

Evaluation of the Implementation of the Sports Special Talent Class Program in High Schools

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ABSTRACT

The objective of this study was to assess the efficacy of the sports special talent class programme at High School. This research employs a qualitative approach to evaluate programmes, utilising the Context, Input, Process, and Product (CIPP) model. The researcher served as the primary research instrument, in addition to employing interview standards, observation sheets, and document studies. The participants in the study consisted of school administrators, implementation supervisors, and trainers. Utilising data triangulation to employ advanced data analysis techniques. The study's findings can be succinctly summarised as follows: 1) Elements of the surrounding circumstances, specifically: The establishment of specialised sports talent classrooms is predicated on a directive issued by the Head of the Klaten District Education Office. 2) The process of admitting new pupils to exceptional sports talent programmes involves administrative selection, physical ability testing, and assessment of sports talents. The funding for organising specialised sports talent classes continues to depend on support from school operations and school committees. The state of field facilities owned by schools remains rudimentary, with some facilities being borrowed from external sources. The majority of coaches who specialise in sports fall into group B. There are multiple coaches who lack a trainer's licence. 3) The procedural element involves utilising a curriculum obtained from the Education Office. The time allotted for the process of cultivating talent and achieving sporting excellence is divided into categories B and C. 4) The product component refers to the sporting achievements attained by numerous kids at the district level. The provincial level always has representatives.

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1. INTRODUCTION

Sport is an inseparable part of human life. It is a mirror and at the same time a place for the elaboration of social values. It also reflects the potential and at the same time the limitations of society (Tangkudang, 2006). Sport is not just a physical activity but a social activity carried out by humans, but it can also provide benefits according to the type of exercise carried out by the sports actors. National Sports

System Law No. 3 of 2005 explains that there are several types of sports, namely educational sports, recreational sports, amateur sports, disabled sports, professional sports and achievement sports.

The development of sports is currently experiencing rapid increase, especially in the field of achievement sports development. Achievement sports coaching is a very important factor in advancing and improving sports achievements (Firdaus, 2011). Achievement development must be programmed optimally, to organize the course of coaching in accordance with the program that has been compiled in the athlete development system (Khodari, 2016). Efforts to foster the achievement must be carried out by the government through the Directorate of Development, Directorate General of Management of Elementary and Secondary Education, the Ministry of National Education organize special sports class programs at the secondary education level. This program is implemented through a pilot project in certain secondary schools. Special sports classes are expected to increase interest and channel students' talents to become potential athletes in the future.

The Special Sports Class (KKO) is a specialised programme designed to cultivate and enhance the talents and interests of pupils in their respective sports. This programme primarily caters to students that possess exceptional abilities, particularly in the field of sports (Priono, Soegiyanto, & Sulaiman, 2014). KKO students consistently engage in training and implement training programmes appropriate to the sports they participate in, such as football for students with expertise in that area. Subsequently, these pupils will give precedence to that particular sport, along with other sports (Iskandar, 2018).

A special sports class is a specialised class that specifically caters to kids who possess exceptional talents in sports. Students are provided with specialised services to enhance their unique talents. Therefore, students in specialised sports classes have accelerated progress in obtaining sports accomplishments that align with their individual talents and chosen sports disciplines (Sumaryanto, 2012). The government established the KKO programme with the following aims and objectives: 1) to serve as a platform for nurturing talented student athletes to excel at the national and international levels, 2) to cultivate athletes who possess strong commitment to bring honour to their nation and country, 3) to promote academic excellence among student athletes to ensure future prospects.

The formation of a policy regarding the implementation of the Special Sports Class (KKO) is in line with RI law no. 3 of 2005 concerning the National Sports System, article 25 paragraph 6 which state: "to develop sports achievements in educational institutions, sports activity units, sports classes, coaching and training centers, sports schools, and sports competitions can be formed in each educational path. tiered and sustainable". the legal basis which contains the implementation of the KKO is strengthened by the existence of Ministerial Regulation Number 34 of 2006 concerning fostering the achievements of students who have the potential for intelligence and/or special talents. Based on this policy, students who have potential in sports activities have the opportunity to develop sports talents at school through a special sports class program (KKO), while sticking to the school's learning goals and continuing to prioritize the academic activities of other schools (Iskandar, 2018).

