

Evaluation of the Special Sports Class (KKO) Program Using the Illuminative Model at SMP Negeri 3 Samigaluh Kulon Progo



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ABSTRACT: This research was conducted with the aim of (1) to know and describe the illuminative model activities related to the coaching of special sports classes at SMP Negeri 3 Samigaluh, (2) to provide insight information and guidance to teachers/coaches in understanding and implementing KKO, (3) to know the facilities and infrastructure that support the implementation of achievement coaching carried out in the Special Sports Class (KKO) at SMP Negeri 3 Samigaluh and (4) to know the results of coaching the achievements of the Special Sports Class (KKO) at SMP Negeri 3 Samigaluh carried out by schools and sports teachers/coaches with the illuminative model.

This research uses a qualitative approach with an illuminative model. This research was conducted at SMP Negeri 3 Samigaluh, Kulon Progo. The research was conducted in September-October 2023. The subjects of this research were the principal, teachers, coaches, and 6 special sports class students. The data analysis technique used by Miles & Huberman with data triangulation. The instruments used were observation, interview, and documentation.

The results showed the achievement of the implementation of the KKO coaching program at SMP Negeri 3 Samigaluh has been running quite well. although the implementation of a written coaching curriculum for KKO classes does not yet exist. Teachers' insight in understanding and implementing the KKO program at SMP Negeri 3 Samigaluh teachers understand enough in implementing KKO coaching at SMP Negeri 3 Samigaluh, teachers and coaches are also considered to have enough practice. The adequacy of facilities and infrastructure in coaching KKO at SMP Negeri 3 Samigaluh is good enough, although overall the facilities and infrastructure used are still inadequate. The success of the KKO coaching program at SMP Negeri 3 Samigaluh using this evaluation has only been running since 2022, so the resulting achievements are not yet available.

KEYWORDS: Evaluation, Illuminative Model, Special Sports Class Program (KKO)

I. INTRODUCTION

In learning in school teachers need to apply learning models that can make students feel successful in themselves to increase student self-esteem as character building in schools [1]. In the era of Society 5.0, which carries the concept of a superior society and character, the development and coaching of sports have made significant progress. In addition, students with high self-esteem always strive to continue learning, have good confidence in their abilities, and realize their limitations [2]. These changes are mainly influenced by sports performance coaching efforts, which is a key factor in improving sports performance. Achievement coaching must be optimally organized in accordance with the program that has been compiled in the athlete coaching system. [3], points out that it does keep children off the streets, but it also instills very important lessons in the life of a student-athlete. The government, through the Directorate of Junior High School Development and the Directorate General of Primary and Secondary Education Management, Ministry of National Education, implemented a special sports class program at the secondary education level. This program, which is organized through a pilot project in selected schools, aims to increase students' interest and channel their talents into becoming potential athletes in the future. State that elite sports schools in Germany have promotional facilities, which in cooperation with competitive sports, schools, and all accommodations must guarantee conditions that support top sports in the future while maintaining opportunities for primary and secondary education for learners who are considered very talented[4].

The Special Sports Class (KKO) program was established with the main aims and objectives, namely: 1) as a forum for fostering potential student sportsmen for national and international achievements, 2) fostering sportsmen with high dedication to making the nation proud, and 3) fostering the academic achievements of student sportsmen to support future security. The KKO implementation policy is in accordance with Indonesian Law Number 11 of 2022 concerning Sports, article 26 paragraph 6,

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which emphasizes the formation of sports activity units, sports classes, coaching and training centers, sports schools, and tiered and sustainable sports competitions in educational institutions.

Thus, potential students in sports activities can develop their talents through the KKO program at school, while maintaining focus on school learning objectives and prioritizing academic activities. Based on data from the Kulon Progo Regency Education, Youth and Sports Office (Disdikpora), the Special Sports Class (KKO) program is implemented in 4 junior high schools. The schools that organize the KKO pathway in Kulon Progo Regency include SMP Negeri 1 Panjatan, SMP Negeri 2 Galur, SMP Negeri 1 Nanggulan and SMP Negeri 3 Samigaluh. With the opening of the KKO pathway in junior high schools, it is hoped that schools can provide more optimal services to students who have sports talents and interests. "High school athletes/students should be increasingly encouraged to participate in one sport throughout the year to improve their sports skills" [5].

