
Evaluation of football development program: A case study on specific sport class for high school level in Sleman Regency, Yogyakarta

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Abstract

This study evaluates the football achievement development in a special sports class high school level in Gunungkidul Yogyakarta. This study uses the CIPP (Context, Input, Process, Product) evaluation model approach. The data were collected using interview guidelines, observation sheets, and document study. This study's Respondents involved the principal, the teacher in charge of implementing a special sports class, and the football coaches. The data analysis technique used qualitative data analysis through data triangulation. The study results reveal that in the context aspect, the implementation of a special sports class is based on a decision letter from the Head of the District Education Office and a decision letter from the DIY Provincial Education Office. In the input aspect, the admission of new students for the special sports class is carried out through administrative selection, tests of physical abilities, and sports skills. Besides, the budget for implementing Special Sports Class still relies on sources of funds from the provincial level Regional Revenue and Expenditure Budget, School Operational Assistance, and school committee. The condition of equipment availability is considered good, and the football field facilities used for the training process are in category C. Also, the coach's license who handles the sport of football is in categories B and C. In the process aspect, the time allocation for soccer sports achievement falls into categories B, and C. Football match trials have been carried out both by the school and the coach himself. Meanwhile, in the product aspect, students' achievements have been achieved by students in the special sports class at the regency level, and achievements at the provincial level are still considered minimal.

Keywords: program evaluation, football coaching, Special Sports Class

INTRODUCTION

The less than satisfactory national sports achievements basically illustrate the condition of sports coaching at the school and sports levels that have not been implemented properly, optimally, and programmed. The government has provided educational opportunities and services for students to participate in sports education. Students who have special sports talents

can choose education in schools to organize special sports schools (SKO) or special sports classes (KKO). At high school (SMA), it needs to be supported by a program that can accommodate these activities in the form of a special sports class as an elite sport class to carry out sports coaching better and continuously (Kementerian Pendidikan Nasional, 2010).

Schools that host the Special Sports Class at the Senior High School level in Sleman Regency, namely SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik. SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik hold soccer as the leading sport in their respective schools. Luxbacher (2012) states that football is a sport that really requires speed, strength, stamina, skills, and knowledge of tactics, all of which are important aspects that players need to master in playing football. Football coaches in the Special Sports Class in the training process must improve the physical, technical, tactical, and mental aspects of students in the sport of football.

According to the Ministry of Youth and Sports for 2010-2014, the concept of sports in Indonesia is shown in Figure 1.