The only school designated to carry out this program in the Klaten Regency area is SMA Muhammadiyah 1 Klaten, and is the only school in Klaten that has a special sports class. This is based on the fact that Muhammadiyah 1 Klaten High School has the potential for achievement in the field of sports from year to year, starting from the district level to the national level. At Muhammadiyah 1 Klaten High School there is a Special Sports Class called BIO (Special Talent in Sports), which is a special class for students who have sports talent. The selected sports branches held by BIO (Special Talent in Sports) at Muhammadiyah 1 Klaten High School are athletics, volleyball, football, table tennis, field tennis, martial arts, karate, archery, swimming, basketball, and depending on the students entering the class with what skills?

Overall, students of the Sports Special Talent class (BIO) at Muhammadiyah 1 Klaten High School have busy activities, apart from the Physical Education subject hours once a week, they also receive training in each of the sports they are involved in. Even they also have to practice outside of school hours. Student activities outside of school are very dense, namely sports extracurricular activities at school, training in sports clubs according to their respective branches. As a result of this, the physical activity of

students in everyday life is very dense, situations like this will greatly affect the quality of the level of physical fitness of students.

Special sports classes have an important role in fostering sports achievements in Indonesia which will bring the name of the country in the international sphere. The problems identified are related to the evaluation of Special Sports Talent (BIO) coaching at Muhammadiyah 1 Klaten High School at Muhammadiyah 1 Klaten High School, namely (1) There is no evaluation of Special Sports Talent (BIO) coaching at Muhammadiyah 1 Klaten High School, (2) The problems are not yet known deep problems in fostering Special Sports Talents (BIO) at Muhammadiyah 1 Klaten High School, (3) Not knowing the support of the government, athletes' parents, and the community for the development of Special Sports Talents (BIO) at Muhammadiyah 1 Klaten High School, (4) Not knowing adequacy of facilities and infrastructure for the development of Sports Special Talent (BIO) at Muhammadiyah 1 Klaten High School.

Evaluation is very important to do so that there is development of special sports class coaching in a more positive direction. Evaluation is carried out to find out whether a program is in accordance with the objectives or whether there are changes that are not in accordance with the expectations of the program maker (Sukardi, 2015; Marzuki, 2013). The purpose of program evaluation is to seek recommendations. Recommendations were obtained from the results of a review of data analysis obtained from the field (Arikunto and Safrudin, 2044: 128). Special sports classes will be able to develop with evaluation because they will find out the problems that occur in the coaching program.

The results of previous relevant studies include research conducted by Rahmad Khodari (2016) with the title "Evaluation of Special Sports Class Education Programs at State Senior High School 1 Sewon Bantul, Yogyakarta". In this study, the researchers said that the KKO education program is an educational program that serves students with special characteristics, namely having achievements in sports. The input, process and output aspects of the KKO program are feasible to continue because they are able to shape students into outstanding athletes. In this study there are similarities with the research that has been done, namely that they are both related to Special Sports Classes, while the difference is that this research focuses more on program evaluation in terms of context, input, process and product aspects, while in previous research using the evaluation method Stakes. research conducted by Favian Ahdiyaka Putra (2017). In this study it was conveyed that the level of physical fitness of class X Special Talent for Sports (BIO) Muhammadiyah 1 Klaten was in accordance with the results of the tests entered. Research by Nurhadi Santoso (2020) with the title "Evaluation of the High School Level Sports Special Class Program in Kulonprogo Yogyakarta Regency". District Education and a decree from the DIY Education Office. 2) The input aspect, namely: Acceptance of new students for special sports classes is carried out through administrative selection, physical ability tests and sports skills.

This research was conducted to find out and reveal matters related to the development of Sports Special Talent (BIO) at Muhammadiyah 1 Klaten High School with the aim of evaluating the development of special sports classes. Evaluation is carried out to find out the results of coaching carried out in special sports classes at Muhammadiyah 1 Klaten High School. The evaluation carried out includes context, input, process, and product from each specific sports class coaching program. The purpose of this study was to obtain information about coaching evaluation of special sports classes at senior high school Muhammadiyah 1 Klaten.

Given the aforementioned information, the study issue pertains to the inclusion of context, input, process, and product in the evaluation programme for the sports exceptional talent class. The objective of this study was to gather data regarding the assessment of coaching in specialised sports classes at SMA Muhammadiyah 1 Klaten. The findings of this study are anticipated to be valuable for multiple stakeholders, encompassing both theoretical and practical domains. The potential advantage is in their utility as a resource for subsequent investigation, hence enhancing the significance of the findings and facilitating the advancement of the Special Sports Talent Class (BIO) at SMA Muhammadiyah 1 Klaten. The practical advantage is that it can serve as valuable information for stakeholders to prioritise branches with the potential to excel and bring medals to Klaten.

