

Coaching Achievements KKO in Senior High School as an Evaluation to Sport Achievements

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Abstract—the objective of this research paper is 1) to determine the implementation of performance training for Sports Special Classes (SMA) in Yogyakarta High School level, and 2) to identify the results of High School (KKO) Sports Special Class Achievement (KKO) achievement in Yogyakarta. The descriptive research model was used in this research work. This research is an evaluation reference for the implementation of Sports Special Class achievement (KKO) level. Subjects used in the study were all high school KKO students in Yogyakarta. The results of the study showed that carrying out Special Class Sports in high school throughout Yogyakarta was categorized quite good. With seven indicators used, the evaluation of achievement of the DIY High School KKO indicates that only 1 factor is included in the trainer/teacher category, while the other 6 factors consist of students, learning models and curriculum, training programs, facilities, managers and environment including in a quite good category. Based on analysis data we need to improve coaching achievement implementation to get good achievements.

Keywords—achievement, sport, school

I. INTRODUCTION

Generally, sports performance can be said to have decreased in Indonesia. the government has also taken several measures to improve sporting activities. One of the steps taken by the government was to increase the quantity and quality of coaching in sports. Sports coaching is a very significant factor when we talk about advancing and improving sports performance. This is because of the level of development in sport is dependent on the quality of sports coaching. The role of coaching must be programmed optimally in order to enhance productivity, It must be systematically organized in accordance to the program that has been compiled in the athlete's training system. Special guidance is needed to achieve optimum performance. better results can be obtained when there is high athlete's effort and quality coaching. The level of training is influenced by the importance of the evaluation, which must be carried out periodically from the stage of selection of the athlete until the final phase of the implementation of the training program and the achievements achieved.

One important strategy in improving sports coaching is the formation of special classes in school sports. The School is one of the best platforms for coaching as well as sports development. School sports coaching is a great effort to increase, accelerate and achieve athletic success and coaching as well. Ditjend Dikdasmen (2010) stated that the aim of establishing Special Sports Classes is for (a) to develop students' talents and interests sports, (b) enhance academic quality and sports performance, (c) improve sporting

competitiveness, (d) enabling schools to foster and develop sports activities, (e) improving the physical and spiritual health, and (f) improving the quality of education as part of character building.

Special Sports Classes are not only channeled to students' interests and talents of students in the field of sports, but they also encourage students to excel in the field of sports. The Special Class Sports Program is not just "Sports Education" which include namely physical education and sports which are held as part of a regular and continuous education process to acquire knowledge, build personality, skills, health, and physical fitness. it is a 'Sports Achievement' that promotes and develops athletes in a planned, tiered manner, and continues through competition to actualize achievement with the support of sports science and technology [1].

For coaching to achieve an optimal result, it has to begin starts from the lower level and through careful planning. In the Yogyakarta Special Region, an achievement coaching that starts from the junior high school level through Special Sports Classes (KKO) at junior high and high school level is already in existence.

Schools in Yogyakarta that have organized KKO's include: SMP N 1 Kalasan, SMP N 2 Tempel, SMP N 13, and Kretek Middle School, while at high school level includes SMA N 2 Ngaglik, SMA N 1 Sayegan, SMA N 1 Sewon, SMA N 4 Yogyakarta, SMA N 1 Pengasih, SMA N 2 Playen, and SMA N Tanjung Sari.

Measures to enhance achievement through the achievement of results in schools is meaningless if the implementation of coaching in the High School KKO is not going well, hence an evaluation of the implementation of achievement training in schools needs to be carried out so that the effectiveness of the implementation of achievement training in schools will be visible. Moving on from this thought, researchers will evaluate the achievements of high school KKO in DIY.

Coaching is a consciously, planned, and well-organized effort directed to achieve a predetermined goal. According to some experts and sources about coaching, the Sports coaching implementation process includes several components which include organization, training program, trainer, athlete, facilities and infrastructure, funding, support, and the environment. To develop sports achievements in educational institutions, There has to be the establishment of sports activities units, sports classes, training and training centers, sports schools, as well as a tiered and sustainable sports competition in every education pathway [1]. Coaching

and development of educational sports are carried out by taking into account the potential, abilities, interests, and talents of students as a whole, both through intra-curricular and extracurricular activities [2]. According to Wahjoedi, et al. [3] coaching as a leading branch of sports is carried out by using a scientific approach in accordance with the coaching cycle from beginning to end. This also involves some level of technology. Sports experts around the world agreed on the need for coaching stages to produce high sports performance, namely through the stages of slaughter, nursery, and achievement [4].

According to recent studies, [5] early age exercise is also a measure to enhance young children to carry out sports activities as a whole. This is done with the aim of involving as many athletes as possible in sports achievements, there is an awareness of the importance of achievement sports as part of national sport improvement efforts. In this case it is necessary to have some significant strategies, namely: (1) providing adequate sports facilities and infrastructure in elementary schools, (2) provision of sports teaching staff who are able to promote exercise in school, (3) holding class competitions, (4) providing motivation, both from within and from outside, (5) holding demonstrations with high-achieving athletes, (6) stimulating children's interest through mass media, television, videos, etc., (7) collaborating between schools and communities especially parents.

Nurseries are a pattern that is applied as a measure to capture talented athletes who are scientifically researched. What is meant by scientifically is to capture athletes using scientific applications (science and technology), with an aim to choose early childhood children that are happy during the exercise process. they are then identified as athletes. In this way, early childhood development will help to build better athletes at a faster rate[5]. Some important considerations for obtaining the characteristics of superior athletes are as follows: 1) Talent and high potential brought from birth have a more dominant contribution compared to the coaching and other supporting processes, so finding potential athletes is very important, 2) Avoiding waste in the coaching process if athletes who are fostered have a high potential that is brought from birth, 3) The needs of Indonesia has promoted the search for superior athletes at early ages.

