

**ANALYSIS OF ACHIEVEMENT DEVELOPMENT FOR SPECIFIC SPORT CLASSES IN THE SOCCER BRANCH OF SMPN 1 SURAKARTA IN 2020**Erick Ibrahim<sup>1\*</sup>, Teguh Santosa<sup>2</sup>, Shodiq Hutomono<sup>3</sup><sup>1</sup>Universitas Tunas Pembangunan Surakarta (UTP), Indonesia<sup>2</sup>Universitas Tunas Pembangunan Surakarta (UTP), Indonesia<sup>3</sup>Universitas Tunas Pembangunan Surakarta (UTP), Indonesia\*e-mail: [romanistiindana@gmail.com](mailto:romanistiindana@gmail.com)

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*This study aims to describe the KKO football team coaching program at SMPN 1 Surakarta, related to the characteristics of athletes, characteristics of coaches, characteristics of the organizing organization, characteristics of programs and strategies for achievement development, characteristics of achievement coaching training programs, characteristics of facilities and infrastructure, characteristics of funding, selection athletes and coaches, training processes, monitoring and evaluation of exercises, and organizing. This research is an evaluative study using the Context, Input, Process, and Product (CIPP) model proposed by Stufflebeam. The data source of this research is a source that can provide information about the coaching program in special sports classes, especially soccer. The sampling technique used was Quota Sampling. The data collection techniques used were observation, interview, documentation and analysis. The data analysis technique used in this study is a non-statistical qualitative analysis method, where the data reduction component and data presentation are carried out simultaneously with the data collection process after the data is collected.*

*There are two conclusions from this research. The input domain for the highest suitability assessment is in the sub-variable Characteristics of the achievement coaching training program, the highest appropriate assessment is in the sub-variable Characteristics of programs and achievement development strategies, the highest unsuitable assessment is in the sub-variable Characteristics of funding, and the assessment is not the highest according to the athlete's Characteristics sub variable. Whereas in the realm of the highest suitability assessment process is in the training process sub variable, the highest appropriate assessment is in the Organizing sub-variable, the highest unsuitable assessment is in the athlete selection sub-variable sub-variable and the training and evaluation monitoring and evaluation sub-variable, and the highest non-conforming assessment is on the training process variable and exercise monitoring and evaluation sub variables.*

**Keywords:** Coaching Analysis, Special Sports Class, Football, SMPN 1 Surakarta

## **INTRODUCTION**

Sports coaching needs to be carried out continuously, in stages, sustainably and continuously through a long process in order to obtain reliable athletes. Therefore, the achievement of peak performance needs to be described in a comprehensive concept in a tiered coaching pattern. In this case, the achievement of national sports peak achievements is pursued through a national sports fostering pattern that refers to the pyramid system. The pyramid system in question includes installation, nursery, development of achievement to achieve peak performance (Dirjen Sports and Depdiknas, 2004: 1). Harsono (2000: 65) states that one of the most basic strategies in the effort to realize Indonesia's human resources, especially in the field of sports, is to focus attention and orientation on sports development as early as possible, namely by conducting sports coaching and development for the young generation from an early age.

The essence of decentralized sports development is community empowerment, change initiative and creativity. Decentralization in the Indonesian state is in the Regency/City area, as if the ball is in the Regency/City Government. Then what is the model of sports development in the regional autonomy era. Conceptually, a tiered pattern of training for athletes has been designed, starting from early childhood at the elementary school level, being coached, selected to participate in competitions up to the national level. Likewise, children at the junior/senior high school level and students take part in the selection for the National Student Sports Week (Popnas) and Student Sports Week (Pomnas) competitions. The results of early childhood coaching, Popnas, and coaching at sports clubs are identified in the framework of coaching and increasing the achievement of selected branches that are suitable for regional potential and the characteristics of local communities. There are priority branches to be fostered and all facilities for athletes are covered and financed by the government through the Office of Youth and Sports. With the passing of the Draft Sports Law into the National Sports System Law, it is hoped that it can have a positive and enlightening impact on the future of sports in Indonesia.

In the realm of modern education, currently developed aspects include cognitive aspects, affective aspects, psychomotor aspects and social aspects. Currently, many schools have developed cognitive aspects with various models, including acceleration, inclusion and other programs. Sometimes the development of a balance between cognitive and psychomotor abilities is not completely proportional. Children who are smart and have special talents have not been fully developed optimally. In the development of bright and gifted children, the government has formed an educational institution to foster children with sports talents.

