

**Evaluation of The Sports Special Class Implementation Program of Junior High School Level in Sleman District****Addy Idris Kusuma Siahaan^{1✉}, Wawan Sundawan Suherman²**Prodi Ilmu Keolahragaan, Program Pascasarjana, Universitas Negeri Yogyakarta, Indonesia¹²**Article History**

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Keywords:Evaluation; CIPP Model;
Special Sports Class**Abstract**

The purpose of this research was: (1) to find out the results of the Context evaluation of the Sports Special Class (KKO) program, (2) to find out the results of the Input evaluation of the Sports Special Class (KKO) program, (3) to find out the results of the Process evaluation of the Sports Special Class Program (KKO), and (4) to find out the results of the Product evaluation of the Sports Special Class (KKO) program at the junior high school level in Sleman Regency. This research is evaluation research, using a quantitative approach by considering the CIPP model (context, input, process, product) evaluation in the Sports Special Class (KKO) program at the junior high school level in Sleman Regency. This research was implemented from April to May 2019. The subjects in this research were the Principal, Deputy Principal, Coordinator of KKO implementation, and the students from the three schools. The data of this research were obtained from interviews and questionnaires. The data analysis technique used in this research is descriptive analysis supported by quantitative data. The results of this research are (1) the overall context variable is good, (2) the overall input variables are included in the sufficient category, (3) the overall process variable is in the sufficient category. The obstacle is the arrangement of practice schedules and other lesson schedules so they don't interfere with each other. And (4) the overall product variable is good. This is proved by the KKO program's students who have good sports achievements can become champions at the national level and their academic achievements are also with an average report card score of no less than 75.

How to Cite

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INTRODUCTION

The government in this case strongly supports the special education services for children who have special sports talents in obtaining their rights and developing their potential in various programs. This is reflected in the National Education System Law, article 5, paragraph 4, which reads "Citizens who have the potential for intelligence and special talents are entitled to special education". Furthermore, in the Law of the Republic of Indonesia, Number 3 of 2005 concerning the National Sports System, article 25, paragraph 3, "The guidance and development of educational sports at all levels of education gives freedom to students to carry out sports activities according to their talents and interests". This means that the special education services in sports are available and supported by the law.

Furthermore, based on Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning Management and Implementation of Education, Article 36, Paragraph 1, "Regency/city governments carry out sustainable development for students in their regions who have the potential for intelligence and/or special talents to achieve top achievements in the field of science, technology, arts, and/or sports at the level of education units, sub-districts, districts/cities, provinces, nationally and internationally". For this reason, for policies implementation of special talents treatment in sports in 2013/2014, the education youth and sports office (Disdikpora) opened a sports special class consisting of 3 junior high schools and 2 high school level schools.

Sleman Regency already has 3 junior high schools as the sports special class (KKO) schools, namely: SMP Negeri 1 Kalasan, SMP Negeri 2 Tempel, and SMP Negeri 3 Sleman. SMP Negeri 1 Kalasan opened 3 sports, Basketball, Soccer, and Volleyball, while SMP Negeri 2 Tempel opened 4 sports, Athletics, Volleyball, Soccer, and Badminton, then SMP Negeri 3 Sleman opened 10 sports, namely Athletics, Volleyball, Badminton, Chess, Swimming, Kempo, Soccer, Gymnastics, Sepaktakraw, and Taekwondo. Along the way, the additional sports become flexible when there are no registrants in that sport, for example, there is only one registrant in basketball at SMP Negeri 3 Sleman and it is advisable to choose another sport.

Sports special classes (KKO) according to the data have increased the registrants' number, based on data for the last 2 years the registrants number in 3 schools that organize the sports special classes has increased as follows.

Table 1. The KKO Registrants' Enthusiasm at Junior High School in Sleman Regency

Schools	Number of Registrants	
	2017	2018
SMP N 1 Kalasan	65	76
SMP N 2 Tempel	50	83
SMP N 3 Sleman	52	79

Table 1 shows that the registrants' enthusiasm is very high, with various motives to register and from various backgrounds. Some of the motives include, wanting to develop their talents because they have been involved in sports from an early age and have excelled, some are just trying, so when they enter they can excel then they can be used to enter their favorite high school, and many other motives. These can be selected in the selection process and are expected to fulfill the predetermined criteria.