2. METHODS

This research employs a qualitative technique to evaluate programmes, specifically utilising the Context, Input, Process, and Product (CIPP) model. The researcher assumes the role of a crucial tool that is responsible for gathering data by personally visiting the source of the data. The research subjects were picked via purposive sampling, which involved choosing individuals based on the research objectives. The participants in this study consisted of informants, specifically the Principal, homeroom instructors for the Special Talents in Sports class, coaches, and students enrolled in the Special Talents in Sports class. The informants' determination stemmed from their direct involvement as actors in the implementation of the Sports Special Talent Class programme.

The data collection methods employed included interviews, observations, and documentation analysis. The study employed interview and observation instructions as the primary instruments. Data validity in qualitative research is determined by four standards: credibility, transferability, dependability, and confirmability. The employed data analysis technique is descriptive qualitative analysis, with data processing encompassing the processes of data reduction, data display, and conclusions and data verification. The process of data analysis commenced with the comprehensive and meticulous documentation of observations and interviews, constituting a thorough account in the report. Subsequently, data reduction was undertaken during the data gathering phase, whereby a concise summary was generated. The data and field reports were subsequently condensed, summarised, and then prioritised, with a particular emphasis on the most significant components. Themes or patterns were then identified through the process of editing, coding, and labelling. After being chosen, the data is streamlined through the process of categorising and summarising the information. (3) The purpose of data presentation or display was to facilitate researchers in comprehending the entire scope or specific aspects of the research data. (4) The study's classification results were used to draw conclusions.

3. FINDINGS AND DISCUSSION

3.1 Aspects of the Contexts Special talent class program for sports

The establishment of a specialised sports talent class at Muhammadiyah 1 Klaten high school is in accordance with the 2015 Klaten Regent's Decree. The Ministry of National Education or the Education Office has not developed a guidebook for the implementation of a specialised sports talent class for senior high schools. The special sports class at each organising school lacks a clear purpose and mission. As per informant KD, the stated goals of organising a special sports talent class are as follows: 1) To offer opportunities and support to students with exceptional sports abilities, 2) To nurture and cultivate sports talent, and 3) To enhance the overall sports achievements of schools through the accomplishments of the participants. The primary goals of conducting specialised sports talent classes are twofold: 1) to make significant contributions to sports accomplishments at the district, provincial, and national levels, and 2) to engage in the education of the younger generation, enabling them to contribute to the overall growth of the nation in the realm of sports.

The Ministry of National Education's vision for the purpose of special talent classes is very similar to what the principals and teachers in charge of its implementation at each organising school have articulated. The purpose of holding a special talent class, according to the Ministry of National Education, Directorate General of Primary and Secondary Education Management, Directorate of Junior High School Development (2010: 5), is to: a) foster students' interests and talents in sports, b) improve academic quality and athletic achievements, c) increase the ability to compete in a sporting manner, d) increase schools' capacity to foster and develop sports activities, e) improve students' physical and spi

According to the PLSB Directorate (2010: 5) the objectives of holding special class education for Sports Talent are: 1) providing opportunities for Talented Sports students to take part in educational programs in accordance with their potential talents, 2) fulfilling the human rights of Talented Sports students according to the educational needs of himself, 3) increasing the efficiency and effectiveness of

the learning process for Sports Talent students, 4) forming quality human beings who have spiritual, emotional, social, and intellectual intelligence, as well as having special achievements in sports, 5) preparing students to take further education in order to realize the goals of national education.

Coaches in KKO organizing schools are one of the determinants of the success of fostering sports achievements in schools. Harsono (2015) suggests that there are three things that support the success of a trainer: (1) Educational background in sciences that are closely related to sports. (2) Sports experience, both as an athlete and as a coach. (3) Motivation to always enrich oneself with the latest knowledge about sports (Harzuki 2013; Parena, Rahayu, & Sugiharto, 2017).

3.2 Input Aspects of the Sports Special Talent Class Program

Admission of special sports talent students is carried out through two stages, namely 1) administrative selection by the school that organizes special sports talent, and 2) physical fitness and skill tests. Not all of the teachers responsible for implementing special sports talents in schools providing educational backgrounds have sports education or sports coaching education backgrounds. According to informant TC "Coaches who handle the training process for ex-athletes in the sports they handle. Most of the coaches who handle the training process do not have a coach's license and a small number have a trainer's license according to the sport handled". The budget for running the school comes from BOS funds, school committee money and special donations from guardians. The use of organizing funds is absorbed for honorary trainers.