The Directorate of Junior Secondary School Development and the Directorate of Special School Guidance Directorate General of Management of Primary and Secondary Education (Dikdasmen) and Special Education Special Training (PKLK) are trying to start a sports school.

The Directorate of Junior High Schools establishes a special sports school under its authority and is directly evaluated by the Directorate of Junior High Schools, while the Directorate of Primary and Secondary Education and PKLK appoints universities as executors and as companion partners. Special education for sports special talent participants is formal education that is organized and managed to provide educational services to students who have special talents in sports so that they are able to actualize their potential special talents so that they become optimal real achievements. In organizing special education for sports special talents, there are several principles that must be considered. The principles of implementation include: community empowerment, equal opportunity to get education, growth of community participation, collaboration of related parties, sustainability and a clear guidance system. (Directorate of Special School Development. 2010: 9).

The purpose of organizing special sports talent education, among others, is to provide opportunities for students with special sports talents to take part in educational programs in accordance with their gifted potential, to fulfill the human rights of special sports talent students according to their educational needs. Increase the efficiency and effectiveness of the learning process for students with special sports talents. At the end of the peak of the achievement of the special education, special talents for sports form quality people who have intelligence, spiritual, emotional, social and intellectual skills and have special gifts in the field of sports. Forming competent, skilled and skilled qualified human beings, being responsible members of society, and preparing students for further education in order to realize the goals of national education.

The model of special education services for students with special sports talents can be done through the model of special schools, special classes and inclusive classes. SMPN 1 Surakarta is a school that participates in organizing special sports talent education using a service model in the form of a special sports class. A special class is a class specially made to serve groups of students who have special sports talents in regular education units at the primary and secondary education levels. This special class is provided when the number of students who have special sports talents meets the minimum standard for the number of students in one class. Students who have special talents in sports are gathered into one class which is often called a special sports class with the intention of being educated and trained in accordance with their respective branches. Special sports class consists of all athletes from various branches, they are united into one class and given special programs to develop their talents.

In the formation of a special sports class, it is necessary to have a structured and good management for the smooth running of the special sports class program. In managing a special sports class, there are several components that play a role in the smooth running of the sports special talent program. The special sports class aims to nurture and develop students' talents and

interests in the field of sports, improve academic quality and sports performance, increase the ability to compete in a competitive manner, increase the ability of schools to foster and develop sports activities. The expected outcome of a special sports class is the implementation of coaching and development of student potential in the field of sports so as to improve sports and academic achievement.

However, during the establishment of this special class, the achievements produced were still not maximal for the size of the special sports class. The frequent failure to get the chance to win in several competitions shows the need for an in-depth evaluation, especially in the field of soccer. Therefore, with the program evaluation carried out, it is hoped that the facts of the implementation of public policies in the field can be positive or negative. An evaluation that is carried out professionally will produce objective findings, namely findings that are not manipulated, both data, analysis and conclusions are not manipulated which will ultimately benefit policy makers, policy makers and society.

There are several well-known evaluation models including: (a) Goal Oriented Evaluation Model, (b) Goal Free Evaluation Model, (c) Formative Summative Evaluation Model, (d) Countenance Evaluation Model, (e) Responsive Evaluation Model, (f) CSE -UCLA Evaluation Model, (g) Discrepancy Model, (h) CIPP Evaluation Model.

Endang M (2011: 121) states that CIPP stands for Context, Input, Process and Product. The CIPP model aims to assist evaluators in evaluating programs, projects, or institutions. This is the basis for selecting the model that will be used by researchers because the coaching system is a form of program. So the CIPP model is suitable for evaluating the coaching system. The CIPP evaluation model is carried out comprehensively to understand program activities from the emergence of program ideas to the results achieved after the program is implemented.

From the background of the problem above, the researcher will conduct a research entitled Analysis of Special Class Achievement Development for Football at SMPN 1 Surakarta in 2020.

## **METHODS**

This research is an evaluative study using the Context, Input, Process, and Product (CIPP) model proposed by Stufflebeam. The approach used in this evaluative research is the qualitative approach used in program evaluation research, meaning that it is to obtain accurate and objective information and to compare what has been achieved from the Special Class for Sports at SMPN 1 Surakarta, with predetermined standards.

According to Iqbal Hasan (2002: 12) evaluation research tries to find answers, to what extent the goals outlined at the beginning of the program are achieved or have signs that they will be achieved. In general, there are two types of evaluation, namely formative evaluation and

summative evaluation. Formative evaluation usually looks at and examines the implementation of the program. Summative evaluation is usually carried out at the end of the program to measure whether the program objectives are being achieved.