Kusaeri and Supranto (2012:17) said that evaluation is seen as an action to determine the success of the education program being followed. This means that the program evaluation or assessment is a process that is deliberately planned to obtain information or data from a carefully planned program. All data or information can be used as material for consideration in making an appropriate decision and supporting the planned evaluation objectives.

Evaluation can function as a measuring tool for the extent to which a goal has been achieved within a certain time according to the length of the activity. Accuracy evaluation should be accurate and valid, reliable, and comprehensive information (Meridith et al, 2007: 543-552). All of these programs need to be evaluated to find out whether they have achieved the stated objectives. Hasan (2008: 53) states that program evaluation is to help the decision-makers and is not an evaluation task to determine or make decisions.

Various evaluation models have been made by experts, including 1) Goal Oriented Evaluation Model, 2) Goal Free Evaluation Model, 3) Formative-Summative Evaluation Model, 4) Countenance Evaluation Model, 5) CSE-UCLA Evaluation Model, 6) CIPP Evaluation Model, 7) Discrepancy (Arikunto and Safruddin, 2014: 41-48). The CIPP model is Context, Input, Process, and Product, which was developed by Stufflebeam (1985), initially, this evaluation model is a very systematic way to look at the various aspects of the curriculum development proces (Kalekar & Patil, 2015: 2615). Furthermore, this evaluation model can be used effectively for the school programs evaluation or in this case the program

to organize Sports Special Classes (KKO) in 3 junior high schools in the Sleman Regency.

By using the CIPP evaluation model, it is possible to evaluate school programs systematically and comprehensively, so changes can be made to correct or improve what is wrong becomes right (Hamalik, 2007: 260-261). As stated by Mulyatiningsih (2012: 121) that the CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the right steps. The things that need to be evaluated from the context terms include the objectives of the Sports Special Class (KKO) program. In the input terms, things that need to be evaluated include the KKO student selection system, the KKO executor team, and the sports instructor/coach. In the terms of processes that need to be evaluated include the process of managing sports special classes starting from the curriculum, coaches, financing, and training programs. Lastly, in the terms of the product include the student learning outcomes/ achievements. So the purpose of this research was to evaluate the Sports Special Class (KKO) program at the junior high school level in Sleman Regency based on the context, input, process, and product.

METHODS

This research uses a quantitative approach with the consideration that the CIPP model (context, input, process, product) evaluation in the Sports Special Class (KKO) program at the junior high school level in Sleman Regency can be carried out more deeply in accordance with the actual conditions through the natural setting paradigm, and researchers can be a research instrument. The research data were obtained from observations, interviews, questionnaires, and documentation. The researcher made observations of 3 schools that held the KKO program at Junior High School in Sleman Regency and conducted interviews with each Principals, Deputy Principals, KKO Managers, and Sports Branch Coaches. Other data were obtained from questionnaires given to KKO Managers, Sports Trainers, and KKO Students, then added with the documentation data from Decision Letters, student learning outcomes, the list of students, and school achievements.

The evaluation subject has certain qualities and characteristics determined by the researcher. The subject determination in this evaluation research was carried out by purposive sampling, namely 3 Principals, 9 Vice Principals, 3 Coordina-

tors of KKO Executor, and 294 students. Each school is taken 1 Principal, 3 Vice Principals, 1 Coordinator of KKO Executor, and 98 students.

Sugiyono (2010: 148) stated that a research instrument is a tool used to measure the observed natural and social phenomena. Data collection instruments in the evaluation research of the Sports Special Class (KKO) program at SMPN 1 Kalasan, SMPN 2 Tempel, and SMPN 3 Sleman include questionnaire guidelines, interview guidelines, documentation analysis guidelines, and observation guidelines. Next, the researcher determined the criteria of each component, then the instrument was tested by 2 expert judgments to get the instrument validation. The criteria used in this research can be seen in **Table 2** below.