The funds allocated for each school's unique talent courses go towards paying instructors, paying for trial matches, attending competitions, purchasing equipment and fixing up pitch facilities that have been destroyed. The following are some of the ways that the special talent class funds are put to use in sports: 1) student selection tests for the talent class, 2) training meals and drinks, 3) fees for trainers and talent class teams that put sports specials into practice, 4) costs of competitions and matches, 5) measurement of training progress and 6) report preparation. This is all according to the Ministry of National Education (2010). According to informant HD said that "While the use of sources of funds from outside the government, can be used to finance all special sports talent class activities that are not contained in the details of the use of funds from the government".

3.3 Process Aspects of the Sports Special Talent Class Program

The learning process for special talent class students in an effort to increase academic achievement is no different from regular class students. The curriculum, time allocation, and subject teachers are the same. According to informant Hd said that "For students who have fallen behind in their subjects as a result of participating in competitions, the school gives full authority to subject teachers to provide services to special talent class students who have fallen behind in subject matter by giving assignments and modules". The school advises students who are left behind in subject matter due to participating in competitions to actively meet subject teachers who feel they have not mastered the subject matter.

The training process to improve sports achievement for students in every school that organizes special talent classes, the school allocates time twice a week. Match trials in order to find out the progress of training that has been carried out well (Marland, 2012). According to informant KD said that "Trials organized by the school for all sports branches held with other schools in the Klaten district. The training program created by the trainer to carry out the training process for students is not in the school documents". The training program to carry out the training process has not been made by every trainer. The training session program when the trainer carried out the exercise was not found (Sari, Handayani, & Hidayah, 2017).

Factors that support the process of fostering sports achievement are professional trainers, adequate infrastructure for training, training systems and methods, appropriate training programs, professional management, and a supportive environment. Infrastructure is an important factor in efforts to foster sports achievement in KKO (Wijayanti, Soegiyanto, & Rahayu, 2015).

The curriculum as a reference for implementing learning at the educational level unit will be applied equally to all schools at the educational level unit without making any difference. Two goals out of the six objectives held by the Ministry of National Education for special talent classes are: 1) improve academic quality and sports achievement, 2) increase quality of education as part of character building (Harsono, 2015). Improving academic achievement for KKO students must continue to be prioritized in order to support sports achievements and the lives of students in the future (Khodari, 2016).

3.4 Product Aspects Special sports talent class program

The academic achievement of special talent class students and regular class students based on report cards is no different. The sporting achievements of special talent class students based on 1st, 2nd and 3rd place winners won in championships between students at the Klaten Regency level can be demonstrated well. According to informant KD'' The sports achievements of the students of the special talent class in Klaten Regency, based on the 1st, 2nd and 3rd place winners won in inter-provincial level student championships, are still minimal''.

Sports achievement as a result of the maximum effort achieved by an athlete (athlete) or a group of athletes (team/team) in the form of ability and skills to complete motion tasks, both in training activities and in competition using clear and rational evaluation parameters (Priono , Soegiyanto, & Sulaiman , 2014).

When it comes to sports, there are two types of accomplishments that students in the Special Talent Class can boast about. On one hand, there are the minor achievements, like practicing and performing well in games, and on the other hand, there are the major achievements, like winning a championship, wherein the students in the class take first, second, or third place (Allung, Soegiyanto, & Kusuma, 2019).

4. CONCLUSION

The research findings indicate that the Regent's Decree is the basis for the special sports class in Klaten Regency's Muhammadiyah 1 senior high school. While regular classes adhere to the school's stated goals, special sports programmes do not. Following the guidelines laid out by the Ministry of National Education, the Special Talent Class will be established in Klaten Regency. Funds for the special talent class for athletics still come from the school committee, the BOS, and the guardians of the pupils, thus the budget is still very little. The majority of the trainers that oversee the training procedure hold valid licences. Although some have moved up to category B, the majority of field facilities are still in C. In terms of both number and quality, schools still own very little training equipment. Individuals outside of the Physical Education department continue to hold the position of class coordinator for students with exceptional athletic abilities. There is still very little time set up for training with the goal of improving athletic performance. The school and coaches have done an excellent job with the match trials. The coach has not established a training programme to manage the training of the athletes in the special talent class. It is possible to provide solid evidence of athletic success at the district level, but there is little evidence of success at the provincial level. This study concludes that all high schools should work together to provide students in specific sports talent programmes with access to talent coaching, support, and certification.

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