The qualitative approach means that the problems discussed aim to be able to describe or describe existing conditions or phenomena or the research process to understand human problems/social problems, based on a complex, holistic picture, arranged in words, reporting the detailed views of informants. and carried out in a natural or natural setting.

## **FINDINGS AND DISCUSSION**

### **Findings**

Testing the validity of the research instrument serves or aims to find out how many valid research questionnaire items and how many invalid research questionnaire items. Valid means that the research questionnaire used to obtain data from respondents who are the research sample can be considered effective in uncovering the problem or object under study. Furthermore, the measurement of influence/relationship only uses valid data, and invalid data is not used. In this study, a tool is used in the calculation of data analysis in order to minimize the level of calculation error.

The results of the research are in the form of data obtained through instrument A, presented with due regard to the evaluation area used, namely "Inputs and Processes". Each of these areas is still selected again based on the indicators contained therein. The data is presented in the form of a table that contains the frequency and percentage of each instrument item and is equipped with a descriptive description. In presenting the data, although the data for each item is attempted to be displayed sequentially based on the type of instrument, it is possible to jump to items contained in other instruments. This is to maintain contextual continuity in the descriptive description.

#### **1. Characteristics of Athletes, Characteristics of Coaches, Characteristics of Organizing Organizations, Characteristics of Programs and Strategies for Achievement Development, Characteristics of Training Programs for Achievement Development, Characteristics of Facilities and Infrastructure, Characteristics of Funding**

Evaluation is a process of delineating, obtaining, and providing useful information for assessing alternatives to decision making. Describing means specifying, defining, and explaining to focus the information needed by decision makers. Gets this meaning by using measurement and statistics to collect, organize and analyze information. Providing means synthesizing information so that it will best serve the evaluation needs of evaluation stakeholders.

The CIPP evaluation model is an evaluation model that views the program being evaluated as a system, component or dimension of the CIPP model which includes Context, Input, Process,

Product. The CIPP evaluation model is a cyclical process. In this area of input / input evaluation it identifies and problems, assets, and opportunities to help decision makers define the objectives, priorities and benefits of the program, assess alternative approaches, action plans, staff plans. And a budget for feasibility and potential cost effectiveness to meet targeted needs and objectives. Decision makers use Input Evaluation in selecting among plans, drafting funding proposals, allocating resources, placing staff, scheduling jobs, assessing activity plans, and unemployment. Input evaluation is carried out to identify and assess the capability of material, equipment, human and cost resources to implement the selected program.

The overall results of the input components can be seen from the existing sub-variables. There are 7 sub variables to see all the input components in the CIPP method in this study. More details can be seen in the following table.

Table 1. Results of Input Stage Analysis

Average of Input Sub Variables	% Value Criteria			
	1	2	3	4
Characteristics of athletes	8%	8%	39%	46%
Trainer characteristics	0%	8%	45%	47%
Characteristics of the organizing organization	0%	10%	48%	42%
Program characteristics and achievement development strategies	0%	5%	69%	27%
Characteristics of achievement coaching training programs	0%	0%	44%	56%
Characteristics of facilities and infrastructure	0%	6%	54%	40%
Funding characteristics	2%	20%	66%	13%
Total Average	1%	8%	52%	39%

From the table above, it can be seen that overall it is good, because the very appropriate score is very high, namely 39%, and accordingly reaches 52%. The highest score of suitability is in the sub variable Characteristics of the achievement coaching training program of 56% which means it is very good. and the highest score quite suitable was in the sub-variable of program characteristics and achievement development strategy at 69%, which means that it is very good. Meanwhile, although overall it was not appropriate by 8% and not according to only 1%, the highest unsuitable assessment was in the sub-variable of funding characteristics by 20%, and the highest mismatch was in the athlete's Characteristics sub variable. So that these two sub-variables need to be used as material for improvement for schools.

## **2. Selection of Athletes and Coaches, Training Process, Monitoring and Evaluation of Training, Organizing**

Selection of athletes and coaches, training process, monitoring and evaluation of exercises, organizing are part of the process component in the evaluation of the CIPP. The CIPP evaluation model is an evaluation model that views the program being evaluated as a system, component or

dimension of the CIPP model which includes Context, Input, Process, Product. The CIPP evaluation model is a cyclical process. Process evaluation aims to identify or predict obstacles in the implementation of activities or program implementation. Evaluation is carried out by recording or documenting every incident in the implementation of activities, monitoring activities that have the potential to hinder and cause unexpected difficulties, finding special information that is outside the plan; assess and describe the actual process. During the evaluation process, evaluators are required to interact with program implementing staff continuously. Process evaluation is an evaluation that is oriented to how far program activities are carried out according to plan. Process evaluation involves what aspects of the activity are, who is in charge of the program, and when the activity is completed.