Tabel 2. Evaluation Criteria

Variables	Indicators
Context	Backgrounds
	Vision and Mission
	KKO Program Objectives
	Problems in the program implementation
Input	KKO Student's Selection
	KKO Executor Team
	Instructor/Coach
	Facilities and Infrastructure
Process	Management of the KKO Curriculum and Training Program
	Student/athlete
	Facilities and Infrastructure
	Financing
Product	Coach/Trainer
	KKO student's academic achievement
	KKO student's sports achievement
	KKO school achievement

Data analysis organizes and sorts data into patterns, categories, and base units so the themes can be found and working hypotheses can be formulated as the data suggests. The data analysis technique used in this research is descriptive qualitative analysis supported by a quantitative approach, by describing and interpreting data from each aspect that is evaluated in the form of qualitative data which is concluded in the form of quantitative data. The data from the evaluation of the input and process components were analyzed using qualitative approach and presented with quantitative approach. The data from the output components evaluation were analyzed and presented with a quantitative approach and

the implementation obstacles of the Sports Special Class (KKO) program at SMPN 1 Kalasan, SMPN 2 Tempel, and SMPN 3 Sleman were analyzed and presented with qualitative and quantitative approach.

The technique of qualitative data analysis uses the Miles and Huberman model. The series in data analysis are data collection, data reduction, data presentation, and drawing conclusions (Djunaidi Ghony, 2012: 306).

The data collection was obtained from the results of observations, interviews, questionnaires, and documentation that correspond to the research problem which was developed to obtain data simplification.

The data obtained in the field through interviews, observations, and documentation are classified by researchers in a simpler form. Firstly, the researchers sort the data according to the type and characteristic, secondly, the researchers classify the data that has been obtained according to their form and characteristic according to the research objectives that have been set.

This data presentation is limited as a collection of information that gives the possibility of drawing conclusions and taking action. This data presentation in this research is a description of all information about how to evaluate the Sports Special Class (KKO) program at SMPN 1 Kalasan, SMPN 2 Tempel, and SMPN 3 Sleman.

The data in this research are presented based on the data obtained in the field and have been classified by type and characteristic, then presented based on the objectives of this research. In this case, the data will be presented based on the context evaluation, input evaluation, process evaluation, and product evaluation of the Sports Special Class (KKO) program at SMPN 1 Kalasan, SMPN 2 Tempel, and SMPN 3 Sleman.

From the signification collection of each category, the researcher tries to find the essence of each theme presented in the narrative text in the form of the research focus. After the analysis is done, the researcher can conclude the results of the research that answer the problem formulation that has been set by the researcher. The analytical method used in this research is the descriptive analysis method, which is an analysis described by words or sentences separated by category to get a conclusion.

RESULTS AND DISCUSSION

The data from this research were obtained from observations, interviews, questionnaires,

and documentation analysis. The observation results and interviews were analyzed qualitatively, while the questionnaires and document results were analyzed quantitatively. The analysis is conducted on each variable, namely context, input, process, and product.

Context Variables for Sports Special Class (KKO) Program

The school's background in organizing the Sports Special Class (KKO) program is the existence of instructions from the education office to organize the KKO program with the aim to accommodate and foster superior seeds in sports, so their performance is better. This is good for fostering superior seeds, so they are more focused on training. Not all superior seeds can participate in sports clubs to develop their potential due to their parents' economic limitations.

This KKO program with government funding allows the seeds of the superior sport received from underprivileged families to develop their potential. In the 2010 Sports Class Program Implementation Manual, it is stated that the policy regarding the implementation of sports classes is contained in the Law of the Republic of Indonesia No. 3 of 2005 concerning the National Sports System, article 25, particularly paragraph 6 which reads: "In order to develop sports achievements in educational institutions in every educational path, a sports activity unit, sports classes, coaching and training centers, sports schools, and the holding of tiered and sustainable sports competitions can be established". The basis for founding the special sports class is as follows:

- 1) Law of the Republic of Indonesia Number 23 of 2002 concerning Child Protection, Article 52 which reads "Children who have superiority are given the opportunity and accessibility to get special education".
- 2) Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article 5, Paragraph 4 which reads "citizens who have the potential for intelligence and special talents are entitled to special education".
- 3) Law of the Republic of Indonesia Number 3 of 2005 concerning the National Sports System.
- 4) Regulation of the Minister of National Education of the Republic of Indonesia Number 34 of 2006 concerning Coaching of Students who have the potential for intelligence and or special talents.
- 5) Government Regulation Number 16 of 2007 concerning the sports implementati-

on.

- 6) Government Regulation Number 17 of 2010 concerning Management and Implementation of Education.