SMP Negeri 3 Samigaluh was selected as one of the schools implementing the Special Sports Class Program (KKO) in Kulon Progo Regency. This decision was based on several factors, including the regulation of Permen No. 34/2006 on fostering the achievements of students with potential intelligence and special talents in sports. SMPN 3 Samigaluh is also well known for its potential sporting achievements, especially in volleyball, karate, and gateball, ranging from sub-district to national levels. The success of the KKO program at SMPN 3 Samigaluh is supported by the availability of competent sports teachers/trainers and the full support of the principal and teachers of SMPN 3 Samigaluh. In addition, the village heads of Sidosari and Sidoharjo, along with village officials, provided significant support, involving six hamlets around the school.

Although the school faces several challenges, such as limited infrastructure and facilities, as well as the selection of sports that are not yet popular nationally, SMPN 3 Samigaluh remains optimistic that it can achieve achievements, especially in the sport of gateball which is considered to have great potential. The school tries to make adjustments, although limited in the types of sports offered and the development of the KKO curriculum.

KKO at SMPN 3 Samigaluh involves students in coaching and training by professional teachers/trainers. Nonetheless, periodic evaluation is considered important to ensure that the KKO program is running as intended. The illuminative evaluation model was chosen to obtain recommendations for improvement based on field data analysis.

The results of this study are expected to provide a detailed picture of the implementation of the KKO program at SMPN 3 Samigaluh over the past two years. This evaluation is expected to help improve and enhance the KKO program, achieving the goal of successful and effective coaching at the junior high school level.

II. METHOD

Type of Evaluation

The type of research used in this program evaluation is an illuminative model evaluation. The illuminative model evaluation is used to obtain accurate and objective information and compare what has been achieved from the special sports class coaching program at SMP Negeri 3 Samigaluh, Kulon Progo, with what should be achieved based on the program set by the government (Directorate of Sports Education).

The evaluation research method used in this study is an evaluation research method based on the Illuminative model. The evaluation activities are linked to the learning milieu in the context of the school as a material and psychosocial environment, where teachers and students can interact optimally [6]. The purpose of the evaluation is to study carefully and carefully the implementation of the KKO learning system, the factors that influence it, the advantages and disadvantages of the KKO learning system, and the effect of the system on the learning experience of students.

Through this method, the evaluation results are more descriptive and interpretative rather than measurement and prediction. Evaluation serves as input for decision-making purposes in order to adjust and improve the learning system in KKO. The object of this model evaluation includes the background and development of the learning system, the process of implementing the learning system and the learning outcomes of KKO students, the difficulties experienced from planning to implementation, including the side effects of the KKO learning system itself. The methods used are not standardized but selective.

Based on the objectives and evaluation approach, researchers use the illuminative model because with this model no one has used an evaluation study that uses the illuminative model. illuminative model there are 3 evaluation phases that must be done, namely: observe, further inquiry, and seek to explain.

Place and Time of Research

This research was conducted at SMP Negeri 3 Samigaluh, Kulon Progo. The research time was held from September 02 to October 25, 2023.

Research Subjects

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Determination of research subjects using purposive sampling technique, namely the selection of data sources based on certain considerations. The criteria used for determining the sample involve (1) the person in charge of KKO, (2) the PJOK teacher, (3) the sports coach at KKO, and (4) students who have participated in championships at least at the regional level. The research subjects were divided into two categories, namely primary (KKO person in charge and PJOK Teacher) and secondary (sports coaches in KKO and students).

Instruments and Data Collection Techniques

Data collection methods in this study, as described [7], include participant observation, in-depth interviews, and documentation data as support. The following are the data collection techniques used:

1. Observation

- Observation was conducted to obtain a real picture of the object of research. Researchers directly went to the field, using the five senses to observe and understand the condition of the object of research.
- States that observation has an important role in ensuring data validity [8]. Researchers personally observed the events that became the focus of the research to gain confidence in the validity of the data.

2. Interview

- Interviews are used to obtain more definite and in-depth information about the object of research from relevant and trustworthy informants.
- According to Esterberg an interview is a meeting of two people to exchange information and ideas through questions, so that meaning can be constructed on a particular topic [8].
- Interviews are not only used to find out things from respondents that are more in-depth but also as a major tool in qualitative research methods. Interview results are used to triangulate data.

