



MANAGEMENT EVALUATION FOOTBALL EXTRACURRICULARIES TO IMPROVE ACHIEVEMENT NON ACADEMIC AT SMA NEGERI 3 BENGKULU CITY

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Abstract – Extracurricular activities are activities held outside school hours. Extracurriculars are also a means to develop students' talents and interests in non-academic fields, especially in the field of football and to achieve achievements in the field of football. Good football extracurricular management can support the achievement of football extracurricular goals. The aim of this research is to evaluate the management of the football extracurricular program at SMA Negeri 3 Bengkulu City. This evaluation consists of: 1. Context evaluation includes: (a) the nature of extracurricular activities for students, teachers and society; 2. Input evaluation includes; (a) competence of supervising teachers, (b) learning materials, (c) extracurricular support; 3. Process evaluation includes; (a) student activity and condition, (b) extracurricular activity organizers, (c) evaluation of extracurricular activities; 4. Product evaluation includes; (a) development of student behavior, (b) student achievement. This research is a type of program evaluation research using the CIPP model (context, inputs, process, product). This research was conducted at SMA Negeri 3 Bengkulu City.

Keywords: Extracurricular, Evaluation, CIPP

INTRODUCTION

Extracurricular development, especially in the field of sports, is one of the efforts to enhance human resources in schools. The systematic, planned, regular, and continuous development process requires evaluation because a field of work can be done well or poorly if an evaluation has been conducted. SMA Negeri 3 Kota Bengkulu is one of the schools striving to adapt to the improvement of education quality and the formation and development of students' personalities. A formal educational institution focused on academic progress through mandatory learning and character building through extracurricular activities, based on moral education and noble character, aims to produce morally upright and globally aware human resources excelling in faith and culture. Extracurricular programs at SMA Negeri 3 Kota Bengkulu include Flag-raising ceremonies, scouting, dance, music, sports (volleyball, badminton, soccer, futsal),



athletes (martial arts, karate, running, long jump, shot put), tutoring (social sciences, mathematics, natural sciences, English, Indonesian language), and character strengthening. Football is a sport played by two teams, each consisting of 11 players including a goalkeeper. Playing football requires a field, football shoes, and of course, a football. The aim of football is to score as many goals as possible into the opponent's goal while trying to prevent goals from being scored into one's own goal. Besides football, many non-academic achievements have been attained by SMA N 3 Kota Bengkulu, including being the champion in futsal at the provincial level, the first runner-up in the choir competition at the SMA/SMK level in Bengkulu City, the second place in the miniature-making competition at the SMA/SMK level in Bengkulu City, the first place in modern dance at the SMA/SMK level in Bengkulu City, the third place in the dance creation competition at the SMA level in Bengkulu City, the second place in the debate competition (LDBI) at the SMA/SMK level in Bengkulu City, gold medalists in mathematics olympiad, gold, silver, bronze medalists in martial arts, gold medalists in the national science olympiad, gold medalists in biology competition at the SMA/SMK level, and reaching the top 5 in the scientific paper competition at the SMA/SMK level. Moreover, SMA N 3 Kota Bengkulu has represented students in the National Sports Week (Popnas) Karate Branch in South Sumatra Province, and represented Bengkulu Province in the Gita Bahana Nusantara event commemorating the 78th Indonesian Independence Day at the State Palace. Based on initial observations, it is evident that the abilities of each student participating in the football extracurricular activity vary. During extracurricular activities, during passing, control, and shooting, many students are observed to have inaccurate shooting directions, and many students fail to pass accurately to the target. It turns out that from these test results, many students are still unable to perform basic football movements, thus requiring a coach to guide these students so that their potential and talents can be channeled effectively.

In the implementation of extracurricular activities, the role of the school is also crucial to support the smooth running of activities. The school's role in these extracurricular activities is to motivate the progress of activities. Without the support of the school, extracurricular activities will not proceed smoothly, especially in terms of the availability of school facilities and infrastructure. According to Muhibin Syah (2006: 132), many factors influence the progress of football extracurricular activities, not only the role of the school but also other factors such as facilities and infrastructure. Facilities and infrastructure in football extracurricular activities are the most crucial factors for the smooth running of extracurricular activities. Adequate facilities and infrastructure will facilitate the implementation of extracurricular activities smoothly, thus improving achievement. However, if the facilities and infrastructure are inadequate, extracurricular activities will not run optimally due to limited facilities and infrastructure, resulting in less than optimal achievement. According to the Deputy Head of Student Affairs, Mrs. Dewi Jayanti, S. Pd, SMA N 3 Kota Bengkulu is one of the schools that has a football field, and football extracurricular activities are quite popular among students. However, they have not achieved many successes like other extracurricular activities due to various reasons, including inadequate facilities and infrastructure, training frequency only once a week on Saturday at 4 p.m., inadequate school funding resulting in indifferent supervision by supervisors, and the lack of competent coaches. To achieve the maximum objectives and benefits of these extracurricular



activities, several requirements need to be met, including: 1) the presence of an assessment process to obtain information about students' interests and talents in sports extracurricular activities they will participate in, 2) the availability of facilities and infrastructure needed to support extracurricular activities, and 3) human resources including school personnel responsible for managing extracurricular activities and the availability of coaches handling football extracurricular activities (Indra Agung).