The purpose of the Special Sports Class program according to the Directorate General of Elementary and Secondary Education (2016 : 3)

- a. Developing the students' talents and interests in sports
- b. Improving academic quality and sports achievement
- c. Improve the ability to compete in a sporting manner
- d. Improving the ability of schools in coaching and developing sports activities
- e. Improve physical and mental health
- f. Improving the quality of education as part of character building

The vision and mission of the KKO program are good and in accordance with the vision and mission of the school, so it does not interfere with the appointed school's organizing of the KKO program.

The program problems are in accordance with the fields' existing problems. Organizing Sports Special Classes in 3 areas in Sleman Regency to accommodate the graduates' elementary school students who have talent in the sports to continue to the next level of education.

B. The Input Variables for Sports Special Class (KKO) Program

The manager of the Sports Special Class (KKO) program at SMPN 3 Sleman, SMPN 1 Kalasan, and SMPN 2 Tempel assessed that generally, the input variables of the KKO program were good. This is shown from the questionnaire results that 100% of managers assess the KKO program input variables are good, and none of the managers assess sufficient or less. Guidance for the KKO implementation by the Directorate General of Elementary and Secondary Education (2010) regulates that every school that organizes the KKO program should form an executor team of the KKO program. The KKO Program executor team was formed based on the Principal's Decree. The composition of the KKO program executor team includes several positions, namely: (1) person in charge, (2) chairman, (3) management coordinator, (4) secretary, (5) treasurer, (6) public relations, (7) logistics, and (8) members.

The questionnaire results of the input variables given to the coaches showed that the coaches in the three schools had different assessments. The questionnaire results of the input variables of SMPN 3 Sleman coach showed that

66.67% of coaches assess as sufficient, 33.33% assess good, and no trainers assessed less. The questionnaire results of the input variables of SMPN 1 Kalasan coaches showed that 62.50% of the coaches assess good, 37.50% of the coaches assess as sufficient, and none coaches assess less. The questionnaire results of the input variables of SMPN 2 Tempel coaches showed that 50.00% of the coaches assess good, 50.00% of the coaches assess as sufficient, and none coaches assess less.

The questionnaire results of the input variables by managers, students, and coaches showed that in general the input variables for the Special Sports Class program were included in the more than sufficient category because no one assess less. This input variable consists of KKO student selection indicators, KKO implementation team, instructors/trainers, and infrastructure.

The Indicators of the KKO Student Selection

Amirin, et al (2013: 50) argue that a student is someone who registered in a particular path, level, and type of educational institution who always wants to develop his potential both in academic and non-academic aspects through the organized learning process.

The student selection process is the most basic stage in the KKO program. If students who pass the selection are not good, it will be difficult in the coaching and training process, on the contrary, if those who pass the selection are special talented seeds with high motivation, it will be easier in the coaching process to achieve the high achievements (Ferry & Lund, 2018; Tashpulatov, 2022)

One way to evaluate the selection process is to use a questionnaire given to KKO program students. The input variable questionnaire for students only contains statements about student selection indicators. The evaluation results done by students of the KKO program at SMPN 3 Sleman, SMPN 1 Kalasan, and SMPN 2 Tempel is that the selection process of the KKO program students has gone well as shown in the **Figure 2** below.

From the **Figure 2** it is shown that 80% of the KKO program students at SMPN 3 Sleman assessed it as good, 20% assessed it as sufficient, and no one asses it as insufficient. The results of the student questionnaire of SMPN 1 Kalasan showed that 83% of students were assessed good, 16.67% of students were assessed sufficient, and none of the students were assessed insufficient. The student questionnaire results of the SMPN 2 Tempel showed that 55.74% of students assessed good, 44.26% of students assessed sufficient, and

there were no students assessed insufficient.

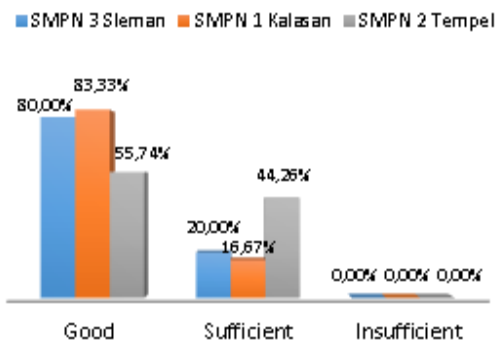


Figure 2. Graph of student evaluation results on input variables

Evaluation data from the manager was obtained through interviews with the manager coordinator of the KKO program. The result of this interview is that the KKO program student selection process has followed the instructions from the Sleman Regency education office. The school formed a team to conduct the student selection for the KKO program, socialization, and selection. The procedural selection process for the KKO program students has gone well.