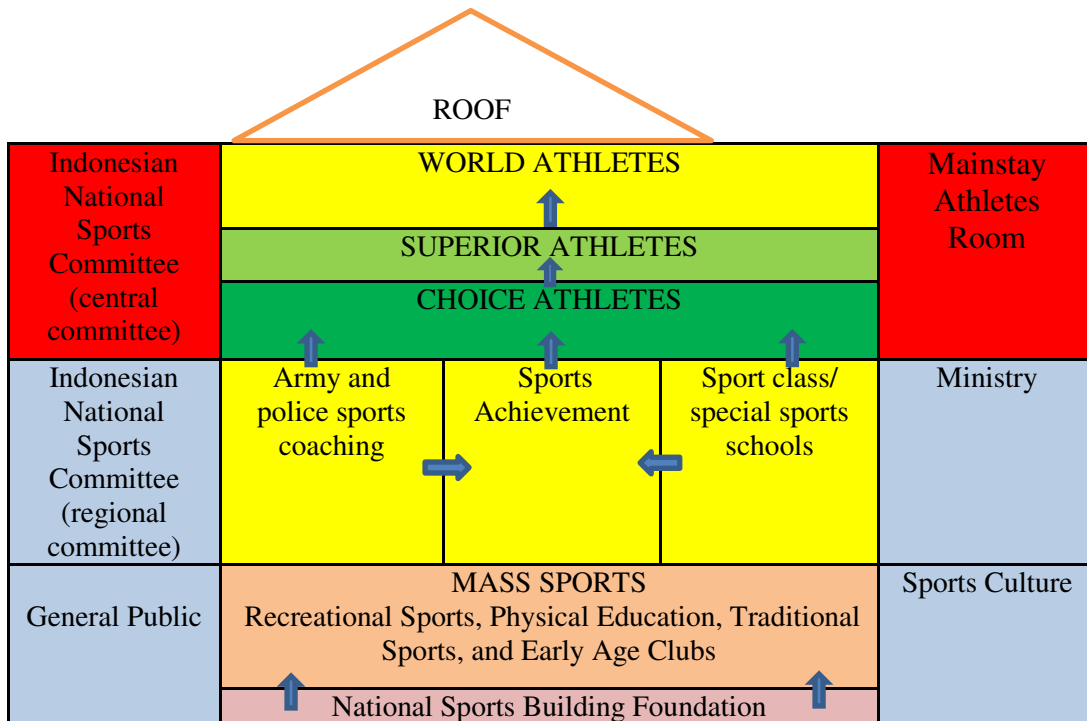


Figure 1. Indonesian National Sports Concept
(Source: Ministry of Youth and Sports Strategic Plan 2010-2014)

A special sports class as part of Indonesia's sports system has an important position in fostering sports achievement. Coaching and development in sports achievements are carried out and directed to achieve sports achievements at the regional, national, and international levels (Pakaya, Rahayu, & Soegiyanto, 2012). Sports class is a model of sports coaching implemented in schools with a target that involves students identified as sport "gifted" in school (Triyatmo, Soegiyanto & Wahyu, 2018). Sumaryana (2015) explains that the Special Sports Class is a class specifically intended for students who have special talents in sports. Kristiansen and Houlihan (2015) stated that at the age of 16 when the younger generation started attending high school,

they were allowed to choose programs and had the opportunity to focus more on certain sports and would achieve faster.

According to the Ministry of National Education (2010), the objectives of the special sports class are: a) developing students' talents and interests in sports, b) improving academic quality and sports achievements, c) increasing the ability to compete in sportsmanship, d) increasing the ability of schools in coaching and developing sports activities, e) improving physical and spiritual health, and f) improving the quality of education as part of character building. In this context, the trainer as part of a sports achievement coaching system in schools is a key figure who must understand the correct training procedures, namely by mastering the science of training and training methodology, which contains basic concepts that are applicable scientifically that can be used as a basis for conducting training activities with the least possible risk (Irianto, 2002). Harsono (2015) states that training or coaching is a science or science because without the support of science closely related to training and training, coaches will not be able to help their athletes optimally, and even athletes' achievement will be difficult to increase.

High achievement is determined by many factors, including the coach's quality, the quality of the training program, equipment, and supporting facilities, support from the government, sponsors and parents, and the talents of the athletes themselves (Meiyanto, Nasuka & Pramono, 2019). According to Gunarsa quoted by Ahmad, Adib A., & Nurhikmahyanti, D. (2014), the factor that plays a major role in actualizing talents and abilities into optimal performance and achievement is the existence of adequate facilities. Harzuki (2013) states that elementary, junior high, and high school schools have sports facilities that are usually open. However, most schools' number and size is still very minimal for learning physical education and sports. According to Nugraheni, Rahayu, & Handayani, (2017), the achievement of better sports achievements requires adequate supporting facilities and infrastructure.

METHOD

This study uses an evaluation research approach with the CIPP (Context, Input, Process, and Product) evaluation model developed by Daniel L. Stufflebeam's cited by Arikunto and Cepi (2009). Qualitative research data were obtained from interviews, observation, and documentation. This research was conducted in a high school that held a special sports class in Sleman Regency, namely: 1) SMA Negeri 1 Seyegan, 2) SMA Negeri 2 Ngaglik. Sources of research data through interviews were obtained from the principal, the teacher in charge of implementing the Special Sports Class, and the football coach. The research data were collected by observing the training process and the conditions of the facilities and infrastructure. Data collection through document study was obtained by reviewing football achievement records, data on prospective students for the Special Class for Sports in football, and soccer training programs. The data analysis technique in this study used a qualitative data analysis approach through data triangulation.

RESULTS AND DISCUSSION

Implementation of the Special Class for Sports at the high school level in Sleman Regency, SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik based on a decree issued by the Education Office of Sleman Regency in 2013. The Ministry of Education issues guidelines for

implementing special sports classes for senior high school level, nor the Education Office exists. The special objectives of a special sports class are 1) Providing opportunities, serving and accommodating students who have special talents in the field of sports can go to school in the country, 2) Fostering and developing sports talents, and 3) Sports achievement in schools is boosted by achievements produced by students of the Special Sports Class. The general objective of holding a special sports class, namely 1) being able to contribute to sports achievements at the district, provincial and national levels, 2) participating in educating the younger generation so that they can contribute to national development in sports, and 3) being able to continue to higher education levels, so that be a successful human being through education and have sports achievements.