The overall results of the input components can be seen from the existing sub-variables. There are 7 sub variables to see all the input components in the CIPP method in this study. More details can be seen in the following table.

Table 2. Results of Process Stage Analysis

Average Sub Process Variables	Criteria			
	1	2	3	4
Selection of athletes and coaches	0%	14%	49%	37%
Training process	1%	7%	48%	43%
Exercise monitoring and evaluation	1%	14%	53%	33%
Organizing	0%	3%	59%	38%
Total Average	1%	10%	52%	38%

From the table above, it can be seen that overall it is good, because the very appropriate score is very high, namely 38%, and accordingly reaches 52%. The highest score of suitability is in the training process sub variable by 43% which means it is very good. and the highest score quite suitable is in the Organizing sub-variable by 59% which means that it is very good. Meanwhile, although overall it is less suitable by 10% and not according to only 1%, the highest unsuitable assessment is in the athlete selection sub-variable and the monitoring and evaluation sub-variable of trainer training by 10% respectively, and the highest mismatch is in the sub variable. The training process and training monitoring and evaluation sub-variables, so that these two sub-variables, namely the selection of athletes and trainers, sub-variables, monitoring and evaluation of training, need to be used as improvement materials for schools.

## DISCUSSION

Selection of athletes and coaches, training process, monitoring and evaluating training, organizing are part of the process components in CIPP evaluation. The CIPP evaluation model is an evaluation model that views the program being evaluated as a system, component or dimension

of the CIPP model which includes Context, Input, Process, Product. The CIPP evaluation model is a cyclical process. Process evaluation aims to identify or predict obstacles in the implementation of activities or program implementation. Evaluation is carried out by recording or documenting every incident in the implementation of activities, monitoring activities that have the potential to hinder and cause unexpected difficulties, finding special information that is outside the plan; assess and explain the actual process. During the evaluation process, evaluators are required to interact with program implementation staff continuously. Process evaluation is an evaluation that is oriented to how far program activities are carried out according to plan. Process evaluation involves aspects of what the activity is, who is responsible for the program, and when the activity is completed. Selection of athletes and coaches, training process, monitoring and evaluating training, organizing are part of the process components in CIPP evaluation.

The CIPP evaluation model is an evaluation model that views the program being evaluated as a system, component or dimension of the CIPP model which includes Context, Input, Process, Product. The CIPP evaluation model is a cyclical process. Process evaluation aims to identify or predict obstacles in the implementation of activities or program implementation. Evaluation is carried out by recording or documenting every incident in the implementation of activities, monitoring activities that have the potential to hinder and cause unexpected difficulties, finding special information that is outside the plan; assess and explain the actual process. During the evaluation process, evaluators are required to interact with program implementation staff continuously. Process evaluation is an evaluation that is oriented to how far program activities are carried out according to plan. Process evaluation involves aspects of what the activity is, who is responsible for the program, and when the activity is completed.

The overall results of the input components can be seen from the existing sub variables. There are 7 sub variables to see all input components in the CIPP method in this research. More details can be seen in table below.

Table 3. Results of Process Stage Analysis

Average Sub Process Variables	Criteria			
	1	2	3	4
Selection of athletes and coaches	0%	14%	49%	37%
Training process	1%	7%	48%	43%
Exercise monitoring and evaluation	1%	14%	53%	33%
Organizing	0%	3%	59%	38%
Total Average	1%	10%	52%	38%



## **CONCLUSION**

Based on the data analysis that has been carried out and the discussion that has been disclosed, there are conclusions that can be drawn from the 2 domains of the CIPP method in this study. Namely the realm of input/input and the realm of the process. Following are the conclusions of the 2 domains:

1. The input domain for the highest suitability assessment is in the sub-variable Characteristics of the achievement coaching training program, the highest appropriate assessment is in the sub-variable Characteristics of the program and achievement development strategy, the highest unsuitable assessment is in the sub variable Funding characteristics, and the highest non-conformity assessment is at sub variable Characteristics of athletes.
2. Domain the highest suitability assessment process is in the training process sub variable, the highest appropriate assessment is in the Organizing sub-variable, the highest unsuitable assessment is in the athlete selection sub-variable sub-variable and the training monitoring and evaluation sub-variable, and the highest non-conforming assessment is on the training process variable and the sub variable monitoring and evaluation of the exercise.

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