The criteria for student admission to the KKO program are academic achievement as seen from the report cards, certificate portfolios, branch sport tests, physical tests, and interview tests. Good academic achievement shows students' ability to think and learn which is useful to understanding the training materials and practicing in the field. The interview tests can explore students' motivation to achieve high achievements. The branch tests were conducted to find out which students were more talented in which branches of sport. Physical tests are conducted to determine the physical strength of students to support endurance and physical ability in participating in coaching (Ahmed, et al, 2017; Chen, et al, 2018).

The school does not have the facilities and infrastructure to carry out the test of sports branch and physicals, so it cooperates with the Faculty of Sports Science at Yogyakarta State University (FIK UNY) which has the facilities and infrastructure to carry out those tests.

These evaluation results show that the selection process both procedurally and technically is good. The selection process would be better if in the selection team formed there were people who were observant in monitoring elementary students who were talented in sports. This team not only spreads the information that the school accepts students for the KKO program and then

waits for them to register but actively monitors championships and competitions between elementary schools and between elementary-age clubs to find the superior seeds. This monitoring can be done long before the New Student Admission (PPDB).

Talented superior seeds do not always win because of the possibility that they may lack systematic practice and lack of infrastructure, so they lose to students who join the clubs with a good training system. If talent is found, it must be approached, monitored, and assisted to register during the New Student Admission (PPDB). Talented seeds from underprivileged families sometimes do not want to register for the KKO program because their homes are far from the junior high school that organizes the KKO program. Elementary school students like this should be helped, so they can enter the KKO program so that their talents are honed and achieve high achievements.

According to the KKO program manager at SMPN 3 Sleman, the obstacle faced was the limited area of students' origin, namely Sleman Regency, so they could not recruit elementary school students who excel in sports from outside the Sleman Regency. This regional restriction also aims to find superior seeds in the sports to be fostered to be more accomplished and make Sleman Regency proud at the provincial, national, and international levels. If the KKO program accepts students from outside Sleman Regency, then when there is an inter-district championship they will not defend the Sleman Regency but defend their home region. So this area restriction is not an obstacle to finding the superior seeds but a challenge on how to foster the seeds in Sleman Regency so they can achieve more.

The Indicators of the KKO Executor Team

Based on the interview results, it can be seen that the selection process of the coordinator and executor team for the KKO program is conducted by the school principal with deliberation. The coordinator and the executor team of the KKO program are determined using the Principal's Decree (SK).

Many other questions in the interview regarding the indicators of the KKO executor team were not answered, so it was not possible to know the background, division of tasks and responsibilities, and monitoring of the executor team. So the evaluation of the KKO program executor team shows that the management coordinator of the KKO program is not very knowledgeable about the problem when interviewed.

The attitude of the KKO program manage-

ment team should be improved by increasing the competence in sports. The KKO program management team does not have to had a position in the school. People who like sports and have high motivation to advance sports achievements deserve to be team members.

The Indicators of Instructure/Coach

The evaluation of the instructors/coaches' indicators is conducted by interviews and giving questionnaires to the management coordinator of the KKO program and coaches. The results of interviews with the management coordinator of the KKO program show that the number of coaches is sufficient, every sport has a coach, and even there are 2 coaches for football. The process of appointing coaches is customized to the skills and needs of the school. The chosen trainers are experienced in training, have qualifications, and have certificates. Emral (2017: 5-6) argues that a coach is someone who has the professional ability to help reveal the athlete's potential into real abilities optimally in a relatively short time.

The interview results with coaches can be seen that the process of appointing coaches varies, there are coaches who submit applications to become coaches and there are coaches who are appointed by the old coach's recommendation. The coach appointment based on a recommendation has the advantage that the person is already known by the previous coach and the possibility of similar character, so it remains to continue the training program of the old coach. The shortcoming is not being able to compare objectively with other coaches to get the best coach. It would be better if the coach selection process invites more coaches to be selected objectively.

The interview results with the management coordinator of the KKO program show that the process of appointing coaches has gone well. This is in accordance with the interview results of coaches who show that the coaches has coaching experience in various sports clubs, already has a certificate or license, and has qualifications. The appointed coach has the expertise in accordance with the sport being trained and has experience in training athletes because the KKO program students are not students who have just trained from scratch but are junior athletes who are used to practicing. The KKO program students need coaches who can improve their mastery of technical, physical, and motivational skills to achieve higher achievements.