3. Documentation Data

- Secondary data as support is obtained through documentation. Documents relevant to the object of research are used as additional data sources.

This research focuses on observation and interviews as the main tools to understand the conditions and get in-depth information from the research subjects. The interview guidelines were prepared in accordance with the predetermined grids.

Data collection instruments

Measurement instruments for qualitative data collection are based on aspects:

- a. Program background, and program objectives seen from the support of the government, community, and parents of athletes.
- b. Athlete human resources, coach human resources, and infrastructure that support KKO activities
- c. Organizational management, training programs, funders, rewards to athletes, competition, application of science and technology, and media support.
- d. Programs that have been implemented and achievements that have been achieved.

Validity and Reliability of Data Validity

To ensure the validity and scientificity of data in qualitative research, data validity testing is carried out through several aspects, namely:

1. Credibility test (internal validity)

- Conducted by extending observation, increasing persistence in research, triangulation, discussions with peers, negative case analysis, and member check.
- The goal is to achieve a level of confidence in the findings and prove the results of the research with double proof.

2. Credibility Test on Research

- Involves triangulation techniques as part of the degree of trust criteria.
- Data triangulation is done by cross-checking, and combining interview data, observation, and documentation.
- Involving content validity and construct validity, with content validity testing through rational analysis by expert I, an expert in sports management and sports evaluation.

3. Dependability Test (Reliability)

- Research is considered reliable if others can repeat or replicate the research process.
- Continuous communication with the supervisor from the beginning to the end of the research to get input for the scientificity and truth of the research.

4. Confirmability Test (Objectivity)

- Refers to the extent to which researchers can demonstrate neutrality in the meaning/interpretation of research results.

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- This is done through confirmability audits by providing raw data, analysis notes, process notes, and an audit trail in the form of interview transcripts, observation results, field notes, data reduction results, research photographs, and documents attached to the end of the report.

By following this procedure, research can ensure the validity, scientificity, and trustworthiness of the data collected in the context of qualitative research.

Data Analysis Technique

Qualitative analysis in this study was carried out continuously during observations, interviews, and documentation. The data analysis method used was descriptive analysis, with the main stages involving data reduction, data presentation, and conclusion drawing or verification. The following are the stages of data analysis that were followed:

1. Data Reduction

- The process of selecting, focusing, simplifying, abstracting, and transforming rough data from field notes.
- Conducted continuously during the research, with the aim of producing sharp analysis, classifying, directing, and discarding irrelevant data.

2. Data Presentation

- Data from the findings in the field are presented in the form of narrative text, describing the implementation of coaching in the club.
- If necessary, the data presented can be reduced again to obtain more valid information.

3. Conclusion Drawing and Verification

- Looking for meaning from the data by paying attention to patterns, regularities, explanations, configurations, and causal relationships.
- Conclusions were drawn and verified by reviewing the data and field notes, following the guidance of the supervisor, and summarizing the results of verification in a matrix.

In addition, there is a section explaining the success criteria, which are always linked to the predetermined evaluation criteria. Success criteria are also referred to as "benchmarks" or "standards", which are used as benchmarks or minimum limits in assessment. Criteria or standards are created to make it easier for evaluators to assess the value of the components being assessed so that evaluations can be carried out with agreement and consider conformity with what was previously determined.

III. RESEARCH RESULT

The evaluation of the KKO program aims to provide recommendations to schools to improve the management of the program. Although the evaluation was considered a straightforward task, its implementation proved challenging. Recommendations were provided from a sports management perspective, with school management having the authority to make changes to the KKO program. Findings from the research and evaluation will be outlined in detail, discussing relevant implications. Thus, this evaluation provides relevant and comprehensive information to school management to support decision-making regarding the management of the KKO program.

1. Achievement of KKO Coaching Program Implementation at SMP Negeri 3 Samigaluh

- The implementation of the KKO coaching program at SMP Negeri 3 Samigaluh has started quite well, although there is no written curriculum specifically for KKO classes.
- The principal stated that there is no official vision and mission, the organizational structure has not yet been formed, and the training programs are still in the early stages.
- The coach and principal stated that the activities have been running well, although not yet fully structured.