This study will specifically discuss the evaluation of the football extracurricular development program at SMA N 3 Kota Bengkulu. The evaluation process must be conducted comprehensively so that the results can truly serve as the basis for determining the quality of a program. The evaluation in this study will use the CIPP model because the CIPP model is a complex evaluation that includes Context, Input, Process, and Product. Based on the data obtained in the field, the author wants to delve deeper into evaluating the management of football extracurricular activities at SMAN 3 Kota Bengkulu. Therefore, the author wants to take the title "Evaluation of Football Extracurricular Management to Improve Non-Academic Achievements at SMA Negeri 3 Kota Bengkulu."

Methodology

This research is an evaluation study that uses a mixed-method approach, combining quantitative and qualitative methods. It is expected that by using a combination of methods, this study can obtain data that truly reflects the conditions of football extracurricular management at SMA Negeri 3 Kota Bengkulu. The research model used in this study is the CIPP Model because the CIPP model is a complex evaluation that covers Context, Input, Process, and Product.

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RESULTS AND DISCUSSION

The extracurricular activities at the process stage have indicators of scheduling and implementing extracurricular activities. The schedule for football extracurricular activities at SMA Negeri 3 Bengkulu is carried out every Saturday from 08:00 AM to 04:00 PM. Based on interviews with 12 football extracurricular participants, football extracurricular activities generally adhere to the schedule, although sometimes adjustments are made if there are constraints, such as postponing activities for a few hours or rescheduling to another day if necessary. Based on document checks, there are no specific rules governing the implementation of extracurricular activities at SMA Negeri 3 Bengkulu. It is necessary to establish rules to



prevent deviations or actions that violate regulations. The implementation of extracurricular activities involves three important elements: the program itself, the objectives or benefits received by extracurricular participants from the program, and the implementers responsible for carrying out and supervising the implementation process, including the school principal, extracurricular supervisors, and extracurricular coaches. At SMA Negeri 3 Bengkulu, the implemented programs generally run smoothly, although there are still shortcomings in terms of funding and facilities. According to document studies, there is no specific document outlining the rules for implementing football extracurricular activities. The school only emphasizes that extracurricular activities take place on Saturdays. Based on interviews with coaches regarding preparations for football extracurricular activities, preparations include ensuring a conducive environment, preparing existing facilities and infrastructure, and ensuring the attendance of extracurricular members. However, there are no specific written rules governing the implementation of football extracurricular activities according to document studies. The school only emphasizes that extracurricular activities take place on Saturdays and have a duration of 2 hours for training or activities. Based on field studies conducted by researchers, the implementation of football extracurricular activities at SMA N 3 Kota Bengkulu is generally going well, as evidenced by good coordination between the school as the provider of funding, facilities, and infrastructure, supervisors, coaches, and students involved in football extracurricular activities. The discussion of the research results is based on three data collection methods, including observation, interviews, and documentation, and the model developed in this study is the CIPP model.

CONCLUSION

Based on the analysis of the evaluation results conducted by the researcher, it can be concluded that the football extracurricular program at SMA Negeri 3 Kota Bengkulu has been running well, but there are still several aspects that need to be improved, maintained, and enhanced. The following are the aspects of evaluation that have been analyzed:

1. Context aspect: The management of football extracurricular coaching at SMA N 3 Kota Bengkulu has been quite good, as evidenced by the significant number of students who have been able to apply the theories and practices acquired through the learning process.
2. Input aspect: Regarding the recruitment and planning of students participating in football extracurricular activities, the coach already has an annual work program. The facilities and infrastructure are adequate, but the quantity needs to be increased, and financial support from the school for participating in competitions is needed.
3. Process aspect: Concerning the implementation of training, scheduling, implementation, and supervision have been well conducted.
4. Product aspect: Overall, it can be categorized as very good because the frequent participation in competitions has had a positive impact on the achievements of the students.

RECOMMENDATION



1. The school principal should pay more attention to extracurricular programs by assigning the vice principals for student affairs and curriculum to develop plans for extracurricular program activities and to conduct socialization for all stakeholders involved in extracurricular activities, including supervisors, coaches, students, and parents.
2. The vice principal for student affairs should pay more attention to his/her responsibilities, especially concerning extracurricular programs. Guidelines for extracurricular programs need to be formulated, created, and socialized to teachers, supervisors, coaches, students, and parents so that all parties involved understand the nature and objectives of the extracurricular program.
3. Extracurricular supervisors should have official appointments (SK Pembina), and the school should issue these appointments to ensure effective supervision and evaluation.
4. Extracurricular coaches also need to improve their quality, from the materials taught to the creative and innovative teaching methods and strategies, to prevent students from feeling bored during extracurricular activities. Therefore, coaches should attend training sessions to develop their skills and enrich their knowledge. This way, extracurricular activities can maximize students' interests, talents, and potentials, and foster high-achieving students.
5. Students have an obligation to study earnestly and have the right to quality education. It is hoped that all students will participate in extracurricular programs to develop their interests, talents, abilities, and potentials.

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