The Indicators of Facilities and Infrastructure

The interview results with the management coordinator of the KKO program show that

the existing infrastructure is equipped and sufficient to carry out the training program. These facilities and infrastructure are supported by the education office. These interview results are not in accordance with the coach's interview results who show that the facilities and infrastructure are still insufficient to support the training material. There are also many facilities and infrastructure that do not fulfill the standards.

Facilities and infrastructure are important aspects of the KKO program implementation. Seifried (2010: 54) stated that professional sport facilities, in particular, appear as culturally relevant places to study because they are celebrated as sacred spaces which regularly host large gatherings of people through live and remote attendance. In order for these facilities and infrastructure to be used as they should, the sports facilities and infrastructure should fulfill the sporting standards. Sporting standards according to Law number 3 of 2005 concerning the National Sports System, include technical standards, health standards, and safety standards (Eason, et al, 2017; Preuss, 2018).

The short-term solution is to borrow facilities and infrastructure from other parties and use what is available to the fullest. There are also those who use the facilities and infrastructure owned by the taekwondo coaches at SMPN 1 Kalasan. The problem of the school football field cannot be fulfilled because it requires a large field so you have to borrow a field. The Ministry of National Education (2010:17) stated that the recommended facilities and infrastructure requirements in the special sports talent class program include sports buildings, sports fields, tools and equipment, School Health Unit rooms (school sports clinics), and Fitness centers are better if owned by schools, libraries and multimedia rooms that have sports book facilities and sports tabloids.

Differences in perceptions between the KKO program coordinator and the coaches regarding the sufficiency of facilities and infrastructure should be handled immediately. It is necessary to hold a meeting between the coaches, the KKO program coordinator, and the education office of Sleman Regency. The coach explains the various facilities and infrastructure that are needed in accordance with quality standards. The coach also explained the functions and uses of these facilities and infrastructure, so the KKO program coordinator and the district education office understand the real need for facilities and infrastructure, both in quantity and quality. After this meeting, it is expected that the KKO program coordinator and the education office of Sleman

Regency will try to fulfill the needs of sufficient and quality facilities and infrastructure.

Process Variables for Sports Special Class (KKO) Program

The process variable evaluation questionnaires were given to KKO program students, coaches, and managers. Students of the KKO program at SMPN 3 Sleman assessed that the implementation process of the exercise had run well (60%), this was more than those who assess it as sufficient (40%), and there were no students who assess it as insufficient. Students of the KKO program at SMPN 1 Kalasan assessed that the implementation process of the exercise is sufficient (56.67%), this was more than those who assess good (43.33%), and there were no students who assess as insufficient. Students of the KKO program at SMPN 2 Tempel assessed that the implementation process of the exercise had run sufficient (73.77%), this was more than those who assess as good (26.23%), and there were no students who assess as insufficient. Sudjana (2006: 56) explained that this process evaluation detects and predicts shortages in the design of the program activity procedures and its implementation, provides data for the decisions in program implementation, and maintains documentation about the procedures carried out.

All of the coaches for the KKO program at SMPN 3 Sleman (100%) rated the process variable in the sufficient category, none of the coaches rated it as good or insufficient. The coach of the KKO program at SMPN 1 Kalasan assessed that the implementation process of the exercise had gone well (50%), the same as those who assessed as sufficient (50%), and there were no coaches assessed as insufficient. The coach of the KKO program at SMPN 2 Tempel assessed that the implementation process of the exercise had gone well (50%), the same as those who assessed as sufficient (50%), and there were no coaches assessed as insufficient.

The KKO program managers assessed that the implementation process of the exercise had gone well (66.67%), this was more than those who assess sufficient (33.33%), and there were no managers who assessed as insufficient. The questionnaire results from students, coaches, and managers showed that the training process had run more than sufficient because no one rated it as insufficient. These results are used as evaluation material to improve the KKO program training process so it runs better.

The Indicators of Curriculum Management Process and Training Program for Sports

Special Class (KKO) Program

The interview results of the management coordinator of the KKO program show that the curriculum used in the learning process for sports special classes is the same as for regular classes, only for sports special classes plus sports hours. The problem with this learning process is the exercise time of the KKO program students. If the exercise is done in the morning it will interfere with the next learning process because after the exercise they are exhausted so they cannot concentrate.