2. Teachers' Insights in Understanding and Implementing the KKO Program at SMP Negeri 3 Samigaluh

- Teachers and coaches at SMP Negeri 3 Samigaluh have a good understanding of implementing KKO coaching.
- Teachers and coaches have targets in carrying out training and learning and are considered to have good credibility.

3. Adequacy of Facilities and Infrastructure in KKO Coaching at SMP Negeri 3 Samigaluh

- Facilities and infrastructure at SMP Negeri 3 Samigaluh are considered quite good but still not in accordance with the number of students, especially for some sports equipment.
- Teachers and coaches state that BOS funds and community support are used to fulfill the lack of facilities and infrastructure.

4. The success of the KKO Coaching Program at SMP Negeri 3 Samigaluh using the Illuminative evaluation model.

- The results of KKO coaching have not produced significant achievements, because this program only started in 2022. Students who enter the KKO class have not gone through selection, which can affect the quality of students' interests and talents.

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- Support from various parties, including schools and communities, is needed to improve athlete achievement and change the stigma of sports in society.

1. The program environment, both from internal and external factors, is one of the topics discussed in the context [10]. Special sports classes are special classes that have students with special talents in sports. In Indonesia, sports schools or special sports classes are different from other educational institutions [11]. Learners receive special services in developing their special talents, thus special sports class students have acceleration in terms of achieving sports achievements according to their talents and the types of sports they pursue. Special Sports Class (KKO) is expected to increase interest and channel student talent to become potential athletes in the future. Not all schools are able to implement special sports classes (KKO), but in the Yogyakarta area, KKO has been widely implemented by several schools, one of which is SMP N 3 Samigaluh.

The implementation of KKO is basically in realizing the educational objectives contained in Law No. 20 of 2003 concerning the National Education System in Article 5 paragraph 4 which reads "Citizens who have the potential for special intelligence and talent are entitled to special education". As well as research conducted by Adi & Fathoni (2020) states that enrolling athletes in public schools tends to affect their performance in sports. Therefore, based on these problems, Special Sports Schools in Indonesia were established to facilitate education for student-athletes. There is always a link between internal and external factors and the efforts of sports organizations to achieve a level of professionalism [12]. In the implementation of special sports classes at SMP N 3 Samigaluh, it is felt that it is still not optimal because there are still deficiencies in the implementation of special sports class coaching, including the implementation of KKO which is still new, human resources (students) who are still ordinary, the lack of school facilities and infrastructure owned. Therefore, it is necessary to evaluate the coaching of KKO at SMP N 3 Samigaluh.

2. The role of each material for optimal performance. The teacher does it very well, even though he encounters obstacles, he never gives up and is always patient with students. Teachers responsible for implementing KKO must have a comprehensive understanding of the intricacies of overseeing performance sports, performance sports coaching methodologies, and the procedures involved in monitoring and evaluating performance sports training [13]. Teachers always care and never give up on guiding their students so that they are not left behind in their lessons and everything goes well. As explained by Pambudi (2019), special education for gifted students is formal education organized and managed to provide educational services for students who have special talents in the field of sports so that they can realize the potential of extraordinary talents that exist in themselves to achieve the goal of becoming a truly successful person optimally.

The role of the coach is not inferior to the teacher, the coach's performance is very good. Coaches can develop students into outstanding athletes who can make themselves and their schools proud. Coaches have a very important role in improving children's education in special sports classes (KKO) [14]. Therefore, improving cognitive abilities requires from all supporting aspects, one of which is the coach.

The coach never gives up hope, always trying to train his students to the maximum in order to become superior athletes. The methods used by teachers and trainers are very appropriate, as evidenced by the ease with which students absorb the material delivered by teachers and trainers. There are three key factors that contribute to the achievement of a coach. First, having an academic foundation in disciplines closely related to sports is essential. Second, having extensive experience in sports, both as an athlete and as a coach, is essential. Lastly, maintaining a constant motivation to improve one's knowledge in the field of cutting-edge sports science is essential [15]. The students were very serious and excited about learning and practicing without any burden. Although the facilities and infrastructure are not complete, this does not pose a serious obstacle for students and trainers not to practice. The lack of facilities and infrastructure further encourages students to excel in their studies, so that in the future the government will pay attention to it. The existing infrastructure at SMPN 3 Samigaluh Kulon Progo is still very minimal. Good management will determine the success of a program [16].

