



A Qualitative Study of Student Perspectives on the Implementation of Special Sports Class Program at Senior High School Level

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Abstract

This study was qualitative in design. The goal of this research was to uncover the phenomena that occur during the implementation of the school's Special Sports Class (KKO) program, particularly at the senior high school (SMA) level. The sample for this study was chosen using a purposive sampling strategy that included the following criteria: The sample consisted of students from the special sports class program, students who were active students in the special sports class program at the time the research was done, and students who had participated in the special sports class program for at least two (2) years. Based on these criteria, a sample of ten (10) persons was chosen, with 7 men and 3 women included. An interview guide about the implementation of the KKO program was utilized as the study instrument. Data analysis for a qualitative approach, specifically data analysis methodologies Miles and Huberman began by presenting data, then reducing it and drawing conclusions. The findings of this study, namely the implementation of the KKO program at the high school level, were examined from the perspective of the students, and the results were fairly satisfactory with various improvements. There is a need for a more in-depth study of the problems in the KKO program, including the majors system, which must be adapted to the sports science family itself, and giving more attention to the future of the KKO program students because this program is a special program and the demands of the KKO program students are classified as weight, namely being able to excel in non-academic fields without neglecting students' academic aspects.

Keywords: *Students; Implementation; KKO; SMA*

1. Introduction

Education may help to attain national development goals (Sudarsana, 2016). A country's development will be easier to achieve when there are no significant differences in education in the community. Indonesia is one of the countries that believes that everyone has the right to an education. This demonstrates the importance of education in shaping a country's destiny. Education must be provided in an equitable manner, especially for countries with a big enough territorial area and even in the shape of islands. Access to each island can assist the whole population in receiving suitable education in order to meet the country's development goals and welcome change. Because other nations are not standing still, change must occur, emphasizing the value of education.

Physical Education is one of the educational disciplines gained at the level of Education. The Indonesian government has made efforts to raise public knowledge of the benefits of sports. The government's objective is to pass the most recent sports law in Indonesia, Law (UU) Number 11 of 2022 Concerning Sports, to replace the previous law, Law Number 3 of 2005 Concerning the National Sports System. This law applies to all sports in Indonesia. Educational sports, accomplishment sports, and community sports are the three types of sports.

Achievement sports are executed in accordance with Law No. 11 of 2022 through organized, methodical, graded, and sustainable growth coaching. The first step in encouraging accomplishment is to coach and promote sports in school-age children (Mulyana, 2018). Several schools have implemented sports development for school-age children through the Special Sports Class (KKO) program. This initiative has been implemented in various Indonesian provinces, including the Special Region of Yogyakarta (DIY).

The KKO program has been used by various schools in DIY at the senior high school (SMA) level to encourage sporting accomplishments among school-age children. SMA Negeri 4 Yogyakarta is one of the high schools that hosted the KKO program. This high school conducts a KKO program for pupils with extraordinary athletic abilities. The reality is that the effectiveness of the KKO program implementation process is not fully dependent on managers or schools. The engagement of students as KKO program consumers or implementers must be known so that there is a balance of opinions between KKO program service providers, in this example schools, and KKO program implementers, namely students. As a result, in order to achieve a balance of opinions between schools and students, this study will investigate students' perspectives on the implementation of special sports class programs.

2. Method

2.1. Research Method

This study adopted the form of qualitative research. The researcher used the qualitative technique in order to acquire data that was as objective as feasible. The purpose of qualitative research is to comprehend a phenomena such that it may be characterized in the form of numerous interconnected variables (Adlini et al., 2022). The researcher studied these factors in terms of the correlations that emerge in order to get the final conclusion from the primary phenomena that have been studied.

The phenomena seen in this study was a unique sports class program organized in order to allow students, particularly kids who were still active at the school level and had exceptional knowledge in sports, to be encouraged and able to attain the best possible results. The student perspective on program implementation must be recognized as a type of effort to develop a structured KKO program and in accordance with the demands of the KKO students themselves.

2.2. Research Sample

The students at the high school special sports class program at SMAN 4 Yogyakarta were the subjects of this study. Purposive sampling was used for the selection of student samples. The researcher defined the following criteria for this research sample:

- a. The sample is a special sports class program student
- b. The sample is students who are active students in special sports class programs when the research is conducted
- c. Samples have experienced at least 2 years of special sports class programs

Based on the criteria outlined above, the sample for this study was ten (10) students from special sports programs in class XII or twelve, such that the responses provided by students reflect each individual's experience when carrying out special sports class programs.

