

Extracurricular Handball Achievement Development at SMP Negeri 1 Juwana, Pati District

Vidaliya Rizki Apriliana^a, Rumini^b

^{ab}Pendidikan Jasmani Kesehatan dan Rekreasi, Universitas Negeri Semarang, Indonesia

Correspondence: vidaliyarizki14@students.unnes.ac.id

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Abstract

This study aims to provide an in-depth analysis of the performance development process in handball extracurricular activities at the junior high school level, specifically at SMP Negeri 1 Juwana, Pati Regency. Utilizing a qualitative descriptive approach, data were collected through in-depth interviews, direct observations, and documentation studies involving coaches and the school principal. Data analysis was conducted using the Miles and Huberman model to explore the dynamics of coaching comprehensively. The study population includes all individuals directly involved in the handball extracurricular program, such as coaches, students/athletes, extracurricular coordinators or physical education teachers, and the school principal. The findings reveal that the coaching activities are being carried out, though the quality and intensity vary. Most of the training still focuses on mastering basic techniques. Student enthusiasm and coach dedication emerge as key supporting factors in the process. Nevertheless, the study also identifies several significant challenges, including limited facilities and infrastructure, insufficient time and funding allocation, and a lack of local competitions. These factors hinder the full realization of students' performance potential. Despite these obstacles, the coaching program contributes positively to students' character development. As a follow-up, the study recommends improvements in facilities, increased training hours, enhanced coach competencies, stronger collaboration with stakeholders, and greater financial support.

Keywords: achivement development; extracurricular; handball

1. Introduction

Modern education plays an important role in shaping well-rounded and competitive individuals, not only from a cognitive perspective but also socially and emotionally, creatively, critically, and with strong morals (Fahroji, 2020). Therefore, education is not merely the transmission of knowledge in the classroom, but also bears the responsibility of supporting students' physical, mental, emotional, and social development so that their potential can develop in a balanced manner (Rohmah et al., 2023). One form of this development can be achieved thru physical education and sports extracurricular activities, which serve as a platform for exploring students' talents, interests, and character development (Maulana & Raharjo, 2024).

School extracurricular activities are a platform for students to develop their talents and interests in various academic and non-academic fields. Extracurricular activities in the field of sports, which fall under the category of non-academic extracurriculars, have the most interest among all students. According to (Febrianty et al., 2020), sports extracurricular activities have excellent interest in terms of attraction and attention. In addition, sports extracurricular activities can also be a place for character development for students. According to (Kurniadi & Hamdani, 2018), extracurricular

activities are used as a place to deepen and broaden knowledge, improve achievement, channel students' talents and interests, and complement efforts for comprehensive self-development. Sports activities in extracurriculars have strategic value because they not only improve physical fitness but also instill sportsmanship, teamwork, discipline, and fighting spirit (Amanullah et al., 2024). In addition, extracurricular activities also play a crucial role in the development of students' character and social skills (Astuti et al., 2025).

The existence of extracurricular activities in schools ensures that every student has the opportunity to discover and hone their uniqueness, preparing them not only for intellectual challenges but also for a richer and more meaningful life (Gunadi, 2019). Additionally, extracurricular activities can help students develop a positive attitude toward the activities they participate in if teachers provide the necessary guidance and instructions (Eli Masnawati et al., 2023).

In Indonesia, the sports landscape continues to evolve with the emergence of various branches that capture public interest. Among the many options, handball has shown a significant increase in popularity, making it one of the sports with considerable potential for achievement. This game offers a unique combination of physical intensity and tactical intelligence; each match is a dynamic spectacle that demands speed, strength, agility, and solid teamwork from its players (Fefant & Soenyoto, 2022). Sports are not just about physical combat or the competition to win. Furthermore, the sports arena is a highly effective platform for deep character development, going beyond an athlete's technical and physical abilities (Septian Dwi Yusdiantara, 2024). Within it, participants are naturally encouraged to internalize high values of sportsmanship, such as respecting opponents and accepting results with grace. Additionally, sports demand strict discipline, both in regular training and in following the rules of the game, as well as fostering perseverance to continue practicing and bounce back from defeat. Equally important, sports train individuals to stay focused and perform at their best when working under pressure, a crucial skill that is also very useful in daily life outside the field (Setiawan et al., 2020). Additionally, the complex and diverse aspects of movement in handball also contribute to the overall physical development of students, training their motor coordination, endurance, and reflexes. This continued rise in popularity signifies that handball is not just a hobby, but a potential path for shaping resilient individuals, both physically and mentally. In this regard, the influence of management in achieving an organizational goal is highly needed. Management is generally defined as the ability or skill to obtain a result in order to achieve goals thru certain activities (Fefant & Soenyoto, 2022).