The decision letter for organizing a Special Sports Class at the high school level in Sleman Regency is the government's concern; in this case, the district government is collaborating with the Sleman Regency Education and Youth Office to provide a forum and awards to students who are junior high school graduates (junior high school level sports special class graduates and non-class graduates Specialists in Sports) who have a special talent in the field of sports to get a proper education at the Public High School in Sleman Regency which holds a Special Sports Class. The decree of the Sleman Regency Education and Youth Office regarding the administration of Special Class Sports at the Senior High School level is implementing the mandate of the National Sports System Law, the National Education System Law, and Regulation of the minister of national education No. 34 of 2006.

The Special Sports Class implementation at the Senior High School level in Sleman Regency is slightly different in its implementation in the field. This is because, among others, the following: 1) the guidelines for the implementation of the Special Sports Class from the Education Office or the Ministry of National Education do not exist; 2) the ability of funding in each school to organize Special Sports Classes is different and limited; 3) the high commitment of the principal and the teacher in charge of implementing the Special Sports Class in each school that organizes the Special Sports Class to organize the Special Sports Class as well as possible. Handbook for implementing the Special Sports Class to regulate how the management, implementation, and supervision, monitoring, evaluation, and reporting of the Special Sports Class should be. The management referred to in the manual for the implementation of the Special Sports Class involves:

- a) students and workforce (teachers, trainers, counseling teachers);
- b) training program (sports class syllabus, time allocation, facilities, and infrastructure);
- c) organizing (the organizational structure of the Special Sports Class coaching, the organizational structure of implementing sports classes in schools, duties, and responsibilities);
- d) funding (sources of funds and use of funds).

The objectives of organizing the Special Sports Class at Senior High Schools in Sleman Regency, which were conveyed by the principal and the teacher in charge of implementing the Special Sports Class, are following the objectives of organizing the Special Sports Class from the Ministry of National Education, namely: a) providing opportunities, serving, and accommodating participants students who have special talents in the field of sports: b) develop and develop sports talents; c) able to contribute to sports achievements at the district, provincial and national

levels; d) participate in educating the younger generation so that they can contribute to the national development of sports and e) so that students of the Special Sports Class can continue their higher education.

The concept of the purpose of holding a Special Sports Class, which was expressed by the principal and the teacher in charge of implementing the Special Sports Class in each school that organizes the Special Sports Class, is almost the same as the concept of the Special Sports Class objectives by the Ministry of National Education. The Ministry of National Education, Directorate General of Primary and Secondary Education Management, Directorate of Junior Secondary School Development (2010), stated that the purpose of holding a Special Sports Class is to: a) Develop students' talents and interests in sports, b) Improve academic quality and sports achievements, c) Increase the ability to compete in sportsmanship, d) Increase schools' ability in coaching and developing sports activities, e) Improve physical and spiritual health, and f) Improve the quality of education as part of character building.

Admission of Special Sports Class students in all sports (football) is carried out in two stages, namely 1) administrative selection by the school that organizes the Special Sports Class, and 2) tests of physical fitness and sports skills in collaboration with the Faculty of Sports Science, YSU. The following is a table of the number of registrants in the Admission of New Students for the Special Class for Sports for the 2018/2019 academic year in Sleman Regency at SMA Negeri 1 Seyegan SMA Negeri 2 Ngaglik.

Table 1. Number of Registrants in Admissions for New Students for the Special Class for Sports in the Football Branch for the 2018/2019 Academic Year

No	School	Number of Registrants
1	SMA Negeri 1 Seyegan	30
2	SMA Negeri 2 Ngaglik	29

The teacher in charge of implementing the Special Sports Class in each school that organizes the Special Class for Sports at the High School level in Sleman Regency will not all have a background in sports education or Sports Coaching Education. The following table shows the teachers' educational background in charge of implementing the Special Sports Class in each school in Sleman Regency.