If extending the break period after practice, the students' condition will be better in following the next lesson but will interfere with the lesson in the last hour which will be delayed to become later in the evening followed by decreased of student concentration. If the training schedule is moved to the evening, the student's condition has decreased after attending lessons from morning to afternoon, and in the evening weather tends to be hotter.

Teachers of other subjects should innovate how to teach, so the KKO program students can more easily accept the subject materials. In addition, the KKO program's students should study harder at night in order to continue to excel academically.

Monitoring at the beginning and the end of the semester to evaluate the shortcomings and strengths of curriculum management so far, so it can make better curriculum management plans for the next semester.

The Indicators of Student/Athlete

The results of interviews with the management coordinator of the KKO program are that students undergo a training schedule in the morning and evening according to the schedule of other subjects. As a student of the KKO program, you should be good at dividing time to practice, study, and rest so you can practice, study, and stay healthy. Sports achievements should be as high as possible but academic achievements should also not be left behind. However, academic achievement will determine the students' future, especially in continuing to higher school or aspiring to be a lecturer in sports science. The KKO program manager should also arrange the schedule as well as possible, so the KKO program students do not get exhausted and fall sick (Rubin & Moses, 2017; Kenney, et al, 2021).

The Indicators of the Financing Process

The interview results with school principals show that the funding process of the KKO program has come from School Operational Assistance (BOS), assistance from the education of-

face, and from parents. This funding is different from regular classes because the KKO program students get additional training facilities, training uniforms, and others. There are no obstacles yet because if there is a lack of funds, the school coordinates with the parents. The obstacles will occur if large funds are needed but are not in the budget plan. This can happen, for example, there is no target for participating in national championships held outside of the region but student achievement continues to increase, so they have to take part in the national championships that require more funds. If the school raises funds from the students' guardians, it will be a burden for the students' guardians who are economically deprived. This can be overcome by looking for donors and sponsors as long as they do not violate the existing regulations.

This research did not obtain data regarding the amount of funding for training, trial, and championship activities. The reporting data about the use of program funds and the obstacles related to program funding are also not available. This might be because the financial statements of the KKO program are for internal purposes only and may not be published. Although the report may not be published, the parties concerned are entitled to receive the financial statements.

The students' guardians who have participated in funding have the right to know the financial statements so there is a control to prevent misuse of KKO program funds. The collected funds are actually spent according to their designation or not, the student's guardian has the right to know. Misappropriation of funds will result in the KKO program implementation. If the funds that should be used to buy facilities and infrastructure are diverted by a handful of people, then the students cannot practice optimally because there are no good facilities and infrastructure. This will result in non-optimal student achievements. Therefore, there is a need for transparent financial reports, especially for parents.

The Indicators of Coach/Trainer

According to the school principal, the selecting process of a coach for the KKO program is the authority of the KKO program team. The principal monitors the coach's performance by observing directly during practice, evaluating in a meeting, and seeing the results of the various competitions. Because school principals have limited authority in the process of selecting sports coaches, school principals can form a good KKO program team, so that team can find good coaches. The KKO program receives sports coaching from the coach, as well as the teacher, the coach

has the duty and role to develop an exercise program that will be used in the coaching process (Lancer, et al, 2016; Talpey & Siesmaa, 2017).

With the given contribution, every instructor/coach has the right to get welfare. This is regulated in Law number 3 of 2005 concerning the national sports system article 64. In accordance with the article, every instructor/coach is entitled to (1) coaching, developing, and improving skills through training, (2) safety guarantees, and (3) career advancement, welfare services, legal assistance, and/or awards.

The management coordinator of the KKO program stated that the coaches always make training programs at the beginning of the school year and the beginning of the semester. Coaches also have short, medium, and long-term programs with a duration of up to 3 years. This information is in accordance with the interview results of the coaches that the coaches have made programs at the beginning of the school year and the beginning of the semester. According to the coach, the proposed program is a program per training session for one semester. The per session program is a short-term program, while the medium program is per semester or per year, and the long term is 3 years (Sukawi, et al, 2020; Lisinskiene, 2018; Siedentop, et al, 2019).