2.3. Data Collection Technique

When conducting the research, researchers employed interview guidelines, document studies, and documentation to acquire research data. Because each student came from a team or solo sport, interviews were performed with students in groups to reduce research time and the occurrence of sharing amongst students in specific sports courses connected to the program given by the management. Following the collection of interview data, the researcher did a review of documents as well as research documentation to supplement and see students' viewpoints on the special sports class program.

2.4. Data Analysis

Miles and Huberman's data analysis approach was employed for the data analysis. This analysis technique is an analytical tool that may be used in qualitative research. The analysis began with the collection of research data (interviews, document studies, and research documentation), continued with data reduction, and concluded with findings. The figure below shows a chart of Miles and Huberman's analytical steps.

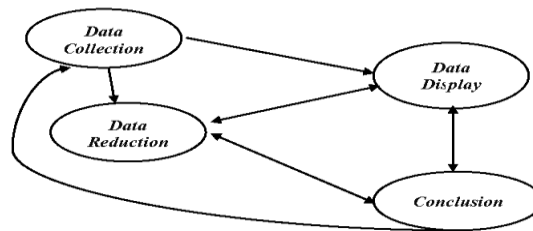


Figure 1. Data Analysis Technique of Miles&Huberman

3. Findings and Discussions

3.1 Findings

The research sample consisted of 10 people with sample details of 7 men (70%) and 3 women (30%). The following is the distribution of research sample data presented in graph.