Table 2. Educational Background of Teachers in Charge of Implementing Special Classes for Sports at the High School Level in Gunungkidul Regency

No	Teacher Name	School	Graduates
1	Drs. Agung Promono	SMA N 1 Seyegan	Sports Education
2	Drs. Yuman Ahmad	SMA N 2 Ngaglik	History Education

The football coaches who handle the training process at SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik are all former players in football. The football coaches who handle the training

process in the Special Sports Class at SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik have a coaching license according to their handling. The following is a table of the special class sports coach license categories for high school level soccer in Sleman Regency.

Table 3. License for Football Trainers in Schools Organizing Special Sports Classes in Gunungkidul Regency 2018/2019

No	School	Sports Football		
		Category A	Category B	Category C
1	SMA Negeri 1 Seyegan	A		
2	SMA Negeri 2 Ngaglik			C

The budget for organizing soccer training in each school comes from the School Operational Assistance, the Provincial Revenue and Expenditure Budget, School Committee money, and special donations from guardians of Special Sports Class students. There is no source of funds from donors. The use of funds for organizing the Special Sports Class is used for coach salaries, conducting trials, participating in competitions, and procuring damaged soccer equipment.

Supporting equipment for the training process to improve soccer performance for students in the Special Sports Class at SMA Negeri 1 Seyegan and SMA Negeri 2 Ngaglik is quite supportive. The following table shows the equipment used for the training process that the school has in order to support a good training process.

Table 4. Football Equipment Condition for Training Process

No	School	Sports Football			
		Ball	Cun	Agility	Hurdle
1	SMA Negeri 1 Seyegan	19	24	-	-
2	SMA Negeri 2 Ngaglik	16	36	1	-

Field facilities borrowed or rented by schools for soccer training for students in the Special Sports Class in Gunungkidul Regency. The following is a table of conditions for field facilities for the training process to develop football talents and achievements at the school that organizes the Special Sports Class in Gunungkidul Regency.

Table 5. Condition of Football Field Facilities for Training Process

No	School	Status	Sports Football		
			Category A	Category B	Category C
1	SMA Negeri 1 Seyegan	School property		B	
2	SMA Negeri 2 Ngaglik	School property			C

The teacher in charge of implementing the Special Sports Class must know about managing achievement sports, coaching achievement sports, monitoring and evaluating performance sports coaching. The provisions for special sports class management teachers based on the Ministry of National Education (2010: 4) state that Physical Education Teachers in schools implementing special sports class programs act as Coach Coordinators. The coaching coordinator must have the following qualifications:

- 1) Minimum education Bachelor Degree (S1) in sports.
- 2) Having the ability to compile, implement and evaluate the implementation of training programs.
- 3) Have high dedication and responsibility.

Based on existing data, the teacher in charge of managing the Special Sports Class in the Sleman Regency follows the Ministry of National Education provisions, namely SMA Negeri 1 Seyegan. Ideally, the teacher in charge of implementing the Special Sports Class in each school that organizes the Special Sports Class should be the Sports and Health Physical Education teacher who has broad insight into coaching achievement sports. The trainer in the school that organizes the Special Sports Class is one of the determinants of coaching sports achievement in schools. Harsono quoted by Joko Priono, Soegiyanto, and Sulaiman (2014), stated that three things support the success of a coach: 1) Educational background in the sciences, which is closely related to sports; 2) Sports experience, both as an athlete and as a coach; 3) Motivation to always enrich oneself with the latest science regarding sports. Harzuki also stated that the coach's success in training was the same as stated by Harsono quoted by Perena, Rahayu, & Sugiharto (2017). The Ministry of National Education (2010) states that the coach who handles the Special Sports Class with the following conditions: 1) Prioritize the personnel in the school implementing the sports class program who have the ability to train the sport being fostered; 2) Schools can recruit trainers from outside the school according to their field of expertise and have a minimum coaching certificate; 3) Willing to sign an MOU with the school that organizes the sports class program which is held annually.

The budget for implementing the Special Sports Class activities is quite large, according to the sport that is fostered and developed in each school that organizes the Special Sports Class. The source of funds for organizing the Special Sports Class, according to the Ministry of National Education (2010), comes from 1) subsidies from the central government, 2) local government assistance, 3) non-binding contributions from the community, 4) School Committees, and 5) Business. The budget expenditures for organizing a Special Sports Class in each school that organizes a Special Sports Class are used to pay coaches, test matches, participate in competitions, procure equipment, and repair damaged field facilities. The use of funds for the Special Sports Class is based on the provisions of the Ministry of National Education (2010) regarding the source of funds from the government, namely: 1) special sports class student selection tests, 2) the cost of eating and drinking training, 3) honorarium for coaches and the implementation team for the Special Sports Class, 4) competition/competition costs, 5) measurement of training progress, 6) making reports. Meanwhile, the use of sources of funds from outside the government can be used to finance all Special Sports Class activities that are not included in the details of the government's use of funds.