In Central Java, handball was officially competed in multi-events such as the Provincial Sports Week (PORPROV) in 2018. At the national level, the National Sports Week (PON) was first competed in at the PON PAPUA 2020 and the PON exhibition in 2016. In addition, the Central Java Handball Association also regularly holds provincial championships every year in the U-19 and senior categories. This serves as a benchmark. regencies/cities in Central Java to develop handball. In Pati Regency itself, the championships that are always held annually are POPDA (Regional Student Sports Week) and KEJURKAB (Regency Championship). The District Championship for the Junior High School category started in 2018 and continues to this day, while the POPDA began in 2019 but is still in the exhibition stage. The POPDA handball competition was officially held in 2022 and continues to be held annually to this day.

Seeing such great potential, performance development in handball extracurricular activities at the junior high school level has become an unavoidable necessity. Although handball is rapidly developing and is starting to be competed in various official events, performance development at

the junior high school level still faces many obstacles. According to (Arifin & Rumini, 2024), the well-established performance development is supported by adequate facilities and infrastructure, a funding system to ensure program implementation, the availability of competent coaches, and support from the school regarding the implementation of training and competition programs.

Handball is a dynamic team sport where players use their hands to pass and dribble the ball with the primary goal of scoring into the opponent's net. Similar to soccer in its scoring concept, but played entirely with hands, this game requires a combination of strength, agility, and solid team strategy. Each team strives to advance the ball thru a series of quick passes and individual movements, seeking gaps in the opponent's defense to take shots toward the goal, while the defending team attempts to block attacks and regain possession of the ball (Rahayu et al., 2020).

The number of players in handball is 7, with 6 players acting as both attackers and defenders, and 1 goalkeeper whose job is to guard the goal. In handball, there is a goalkeeper's control line that is 6 meters long. Only the goalkeeper is allowed within the 6-meter area. Then there is a 9-meter attack line, which serves as the location for free throws if a foul occurs. If a foul is committed within the 9-meter area and is deemed dangerous, the player is awarded a penalty shot from 7 meters in front of the goal without interference from defenders. As for the penalties for players, minor infractions result in a yellow card warning. If the player continues to violate the rules, they will receive a 2-minute suspension, which means they are prohibited from playing for 2 minutes and have a quota of 2 times. For the third offense, the player will be given a red card immediately, which means they are prohibited from playing and must leave the playing area. These game rules have already been implemented in the junior high and high school categories as a basis for training at a higher level.

The junior high school stage is an important initial foundation for identifying and honing young talents in this sport, preparing them to become skilled handball athletes in the future. A structured and systematic training program not only focuses on mastering basic handball techniques such as passing, dribbling, shooting, and defense but also includes aspects of game strategy, understanding regulations, and developing mental fortitude (Henjilito et al., 2022).

Effective athlete development requires a comprehensive and integrated approach, going far beyond just physical training on the field. This means that an athlete's development must be considered from various interconnected aspects to maximize their potential and performance sustainably. These aspects include customized and progressive physical training programs, proper nutrition for recovery and energy, psychological and mental support to manage stress and build resilience, tactical strategies and a deep understanding of the game, as well as comprehensive injury prevention and management. Additionally, this approach also involves education on healthy lifestyles outside of training, time management, and character development, ensuring that athletes not only excel in their sport but also grow as well-rounded individuals. By harmoniously integrating all these elements, athlete coaching can create a strong foundation for long-term success and overall well-being (Candra et al., 2025).

Handball is crucial because it not only focuses on mastering the technical skills of the game but also guides students to achieve outstanding results at various levels of competition. Starting from local inter-school events, which serve as the initial arena to hone skills, progressing to regional competitions to gauge competitiveness, and finally reaching the national stage as the ultimate showcase of talent. The investment made in this early childhood development program will be the main foundation and key to success in producing a generation of handball athletes who are not

only technically proficient but also possess a champion's mindset, ready to compete at higher levels, even on the international stage (Anisa, 2024).

