with Law no. 20 of 2003 Article 5 Paragraph 4 concerning the National Education System. This action is considered to fulfill students' rights to build achievements according to their abilities (Khodari, 2016). Kumalasari (2019) points out the importance of management in achieving high quality education through evaluative

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research. Sports Special Class (Special Sports Class) is the subject of this qualitative descriptive study. The evaluation resulted in several conclusions, and the management of the Special Sports Class was hampered by a lack of facilities and expertise. Infrastructure facilities can assist athletes in their training and increase their capacity to succeed. Experts are very important as role models for Special Sports Class students so that they are more motivated, and their presence will enrich the knowledge they have learned.

The need for several resources is evident in the implementation of Special Sports Class in particular and schools in general. Special Sports Class itself requires more specialized resources, including buildings and other infrastructure and a skilled workforce. Because the cost and time required to meet these requirements are inversely correlated, management must be used during implementation to ensure success. Mawardi and Fadliah (2020) highlighted the importance of management in the implementation of education from early to middle ages through their research. This is in line with Article 51:1 of Law Number 20 of 2003 concerning the National Education System. According to the law, the school maximization component is believed to be in line with independence in the administration of education (schools). With the help of adequate infrastructure and qualified human resources, school components can be optimized.

From the description above, it can be concluded that the management of the Special Sports Class is very important to realize effective, conducive learning, and achieve the objectives of class administration. Organizing Special Sports Classes can make improvements to athletic teaching standards. However, there are a number of challenges and problems inherent in the process. Through this study, the management of the Special Sports Class will be evaluated, and various challenges will be revealed in carrying out this management. The application of this research is certainly expected to be useful for improving class quality, beneficial for students, and becoming a rationale for developing a Special Sports Class program.

## II. MATERIALS AND METHOD

This study aims to evaluate the management of the Sleman Regency Junior High School Sports Special Class as a whole, broadly and in depth. This research is an evaluation research using qualitative methods with qualitative descriptive analysis. The samples in this study were school principals, teachers, counselling teachers, school committees, trainers, who were a component of the Sleman Regency Special Junior High School Sports Class, as many as three schools namely SMPN 1 Kalasan, SMPN 2 Tempel, SMPN 3 Sleman. This research was conducted for 5 months. Data obtained by conducting interviews, observation and documentation. Examination of data validity in qualitative research includes credibility test, transferability test, dependability test and finally objectivity test. The data were then analyzed using data reduction techniques, data presentation, and discussion and conclusion.

## III. RESULTS

Evaluation of the implementation of the Special Sports Class considers several aspects, namely planning, organizing, implementing, and monitoring or evaluating. The following are the results of interviews from the three schools.

School Management Aspect	SMPN 1 Kalasan	SMPN 2 Tempel	SMPN 3 Sleman
<b>Planning</b>	Vision, Mission and Goals Financial planning	Vision, Mission and Goals Short and long term planning Financial planning Learning curriculum	Vision, Mission and Goals The curriculum is the same as the regular class Financial planning Formation of the team Socializing Special Sports Class implementation every year
<b>Organization</b>	Implementation guidelines from the Ministry of National Education Formation of the Special Sports Class implementation team All arrangements for the Special Sports	Implementation guidelines from the Department of Education and Youth and Sports. All arrangements for the running of the Special Sports Class were disseminated prior to	Implementation guidelines from the Directorate and Office of Education Special rules for Special Sports Class managers and students

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	Class to be socialized beforehand Special Sports Class implementation.	the implementation of the Special Sports Class	
<b>Implementation</b>	The principal supervises and motivates Minimum standard funding Involvement of third parties in management	The principal supervises and motivates The Special Sports Class implementation team is tasked with their duties and functions Involvement of third parties in PPDB Supporting learning infrastructure Use of media that encourages interest student learning	The principal supervises and motivates Completesports facilities Involvement of third parties in PPDB and management implementation. Special programs for Special Sports Class students are very helpful in Learning
<b>Evaluation</b>	Monitoring activities Supervision of activities Evaluation of the organization and students Special Sports Class program monthly report	Evaluation of the achievements obtained Periodic reports to Youth & Sports Services and Educational Services Evaluation of students	Supervision with Educational Services and Youth & Sports Services Monitoring activities Evaluation of student achievement Student academic evaluation
<b>Constraints and impacts</b>	Lack of funds Lack of sports support facilities Do not have supervision for evaluation	Do not have supervision for evaluation Sometimes the class is not conducive to learning Lack of learning outcomes Hours of practice affect the learning process in class	Limited funds Limited facilities Academic achievement below kinesthetic ability Class is not conducive, students are tired from practice Lots of learning absences  Learning achievement is not maximized

### IV. DISCUSSION

From the results of interviews with the three schools, it can be seen that before starting the Special Sports Class program, planning is the main agenda that must be carried out. The three schools put planning into the vision, mission, goals of the Special Sports Class and financial planning. SMP 2 Tempel includes long-term and short-term plans related to Special Sports Class implementation, while SMP 3 Sleman focuses more on preparing the Special Sports Class implementation team. This activity is a strategy for planning a program, namely determining what will be achieved and the steps needed (Taufiqurokhman, 2008). The planning carried out by the three schools included conditions according to the facts on the ground. This is in accordance with Siswanto (2017) who said that the formulation of goals should be equipped with the latest conditions.