Facilities and infrastructure to support a good training process are very much needed to develop a good sports competition. Good sports achievement coaching needs support, such as supportive field facilities, coaches who understand the process of training performance sports coaching, complete training equipment, and good quality and quantity, school commitment to coaching sports achievement, financial support from the government, guardians of participants students of the Special Sports Class, the business world, and so on.

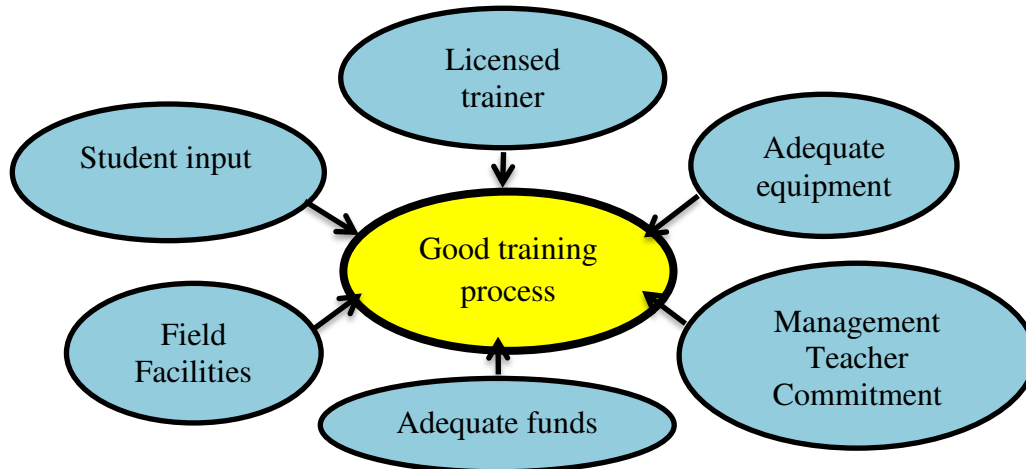


Figure 2. Supporting a Good Training Process

Equipment problems still surround some sports in every school that organizes Special Sports Classes, both in quality and quantity, in supporting the development of achievement sports. Wijayanti, Soegiyanto, and Rahayu (2015) supporting factors in developing sports achievement are professional coaches, adequate infrastructure for training, training systems and methods, proper training programs, professional management, and a supportive environment. Infrastructure is one of the important factors in efforts to develop sports achievement in the Special Sports Class.

Allocation of training time per week to improve soccer performance for students in the Special Class for Sports at the high school level in Gunungkidul Regency, as follows: 1) SMA Negeri 1 Tanjungsari training time allocation 4 times a week, and 2) SMA Negeri 2 Playen allocation of training time 2 times a week. The following is a table of categories of exercise time allocation based on experts.

Table 6. Time Allocation for Football Sports Achievement Development Training Provided by Schools

No	School	Sports Football Branch		
		Category A	Category B	Category C
1	SMA Negeri 1 Seyegan	-	B	-
2	SMA Negeri 2 Ngaglik	-	-	-

Trial matches to determine the progress of training that has been done well. Tri-in and Try-out are managed by the school for all sports organized by schools with other schools in the Special Region of Yogyakarta and outside the Special Region of Yogyakarta, which hold Special Sports Classes. Trials were also carried out at the football coach's initiative in each school with clubs with the same abilities and other schools.

The coach made training programs to improve soccer performance in carrying out the training process for students in the Special Sports Class in Sleman Regency. Training programs to carry out the training process have been made by every soccer coach in each school that organizes a Special Sports Class. The following are categories of football coaches' training programs in the Special Class for High School level Sports in Sleman Regency.