3. Various sports really need the availability of very adequate infrastructure facilities to support the maximum achievement of athletes. Evaluating the level of efficiency and success of an education program can be done through the results assessment process, as described in the research of Toosi et al. (2018). To organize schools with special sports talents or in words that are often known as Special Sports Classes, supporting facilities are needed in accordance with the provisions stipulated by the Ministry of National Education (2010). (1) These facilities include having sports equipment with a minimum number of 2: 3 to the number of students during learning, (2) a training center, (3) a rehabilitation center, and (4) an assessment center. Although in terms of facilities and infrastructure, it is still minimal, it does not discourage coaches and athletes from improving their abilities according to their sports. For facilities and infrastructure, although incomplete, it is not a serious obstacle for students and coaches not to practice. The training process to improve sports achievements for students in each school organizing KKO at the junior high school level in Samigaluh, the school provides an allocation of time once a week. Match trials in order to find out

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the development of training that has been done well. Trials organized by the school for all sports are held with other schools in the Special Region of Yogyakarta and outside the Special Region of Yogyakarta that organize KKO. Trials are also conducted at the initiative of the coach himself with clubs and other schools. The training program made by the coach to carry out the training process for KKO students does not exist in school documents. The training program to carry out the training process has not been made by each coach. The training session program when the coach conducts the training was not found by the researcher.

4. The illuminative model is a comprehensive model and contains complete coverage in conducting evaluations to collect data, present accurate and objective information that occurs in the field, especially regarding program implementation, and draw conclusions based on established criteria. The illuminative model is used because it is more suitable for evaluating program implementation which is expected to provide input to parties related to the implementation of special sports class achievement coaching at the junior high school level in Kulon Progo, Yogyakarta.

Sports achievement coaching for KKO students which is carried out in a well-organized manner in each KKO organizing school is expected to be able to provide better sports achievement coaching services. "High school athletes/students should be increasingly encouraged to participate in one sport throughout the year to improve their sports skills" [17]. "To foster sports achievements in educational institutions, in each educational pathway, sports activity units, sports classes, coaching and training centers, sports schools, and the holding of tiered and sustainable sports competitions".

The key factors for the successful implementation of the Sports Class program are 4 (four) factors, namely: (1) The competence of competent human resources so as to be able to produce high and superior performance in implementing the Sports program, (2) SMP Negeri 3 Salatiga's committed to the success of the sports program implementation, (3) The transparency of funding has an impact on the openness of activities and cooperation between groups to jointly seek financial support if they encounter capital shortages, (4) Potential land, potential infrastructure, potential human resources (principals, teachers, education personnel, students, school committees, parents) can help in the implementation of sports programs [18]. Strategies must always be present in the implementation of the program, one of which is The existence of a program strategy that can be carried out and structured so that it can achieve its goals. The strategic choices that have been made must be interpreted explicitly within the framework of the vision and mission [19].

In this study, it was found that the implementation of the special sports class program needs to be improved so that the role of each component runs optimally. Nevertheless, there are several obstacles in the implementation and development of special sports classes, such as the absence of a training process for KKO students in school documents, the absence of a training program by each coach, and the absence of a training session program when the coach conducts training. Although the school's facilities and infrastructure are incomplete, it is not a serious obstacle for students and coaches not to practice. The illuminative evaluation model is used in this study to provide input to stakeholders in the implementation of the performance development of special sports classes at the Kulon Progo Yogyakarta junior high school level.

V. CONCLUSIONS

The results showed that the implementation of the Special Sports Class (KKO) coaching program at SMP Negeri 3 Samigaluh has been running well, although it does not have a written curriculum for KKO classes. Teachers and coaches are considered to understand and have sufficient experience, and the facilities and infrastructure at the school have supported KKO coaching. However, there are still shortcomings in terms of student selection and lack of learning resources that need to be explored. Evaluation of the success of the KKO program only began in 2022, so there have not been significant achievements, and student admissions have not been through selection, so the interests and talents of students are considered only mediocre.

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