From the results of interviews and observations conducted with the sports teacher, there is an indication that the coaching of extracurricular handball achievements at State Junior High School 1 Juwana, Pati Regency, is not yet optimal. This can be seen from the results of the following achievement table:

Table 1. Achievements of SMP Negeri 1 Juwana handball

Number	Achievements	Description
1.	Pati Handball Popda 2023	Boys' champion 1 Girls' semi-finalist
2	Pati Student Handball Championship 2023	Boys' champion 1 Girls' champion 2
3.	Pati Handball Popda 2024	Boys' champion 3 Girls' champion 2
4.	Pati Regency Handball Championship 2024	Boys' champion 1 Girls' champion 2
5.	Pati Handball Popda 2025	Boys' champion 1 Girls' champion 2

From the table above, there are several causes attributed to various factors, such as limited facilities and infrastructure, a shortage of qualified and certified coaches, minimal time allocation, and a lack of support from schools or parents. The lack of school facilities and infrastructure is a significant problem in the development of extracurricular activities, including limited field size, insufficient number of balls, and inconsistent student participation in each practice (Handayani & Mulyono, 2022). This condition has the potential to hinder the development of students' potential in handball and reduces their chances of achieving success. Some previous studies have discussed school sports coaching in general or only highlighted basic technical aspects and the physical condition of handball athletes, but studies on extracurricular handball achievement coaching at the junior high school level are still limited. This research provides a comprehensive overview of extracurricular handball coaching at the junior high school level in the region. The results of this research are expected to serve as a practical reference for other schools in developing more effective and sustainable handball coaching strategies.

Therefore, this study will conduct an in-depth investigation into the effectiveness and challenges of extracurricular handball achievement development in the region. Consequently, this research will focus on "Extracurricular Handball Achievement Development at State Junior High School 1 Juwana, Pati Regency" to identify the real conditions, analyze influencing factors, and formulate recommendations to improve the quality of development and achieve better results.

2. Method

This research will use a descriptive qualitative approach. The qualitative approach was chosen to deeply understand the phenomenon of extracurricular handball performance development, and to explore the perceptions, experiences, and views of respondents in the field. This research was conducted at State Junior High School 1 Juwana, Pati Regency. The descriptive method aims to systematically and accurately describe the facts and characteristics of the object or subject being studied, in this case, the process of developing handball performance. Thus, researchers can gain a comprehensive understanding of how the coaching is conducted, its supporting and hindering factors, and its impact on the academic achievement of students at Juwana State Junior High School 1, Pati Regency.

The study population includes all individuals directly involved in participating in handball extracurricular activities at State Junior High School 1 Juwana, Pati Regency, including coaches, students/athletes, extracurricular coordinators/physical education teachers, and the school principal. Considering the qualitative nature that prioritizes data depth, the sample will be determined thru purposive sampling (Shidiq & Choiri, 2019). Researchers will select the most relevant and knowledgeable Physical Education teachers regarding handball performance coaching. This sample includes at least a few students, physical education teachers, and the principal from State Junior High School 1 Juwana, Pati Regency, considering the intensity of activities and potential for achievement. With a sample size of 24, consisting of 12 male and 12 female students.

Table 2. Presentation of Miles & Huberman (1994) data analysis

Data Reduction	Grouping interview data into themes (supporters, obstacles, strategies and impacts)
Data Presentation	Data displayed in tables showing relationships between themes
Conclusion	Coaching is underway but not yet optimal. Triangulation of sources and methods for validation

Data will be collected from the results of the data gathering, thru a combination of in-depth interviews with coaches, students, and school principals to explore aspects of coaching, methods, challenges, support, and evaluation. In this case, observation is also necessary to participate in training activities to see interactions, methods, facilities, and atmosphere, as well as document studies for analyzing syllabi, schedules, achievement lists, and school policies.

The collected data will be analyzed using the Miles and Huberman (1994) model, which includes three key stages of data reduction: filtering and categorizing raw data, presenting data visually in narratives, matrices, or charts for easier understanding, and drawing conclusions/verifying conclusions thru a phased approach validated by source and method triangulation. This methodology is expected to provide a comprehensive and in-depth overview of extracurricular handball performance development in the research area.

3. Result and Discussion

The research results show that the development of handball extracurricular activities at State Junior

High School 1 Juwana, Pati Regency, is generally already underway. The results show higher commitment with a relatively consistent coach and regular training schedule. The main supporting factors for coaching come from the students' high enthusiasm for handball, as well as the dedication of the coaches, most of whom have a coaching background although not all are formally certified (Kusumawardhani, 2011). Support from the school, such as providing a basic field or practice balls, is also a positive point. And Instagram has become a highly effective recruitment tool for handball extracurriculars, allowing for broad reach to students who are active on social media and interested in engaging visual activities. Complementing these efforts, direct socialization in schools is crucial for interacting directly with potential members, answering their questions, and providing a realistic picture of the benefits of joining. This combination of digital and personal strategies ensures the handball team can attract talent from diverse backgrounds, reaching both those already interested online and students who might be new to the sport thru school presentations. This two-way approach maximizes recruitment potential, building a solid and diverse team.