According to research,[6] talent identification can be done with natural methods and scientific selection methods. 1) Natural selection is a selection with a natural approach to early childhood developing, then growing into an athlete. 2) Scientific selection is a selection that applies scientific approach (science and technology). Choosing an early child who likes to exercise is then identified as an athlete.

II. METHODS

This research is a survey research. The method used is the descriptive quantitative method. The population in this study were all KKO students in Yogyakarta. The sampling technique used in this study is the population sampling technique. The instrument for collecting data was in form of 1) questionnaire, 2) field observations, and 3) interviews. Data collection techniques in this research are data triangulation.

III. RESULT AND DISCUSSION

The data in this study were taken with an instrument in the form of a questionnaire, which was distributed to the research sample, consisting of teachers, managers, and students. The sample consisted of seven teachers, nine managers, and one hundred twenty students. The questionnaire scale used in this study is a Likert scale, with a score between 1 and 4; For reasons of consistency, the data description used in this study involves four categories, namely: good, good enough, not good, and not good.

TABLE I. ACHIEVEMENT KKO ANALYSIS RESULT

Aspect	Sumber Data	Rerata	Kategori
Student	• Teacher	3,01	Quite good
	• Manager	3,33	Good
	• Student	3,20	Quite good
Teacher	• Teacher	3,21	Quite good
	• Manager	3,35	Good
	• Student	3,30	Good
Learning Model & Curriculum	• Teacher	2,55	Quite good
	• Manager	2,85	Quite good
	• Student	3,07	Quite good
Training Program	• Teacher	2,82	Quite good
	• Manager	3,08	Quite good
	• Student	3,08	Quite good
Facility	• Teacher	2,61	Quite good
	• Manager	2,64	Quite good
	• Student	2,98	Quite good
Manager	• Teacher	3,00	Quite good
	• Manager	3,07	Quite good
	• Student	3,08	Quite good
Environment	• Teacher	3,14	Quite good
	• Manager	3,26	Good
	• Student	3,25	Quite good

Visually the average score achievement on each factor from the DIY sports class (KKO) special grade achievement training, is presented in the histogram below.

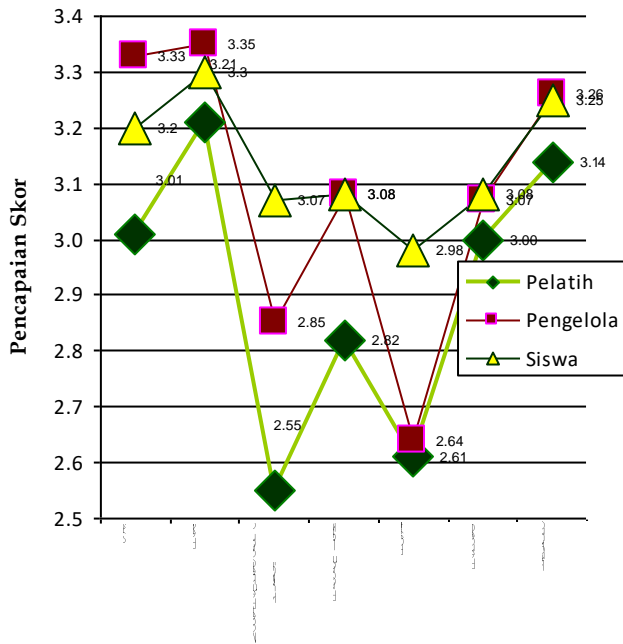


Fig. 1. Achievement KKO Evaluation Result

TABLE II. ACHIEVEMENT KKO MEAN ANALYSIS RESULT

Data Source	N	Mean	Kategori Skor
Teacher	7	2,906	Cukup Baik
Manager	9	3,081	Cukup Baik
Student	120	3,160	Cukup Baik

The table above shows that according to the teacher's, manager's, and students' perceptions the achievement of sports special grade (KKO) at the high school level throughout DIY in achieving achievement was in a quite good category.

Special Sports Classes are held in form of coaching for the development of students' interests and talents in of sports. This corresponds with the government's statement through Ditjend Dikdasmen (2010), Special Sports Classes aims to (a) improve students' talents and interests in sports, (b) increase academic quality and sports performance, (c) enhance competition skills in a sporty manner , (d) Propels the school's ability to improve and develop sports activities,

(e) encourage physical and spiritual health, and, (f) improve quality education which is also a key aspect of character building.

The existence of Special Sports Classes does not have a negative impact on the existing school or education program. It is, it's just that the training process and sports achievement training are more programmed, organized, organized and optimized. Like the general class, in the learning process of Special Classes for Sport still refers to the applicable curriculum provided by the school. In the formation of special sports classes, a structured and good management is needed for the smooth running of special sports class programs. In special sports classes' management, there are various factors that influence the smooth running of special sports talent programs. Special sports classes help to foster and develop students' talents and interests in sports, enhance quality education and sports performance, improve the ability to compete, improve the schools' ability to foster and develop sports activities. The expected result is a special sports class which includes, namely the implementation of training and the development of potential students in the field of sports so that it can improve sports and academic achievements.

IV. CONCLUSION

Based on the analysis result, Special sports class services are good enough. service improvement is still needed both in terms of facilities, management, training programs that are applied to students. learning models and curriculum are also good and appropriate for special sports classes in order to achieve the goals and targets that have been determined.

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