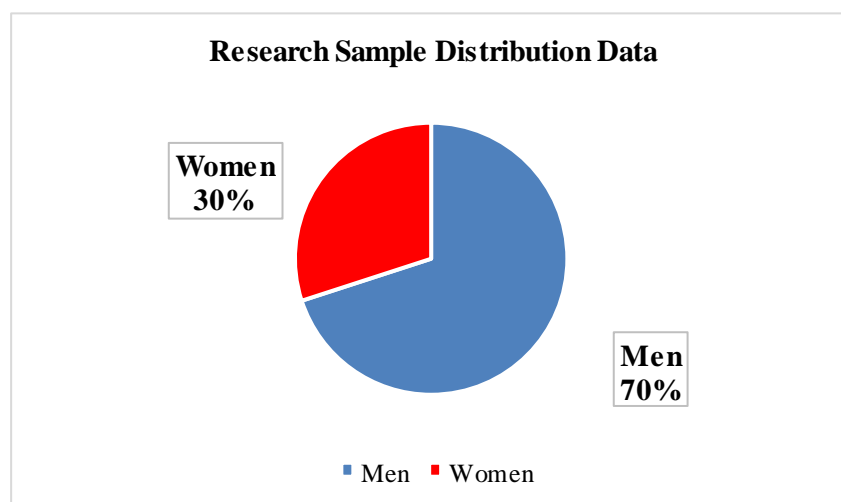


Figure 2. Diagram Pie of Research Sample Distribution Data

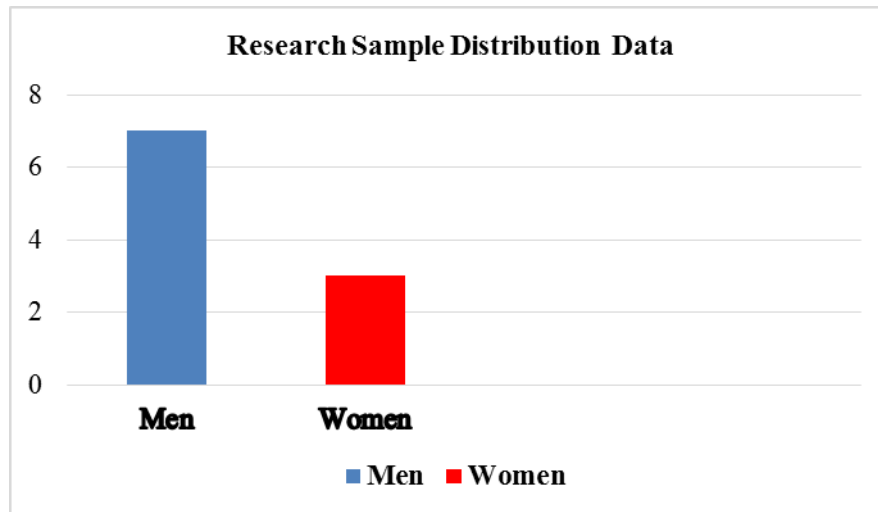


Figure 3. Column Diagram of Research Sample Distribution Data

Table 1. Research Sample Interview Results

No	Question Topic	Answer
1.	The Legal Foundation of the Program	Yes, I am aware, but I am unsure of the specific legal foundation number.
2.	Management Structure	Know who is in charge of the program, know who to contact if there are difficulties with the KKO program, no idea
3.	Vision Mission Program	Knowing, knowing, and being close to the school gate
4.	KKO Student Admissions	Special choice, yes, through a school-led selection process, self-financed, independent contributions, and the purchase of the goods in issue, the school contributes funds, although not all funds are provided.
5.	Program Operational Fund	Yes, I am aware, but I am unsure of the specific legal foundation number.
6.	Quality of Infrastructure	Complete, good, and bad
7.	KKO Management Implementation	Good, but it's still not programmed.
8.	Monitoring Evaluation	Schools commonly do this, but no monitoring or review has ever been undertaken by the appropriate agencies.
9.	Basic Science Sports Science	Know from KKO students from different schools, know, know since class X (10), know from KKO graduates, know since college enrollment
10.	Forum Group Discussion of Students with Managers	Never done with parents before
11.	Award	Banners from the school, congratulations
12.	Majoring Objectives	No idea,
13.	Recommended Services for Advanced Studies Majors in Colleges	Giving recommendations, do not provide any

3.2 Discussions

In general, the legal foundation for the special sports class program at SMAN 4 Yogyakarta was fairly good in the student's opinion. This was demonstrated by the students' understanding that the

KKO at this high school has a sound legal basis, despite the fact that each student did not know the decree number in full. There must be rules that serve as the foundation for developing policies for educational implementation (Saputra et al., 2020). In this context, a clear and robust legal or regulatory foundation might persuade customers to pick the KKO program at a school as the school of choice to continue their respective sports careers.

Employee commitment will be established when a business has goals that are quantifiable (Abubakar et al., 2019). The availability of a defined vision and goal of the KKO program keeps students dedicated to the decisions they have made, namely picking a school with specific services in the field of sports. As seen by the students' responses, the majority of students stated that they were aware of the KKO program's goal and mission.

The organizational structure is an important aspect in attaining goals (Setiawan & Puspitasari, 2018). In this study, the organizational structure referred to the instructors who served as administrators of the KKO program in schools. Despite the fact that students were unaware of the overall organizational structure, the majority of the samples stated that they knew instructors or administrators who could be contacted if difficulties arose during the execution of the KKO program. According to the quotation above, this incident demonstrated the importance of management structure. Any obstacles or issues that arise must be fixed as soon as feasible. Knowledge of program consumers, in this example the students in charge of the KKO program, is beneficial since the limits encountered by students while engaging in the program may be quickly communicated to administrators.

The following part of this analysis is program operational funds. Funding is a critical component in the program's operation (Khodari, 2017). According to the study sample's explanation, the replies about the program's operating funding included using personal donation funds and some using school monies. Private money were collected and donated to schools to be realized in the form of products requested by each sport. Forms of collaboration between students and administrators were included. Because schools were unable to cover all costs, students had to use their own money to ensure the program's long-term viability. Furthermore, students stated that this situation was not a major issue, and that the most essential thing was that the training could continue to produce the best potential results.

(Indrayana & Yuliawan, 2020) The availability of facilities and infrastructure will impact the activities that can be carried out sooner or later. Indrayana and Yuliawan's viewpoint was expressed in their study on the feasibility survey of sports infrastructure. Sports activities may be carried out more successfully and efficiently provided the necessary sports infrastructure is accessible and suited for usage. When the topic of the inquiry was infrastructure, this study sample responded. In terms of infrastructure, there are three options: complete, decent, and poor. The three student responses show that the execution of the KKO program in terms of infrastructure is still not balanced between one sport and another.

Stakeholder participation in the program monitoring and evaluation process is a way of asking accountability for the performance of program implementers in the field (Sulemana et al., 2018). Monitoring and evaluation (Monev) of the KKO program based on research sample responses led in the school implementing routine monitoring and evaluation. The school requested that students be present during training for each trainer so that the process of implementing the KKO program may be adequately observed. Another response to monitoring and evaluation was that no linked offices had engaged in monitoring and evaluating the KKO program, particularly the attendance of representatives from relevant offices during student training.