The interview results of the KKO program manager showed that the KKO program manager monitored and supervised the progress of the KKO program students, besides that they also asked the coaches to report the development of the KKO program students gradually. This is in accordance with the results of coaches' interviews that coaches report the student's progress and there is also coaches' monitoring. The reports of the KKO program student's progress are important for the KKO program manager to evaluate the coaches. If there is a deficiency, it can be corrected immediately, so it does not interfere with the exercise program (Kho, S. H., et al, 2019; Kurniawan & Utomo, 2021; Ko, S. & Zhadko, O., 2022)

The coaches stated that the main obstacle in the training process was the training schedule problem and the facilities and infrastructure availability. The training schedule is constrained by the schedule of other subjects, so the coach should be good at managing the schedule and exercise portion. If they practice in the morning, they will be constrained by the next lesson schedule, If they practice in the afternoon, they will be constrained by hot weather, and if they practice in the afternoon, will be constrained by home hours that are too late, it will interfere with

the return of students whose homes are far from school.

Product Variables for Sports Special Class (KKO) Program

The most important outcome of the school is the students of the school. Students are not products but the knowledge, skills, values, attitudes, and so on, that are obtained by students are their products (Kalekar & Patil, 2015: 2617). In line with Mulyatiningsih (2012:127) who opines that the main purpose of product evaluation is to measure, interpret, and decide on the results that have been achieved by the program, namely whether it has been able to fulfill the needs in accordance with the expected goals or not.

The average score of student report cards for the KKO program at SMPN 3 Sleman is 77.92, almost the same as SMPN 1 Kalasan at 77.91. These results indicate sufficient academic achievement. These results show that the training process does not interfere with the academic achievement of the KKO program students.

The results of the championships for students from the KKO program at SMPN 3 Sleman in the national level are at most 6 times of the first-place winner, 2 times of second-place winner, and 2 times of third-place winner, while SMPN 1 Kalasan, for the national level has the most second-place of 5 times, 3 times of first-place winner, and 2 times of third-place winner. The provincial level championships of SMPN 3 Sleman have the most number of first place winners by 9 times, 5 times of third-place winners, and 4 times of second-place winners, while SMPN 1 Kalasan has the highest number of third-place winners by 8 times, 7 times of first-place winners, and 6 times of second-place winners. For the district level championships, SMPN 3 Sleman won the first-place winner by 5 times, 5 times of second-place winner, and 1 time of third-place winner, while SMPN 1 Kalasan won 6 times in the the first-place, 6 times in the third-place winner, and 3 times in the second-place winner.

Based on the evaluation of the input and process variables, many of them still assess sufficient with the facilities and infrastructure that are still insufficient, but the sports achievements obtained are already good. If the training process is improved, facilities and infrastructure are added with good quality, and good coordination between coaches, managers, schools, and offices, then it is expected to improve student achievement in the KKO program in Sleman Regency.

CONCLUSION

Based on the results of the research, it can be concluded that:

The overall context variables are good. The school's background in implementing the KKO program is the instructions from the Sleman District Education Office. The purpose of the KKO program is to accommodate excellent seeds of elementary age and foster them to be more accomplished.

The overall input variables are in the sufficient category, the student selection process has followed the technical instructions from the education office but lacks innovation in finding superior seeds. The principal chooses the executor team by deliberation, this method tends to be subjective, so it is not good at finding suitable people to be the executor team for the KKO program. The number of coaches is sufficient, each sport is handled by a competent coach. Most coaches are chosen on the recommendation of the previous coaches, so there is less choice in choosing the best coach. Facilities and infrastructure are insufficient, so they need to be added with a good quality.

The overall process variables are included in the sufficient category. The management of the KKO program curriculum is good because it is the same as the regular class curriculum plus sports training. The problem is arranging the practice schedules along with other lesson schedules so they do not interfere with each other. The KKO program funding is sufficient with the funding sources from BOS, the education office, and donations from students' parents. The training process has been going well, the coach has made a program at the beginning of the semester, so the training is more focused. The monitoring of KKO program students and coaches has also been carried out by the KKO program manager and the school.

The overall product variables are good. This is proved by the KKO program students who have good sports achievements and can become champions at the national level, and their academic achievements are also not disappointing with an average report card score of no less than 75.

Overall, the KKO program has been going well, but there are still some things that need to be improved, especially in the process of selecting a management team, coaches should be selective, and improve the facilities and infrastructure.

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