The results of interviews with Special Sports Class management showed that in general the Special Sports Class organization was quite strong. Special Sports Class for each junior high school is carried out in accordance with the rules set by the education office, youth and sports service, ministerial regulations, and statutory regulations. The need for a large enough number of work units in implementing Special Sports Class has encouraged the school to form a Special Sports Class implementing team. In this case the school cooperates with outsiders, including Yogyakarta State University, related organizations, sports clubs, and parents of Special Sports Class students.

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It is hoped that each organization will be able to develop role responsibilities to work together to achieve the goals of the Special Sports Class. Each ongoing Special Sports Class program does not require further socialization regarding work units and their responsibilities. Internal collaboration between teachers and students uses the Principal's Letter of Assignment to award teachers or students. In contrast to external government agencies should through a joint working journey. External organizations as mentioned above are concentrated at the University of Yogyakarta, especially in the field of professional training and Olympiads. From a management standpoint, the implementation of the Special Sports Class at the SMP in Sleman Regency is quite complete. The principals of SMP 1 Kalasan, SMP 2 Tempel, and SMP 3 Sleman are primarily responsible for implementing Special Sports Class. The Principal also functions as a motivator for all participating departments and parties. Due to a lack of funds, it is difficult to provide the necessary facilities, such as sports equipment, to provide the desired support and motivation in a full and equitable manner. Apart from the facilities, there is also a shortage of qualified staff who can help Special Sports Class students. As a result, this requires consideration when making adjustments and formulating action plans.

In accordance with the results of the analysis of the three SMPs that implemented the Special Sports Class, the evaluation program itself was not carried out properly, so it did not provide significant results for the quality of the Special Sports Class. A new evaluation system that uses Youth & Sports Services and Educational Services to monitor Special Sports Class placement has been implemented by SMP 3 Sleman. In contrast, evaluation for students is related to curriculum and teaching. In general, the evaluation task should clearly state what is to be evaluated and what is most important for success. Evaluation of the above objectives should be included in the ongoing program as a single goal to be achieved. Given the many attributes associated with Special Sports Class, it is necessary to set several evaluation targets in terms of available tools and resources.

Running the Special Sports Class program with various sports branches certainly requires great support both materially and non-materially. However, in the field the resources required are not commensurate with the needs of the activity, the impact of which is that the achievement of Special Sports Class students is not optimal in accordance with the objectives. Limited funds cannot meet adequate sports facilities such as the availability of indoor courts. The activities of Special Sports Class students will be limited during the rainy season because the Special Sports Class organizing junior high school does not have an indoor court. Sports equipment that supports exercise is also incomplete. Funding limitations also affect the human resources involved, it is hoped that Special Sports Class students can get assistance from the best experts in accordance with the sports needed.

An alternative solution to the funding problems faced by junior high schools with the Special Sports Class program is to find other sources for the funds needed. Obtaining funding sources, among other things, can be by collaborating with the Special Sports Class student parents' association and with relevant parties; this is of course provided that this step should not be a burden for students or parents. Fund management must also be transparent, there needs to be special socialization for the management of funds from what students need, spending allocations, incoming funds, outgoing funds and remaining funds. Other sources of funding needs can be obtained by collaborating with government agencies such as the Office of Education and the Office of Youth and Sports. Another solution that can be pursued is by applying for sponsorship to certain parties, for example a convection entrepreneur or a sports equipment manufacturer.

Another problem faced by junior high schools with the Special Sports Class program, when seen from the results of the interviews, is the characteristics of Special Sports Class students who have different tendencies compared to regular students. The attitude that is in the spotlight is students' interest in learning patterns of visual learners or auditory learners. Visual learners are learning styles that rely on sight while auditory learners rely on hearing (Saputri, 2017). On the other hand, Special Sports Class students include students who have kinesthetic intelligence. Kinesthetic intelligence or also known as Body Smart, in processing knowledge maximizes the coordination of body language. Children who have kinesthetic intelligence use body parts for activities, communication and solving problems they face (Uno, 2008).

## V. CONCLUSIONS

With the characteristics mentioned above, it is quite natural if several obstacles arise in academic learning, especially those faced by teachers. The character of students who cannot sit still cannot be completely considered wrong, considering that kinesthetic intelligence makes moving activities a necessity. On the other hand the school encourages a balance between academic achievement and the development of the talents of Special Sports Class students. So the most appropriate solution that researchers can convey is to develop learning methods to suit the needs of Special Sports Class, indirectly this means that the curriculum developed for Special Sports Class must also adapt to the needs of students.

Another thing that teachers need to remember is to understand that the characteristics of the students they face are indeed different compared to regular students, thereby reducing the teacher's expectations of students who are calm and quiet in class. However, learning cannot be fully borne by the teacher, students must also be disciplined to comply with learning and the methods applied, this is part of a form of sportsmanship and discipline that reflects attitudes in sports.

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The Public Junior High School Sport Special Class in Sleman Regency has been managed well in general. However, there are several notes that need to be considered as a basis for policy, improvement and development of Special Sports Class in the future. In full both recommendations and solutions to problems have been described. SMPN 1 Kalasan, SMPN 2 Tempel and SMPN 3 Sleman have implemented the Special Sports Class program well in accordance with the provisions issued by the Department of Education in Sleman Regency (SK attached). Each SMP plans programs for students well from various aspects and fields. Target accommodation is adjusted to the competency of the HR responsible for each management area.

Another thing that needs to be considered is the involvement of parties outside the school in the management of Special Sports Class. Each SMP involves parents in implementing the program; this is done either as a form of supervision, transparency as well as sharing tasks in terms of developing students' talents. The involvement of external parties besides parents is sports coaches and FIKK UNY. UNY's involvement supports the Special Sports Class program at the time of acceptance of new students.

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