In this study, the implementation of the KKO program was still problematic. One sample indicated that the software received had not yet been programmed. A well-structured and designed program will undoubtedly yield the best outcomes. The outcomes are not always favorable, because success factors are affected by variables other than program structure. Other aspects that may have an impact include the quality of students, the quality of trainers, the availability of infrastructure (as indicated in the preceding paragraph), and the availability of program operational funding. All of the

forementioned issues can jeopardize the program's success; nonetheless, the structure and programming of a KKO program is a fundamental condition that must be followed, given that this is a particular program for children who have special skills in sports.

The KKO program's teaching and learning method incorporates ministry curriculum as well as sport-specific instruction (Worldailmi et al., 2022). Because there are majors that employ basic social sciences (IPS) or natural sciences (IPA) areas in subsequent lectures, the senior high school level already uses a major system. Sport is derived from science, and there are social science studies. Various responses pertaining to students' understanding of basic sports science from the IPA family were included in the example answers. Several examples stated that students and other institutions that had developed a majoring system for science majors learned the basic concepts of sports science.

Another argument was that students understood that the foundation of sports science is natural science, namely from alumni of the KKO program who have gone on to major in sports. The explanation from graduates of the KKO program at least offered students the impression that what would be covered in the realm of sports lectures is natural science or science. A review of the main system or supporting disciplines, particularly those taught to KKO students, was required by the school, given that the sports science family itself is derived from natural sciences.

The school had conducted Forum Group Discussion (FGD) activities with each student's parents based on exposure to research samples. This discussion forum should continue to be held on a regular and normal basis at the completion of the program time. FGDs, for example, might take place during the process of receiving student or student report at the conclusion of the semester. This period is deemed adequate since the school could explain the procedure of each student engaging in the KKO program to parents or student helpers when the children come from outside the neighborhood. When students are actively participating in ongoing discussion forums, the use of online discussion forums can boost student accomplishment (Alzahrani, 2017).

The above remark is relevant to the FGD process between the school and the kids' parents. When similar discussion activities are also distributed through online discussion platforms such as YouTube or Zoom meetings, active engagement from parents of children who cannot be present offline at school may be replaced by the person's active participation in FGD activities. Offline conversations may now be held for parents of children who can be physically present at school, and these discussions can also be aired online for parents of kids who cannot be physically present at the discussion venue. This relationship gives an excellent chance for all students' parents to actively engage in the KKO program. Active parental engagement is required as a program policy control tool, particularly from an external perspective of the program, so that associated policies may be changed to the demands in the future.

Offering suitable rewards and motivating staff to accomplish corporate goals (Asteriniah, 2021). This statement may be implemented in this study, as awarding KKO students who excel indirectly motivates students to attain better successes in following events. According to the students' responses, the school had developed a reward system or provided rewards to KKO students who succeeded in a variety of ways. The prize was awarded in the form of greetings and the creation of posters commemorating the student's accomplishments. This demonstrates the school's dedication to the welfare of KKO students by recognizing KKO students who achieve.

The last feature is connected to the operation of the majors system and the school's advising services to students regarding the continuation of each student's studies after high school graduation (Nurhayati & Nurfarida, 2019) claimed that for maximum student self-development, there must be collaboration among school authorities, subject teachers, guidance and counseling teachers, and parents. When discussing the future of KKO students, this stage is critical. Student responses about understanding of the majors system revealed that at the senior high school level, there were students who know and students who did not know what the majors system entails.

This demonstrates the importance of care on the part of both the school and students. Because each student's future is entirely in their hands, more focus or attention is required regarding the majors system and guidance and counseling services, both from students and institutions. The counseling guidance service system appears to give students with guidance on the future that must be chosen so that there will be no bad decisions made in the future. The KKO program should

provide intensive guidance and counseling in light of the demands placed on KKO program students, who must be able to achieve non-academically, particularly in the field of sports, without sacrificing academic aspects because these students are still in school to gain an education.

Conclusions

The study concludes that, from the perspective of the students, the execution of the KKO program at the high school level is fairly excellent, with various improvements. There needs to be a more in-depth study of the problems in the KKO program, including the majors system, which must be adapted to the sports science family itself, and giving more attention to the future of the KKO program students because this program is unique, and the demands of the KKO program students are weighted, namely being able to excel in non-academic fields without neglecting the academic aspects of students.

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