Table 7. Exercise program

No	School	Sports Football Branch		
		Category A	Category B	Category C
1	SMA Negeri 1 Seyegan	-	-	-
2	SMA Negeri 2 Ngaglik	-	-	-

The implementation of sports achievement development exercises for students in the Special Sports Class is carried out outside of class hours with an allocation of 10-16 hours/week (Minister of National Education, 2010). In fact, implementing the training process for improving high school level football performance in Sleman Regency is given the time allocation given to SMA Negeri Seyegan 4 times a week. In comparison, SMA Negeri 2 Ngaglik is only 2 times a week. If each exercise uses 2 hours, the total hours of training to increase sports performance in SMA Negeri 1 Seyegan is 8 hours per week, while SMA Negeri 2 Ngaglik is 4 hours per week. Thus, the implementation of the training process is still far from the proper allocation, which is 10-16 hours/week. Sajoto in Isnain Aji Subekti (2014) states that the minimum frequency of training is every week to run an exercise program four times a week. The training process for improving football achievement at SMA Negeri 1 Seyegan has met the minimum standards of training to improve sports performance based on the provisions of Sanjoto.

Testing matches for athletes or teams is one of the important components in fostering sports achievement, including fostering students' achievements in the Special Sports Class. The objectives of conducting match trials include (Harsono, 2015): a) providing an experience for athletes or teams to compete in an actual match atmosphere, with official regulations and matches, watched by foreign spectators; b) Finding and finding out the deficiencies that exist in athletes or teams, both in physical, technical, tactical, mental, and teamwork aspects; c) To test the team's ability to act in the face of various strategies and tactics of opponents that might be faced in a big match; d) Providing experiences of engaging in situations of physical and mental stress matches and trying to overcome them; and e) Testing athletes intense, tough, complicated and cruel competitive situations and conditions.

Trainers who handle the training process in the Special Sports Class are required to make training programs as a direction and guidance in fostering sports achievement according to the Special Sports Class students' characteristics they train. The training program in the Special Sports Class, according to the Minister of National Education (2010), states: 1) the implementation of training is adjusted to a predetermined program, 2) the implementation of the program must be adjusted to individual abilities, 3) the training program is structured based on a

tiered and continuous process and has specific goals. clear, measurable, and accountable, 4) the stages of training are arranged based on the competition calendar and the school academic calendar, 5) the training period consists of general preparation, special preparation, competition, and transition, which includes physical, technical, tactical and mental aspects, 6) In the training process it is necessary to carry out regular health, physical, skills, and psychological tests. Sports achievement results are largely determined by planning and implementing a good training program (Wijayati, Soegiyanto, & Rahayu, 2015).

Students' sports achievements in the Special Class for Sports at the High School level in Gunungkidul Regency in the last 4 years based on the 1st, 2nd and 3rd winners achieved in the inter-learning championship Gunungkidul Regency level can be shown well. The students' sports achievements in the Special Class for Sports in Gunungkidul Regency in the provincial level student championships based on the 1st, 2nd, and 3rd winners achieved are still very minimal.

Sports creation, according to Law No. 3 of 2005 concerning the National Sports System in Article 1 paragraph 17, can be described as follows the maximum results achieved by a sportsman (athlete) or a group of athletes (team/team) in the form of ability and skills to complete movement tasks, both in training activities and in the competition, by using clear and rational evaluation parameters. The sports achievements of students in the Special Sports Class can be seen from two sides, namely 1) the sports achievements shown by the Special Sports Class students either individually or in teams in the form of abilities and skills to carry out motion tasks properly during training and competition (achievement minor); 2) sports achievements shown by students of the Special Sports Class individually or in teams manifested in the form of 1st, 2nd, or 3rd place winners in a competition (major achievement).

CONCLUSION

The special class for high school level sports in Gunungkidul Regency is carried out based on the Decree of the Provincial and District Education Office. The purpose of organizing the Special Sports Class in the Kulonprogo Regency is to follow the Ministry of National Education provisions. The budget for implementing the Special Sports Class is still minimal, which comes from the School Operational Assistance, the Provincial Revenue and Expenditure Budget, school committee fees, and funds from Special Sports Class students' guardians. The coaches who handle the soccer training process are partly licensed coaches. The football field facilities are still in category C. The soccer training equipment owned by the school is good in quality and quantity. There are still teachers in charge of managing the Special Sports Class who are not Physical Education teachers. Schools' time allocation for sports performance improvement exercises is still very minimal to improve sports performance. Competition trials have been carried out by both the school and the coaches themselves. Coaches have created training programs to handle the football training process for Special Sports Class students. The achievement of football at the regency level can be shown well, while soccer achievement at the provincial level is still minimal.

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