However, this study also identifies some significant supporting and hindering factors. The facilities and infrastructure at SMP N 1 Juwana Pati are generally quite good, providing adequate support for various school activities. However, one crucial aspect that has not met the standards is the handball court. The substandard condition of the court can hinder effective and safe handball training and matches, potentially affecting the development of athletes' skills and team performance. To ensure that students' potential in handball can develop optimally and they can compete safely, improving and upgrading the court's quality to meet applicable standards is an urgent priority, complementing the school's other already good facilities. Limited facilities and infrastructure are the main obstacles, with most schools lacking standard handball courts or adequate training equipment. The lack of ideal training time allocation and the limited operational funds from the school also restrict development potential. Additionally, the lack of local-level handball competitions or events in Pati also reduces students' motivation to excel at higher levels.

In this regard, funding also plays an important role in the smooth performance of participation in the Kejurkab (District Championship) and Popda (Regional Student Sports Week), which demonstrates a focus on talent development and competition at the regional level. Interestingly, there is a significant difference in funding sources for these two types of events. For the Kejurkab and other events outside of Popda, funding is independent, indicating self-help efforts or internal support. On the other hand, Popda is funded thru BOS (School Operational Assistance) funds, highlighting the local government's support in facilitating student participation in sports events. These differences in funding schemes reflect varying priorities and policies for each type of competition, but both remain crucial in shaping the experiences and achievements of young athletes. And parental involvement in supporting their children in handball extracurricular activities is also not yet maximized in some schools. Impact and Recommendations Despite the challenges, extracurricular handball coaching at State Junior High School 1 Juwana, Pati Regency, has proven to have a positive impact on students' physical and character development, such as discipline, teamwork, and fighting spirit. However, the impact on measurable achievement at the regional or national level is still limited. To improve the quality of training and foster the emergence of achievements, there needs to be an increase in training facilities, additional training hours, and continuous training for coaches to enhance their competence. Additionally, collaboration between middle schools to hold internal competitions or sparring matches will be very helpful in honing students' skills and maintaining a competitive spirit. Greater financial support from local

governments or sponsors is also essential for the sustainability of this program. Here is a summary of the interview results conducted by the researcher:

Table 3. Summary of interview results

Theme	Sub-theme	Summary of findings	Interview excerpts
Supporting Factors for Development	Student enthusiasm	The students were very enthusiastic about participating because it was considered a new sport	'Many students are interested in playing handball because it is different from other sports at school.' (Physical Education Teacher)
	Coach dedication	The coach continued to train them even though he was not yet certified	'I try to practise regularly despite limited facilities.' (Coach)
	School support	The school provided a field and balls as best they could	'We provide as much support as possible with the facilities we have.' (Headmaster)
Factors Hindering Development	Facilities and infrastructure	The field is not up to standard, equipment is limited	'The field is still inadequate.' (Coach)
	Time and funds	Training is limited, funds are minimal	'We only train twice a week.' (Male student)
	Limited competition	There are few local events, which reduces student motivation	'If there were more competitions, the children would be more enthusiastic.' (Physical education teacher)
Strategy and Impact	Student recruitment	Conducted via Instagram and school socialisation	'We use social media for recruitment' (Coach)
	Character impact	Building discipline and cooperation	'Handball brings us closer together' (Female student)
	Achievements	Several times winner of local events	'We are grateful that our boys and girls always make it to the finals, even though they are not yet consistent.' (Sports teacher)

5. Conclusion and Recommendation

Extracurricular handball coaching at SMP Negeri 1 Juwana, Pati Regency, is generally running well. This is evident from the high commitment of the consistent coach and the regular training schedule. The students' high enthusiasm and the coaches' dedication are the main supporting factors. Support from the school, such as providing basic facilities, also contributed positively. However, some significant constraints hinder the optimization of coaching. Limited facilities and

infrastructure (fields and equipment), insufficient allocation of time and operational funds, and minimal local competition are the main challenges. Additionally, parental involvement in supporting this activity is also not yet maximized. Nevertheless, this extracurricular activity has had a positive impact on students' physical and character development, such as discipline and teamwork, although its impact on regional/national achievements is still limited.

To improve the quality of handball extracurricular coaching and drive higher achievements, it is recommended that the school enhance training facilities and infrastructure, including the provision of standard courts and adequate equipment. Additionally, optimizing time and funds thru the addition of ideal training hours and a larger allocation of operational funds from the school is highly necessary. Improving coach competency is also crucial, by encouraging them to pursue continuous training for formal certification. To increase student motivation and competition, internal competitions between junior high schools should be held or local sparring partners should be sought, and local governments should be encouraged to initiate more tournaments. Finally, increased parental participation thru socialization and seeking external support from local governments or sponsors is essential for the sustainability and future development of this program.

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