

Evaluation of Sepak Takraw Extracurricular Activities at Elementary Schools in Purworejo Regency



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ABSTRACT: This study aims to analyze the results of context, input, process, and product (CIPP) evaluation of extracurricular activities at Elementary Schools in Purworejo Regency. This qualitative descriptive study uses a quantitative and qualitative approach (mixed method). The subjects of this study were principals, extracurricular coaches, and students at Elementary Schools in Purworejo, including one principal, one extracurricular coach, and several students from each Elementary School in Purworejo Regency who were willing to become samples and filled out questionnaires from researchers. The samples in this study were five school principals, five extracurricular coaches, and 50 students. Quantitative data were analyzed using percentage techniques, while qualitative data were presented through data presentation, reduction, and conclusion drawing. The results showed the evaluation of extracurricular activities in Elementary Schools in Purworejo Regency were in the category of poor. Furthermore, each aspect of the evaluation is explained; (1) Context evaluation was in good categories. The indicators of each aspect were as follows: extracurricular background had a result of 2.64 which means it was in the good category; extracurricular goals had a result of 2.39 which means it was in poor category; and extracurricular programs, with a result of 2.47 which means it was in poor category. Then, from those three indicators in context, it had a result of 2.50 meaning it was in good category. (2) Input evaluation was in poor category. The indicators of each aspect were as follows: student condition had a result of 2.47 which was in poor category, facilities had a result of 2.37 which was in poor category, the extracurricular coaches' competence had a result of 2.53 which was in good category. Then, from those three indicators, the result was 2.46 which was in poor category. (3) The evaluation process was in poor category. The indicators of each aspect are the implementation of extracurricular activities with a result of 2.29, which was in poor category, the evaluation of the extracurricular program of 2.40 which was in poor category, too. Then, from both of indicators, the result was 2.34 which was in poor category. (4) Product evaluation was in the poor category. The indicators of each aspect were results of extracurricular activities of 2.27 which was in poor category, so from this indicator, it could be concluded that in the process resulted in 2.27 which was in poor category.

KEYWORDS: Evaluation, Extracurricular, Sepak Takraw

I. INTRODUCTION

During the education at the school, in addition to receiving the type of education that is intracurricular, namely educational and teaching programs consisting of subjects that are in accordance with the content of the educational curriculum, the school also needs to organize extracurricular programs that can foster and develop the talents and interests of students optimally. Thus, students are expected to achieve maximum learning achievement to achieve educational goals (Nuryanto, 2017: 116). The education unit provides a forum for extracurricular activities to channel the talents, interests, hobbies, personalities, and creativity of students that can be used as a tool to detect the talents of students and design professionally so that it can be a way in creating talents, shaping characters, and as a place to student actualizations. It differs from the opinion (Tarbiyah et al., 2019), which states that the planning stage can be implemented and eliminated according to the evaluation of activities every month or every semester. About 30% of schools still need an organizational structure for managing extracurricular activities that can be proven. Extracurricular is an activity that is carried out outside the lesson timing as a forum for channeling the potential, interests, and talents of students in order to have mature skills and personalities, and preparing students to become superior, qualified, and competitive human beings in order to answer challenges in the future (Asmani, 2011). Extracurricular activities have been underestimated only as a complement to intracurricular activities (Asmani, 2011) whereas students are directed to have timeless and universal characteristics such as honesty, discipline, respect for pluralism, empathy, and sympathy in extracurricular (Faizin Karimi, 2011).

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Extracurricular activities are one of the programs run in schools. Extracurricular activities are activities that are carried out after teaching and learning activities. Students carry out positive activities through extracurricular activities so that after finishing the lessons or going home from school, they do not do something useless. The definition of extracurricular, according to the large Indonesian dictionary quoted by (Marlya, 2021), is: "an activity outside the program written in the curriculum such as leadership exercises and student coaching."

Extracurricular activities, in general, are activities that are used as a forum for students who have an interest in participating in these activities following the interests, talents, hobbies, personalities, and creativity of students that can be used as a tool to detect students' talents and are systematically designed so that they can create and foster the potentials of students and in the event of fostering students' character in a variety of activities (Arifudin, 2022: 830). However, many of the school graduates who have high grades, smart, brilliant, and able to solve the subject matter very quickly, but unfortunately, not a few of them do not have intelligent behavior and lack a good mental personality. At the same time, the purpose of education is to make human characters noble humans, human beings (Harefa, 2013, p. 200).

Based on the opinion of Marzuan (2018), the process of student progress can be shown through the evaluation value of activities by extracurricular coaches. It can be communicated to the principal to be consulted in subsequent activities to connect and follow organizational governance. The budgeting function of 80% of schools gets from the personal budget of supervisors and students' parents. In comparison, the function of preparing reports on 90% of extracurricular activities in schools is more dominant on the class meeting agenda. The purpose of this study can be underlined to determine the evaluation of sepak takraw extracurricular activities at elementary schools in Purworejo Regency. From the importance of extracurricular activities and the many slanted views about extracurricular activities above, the focus and sub-focus of research that researchers raise is the evaluation of extracurricular activities in elementary schools in Purworejo Regency. In extracurricular activities, there are several functions to these activities, namely: development function, social function, recreational function, and career preparation function (Noor, 2012). The term evaluation comes from English, which is linguistically interpreted as assessment (Sukiman, 2012).

Creating an open-minded student-athlete to communicate with others may result in a rapid learning process, as open-minded choices convey any attempt to cope with the student-athlete becoming involved in avoiding frustration (Mazerolle et al., 2016). It will be achieved through mentoring programs that offer capital, affirmations, education, and student-athlete empowerment (Bimper, 2017).

Program evaluation contains three important elements: systematic activities, data, and decision-making (Arini., et al., 2021: 32). Systematic activities mean that program evaluation is carried out through an orderly procedure based on scientific rules. Data collected as the focus of program evaluation is obtained through collection, processing, analysis, and presentation activities using scientific approaches, models, methods, and techniques. Decision-making means that the data presented will be valuable if it is used as valuable input for the decision-making process about the alternatives to be taken for the program (Sudjana, 2006).

II. MATERIALS AND METHOD

This research is a quantitative research with evaluation methods, including program evaluation, namely the evaluation of sepak takraw extracurricular activities. Sukmadinata (2017: 68) states that evaluative research is a research activity that evaluates an activity or program that aims to measure the success of an activity or program, and determine the success of a program and whether it is following expected criteria. This study uses the CIPP or Context, Input, Process, and Product models. According to Stufflebeam (1985) in Sugiyono (2013:579), the scope of complete program evaluation generally includes four levels: context, input, process, and product evaluation. According to Finney (2020:10), the CIPP model is a comprehensive framework to guide the formative and summative evaluation of projects, programs, personnel, products, institutions, and systems. This research was conducted in the Extracurricular Group at the Elementary School located in Purworejo Regency. This research was conducted in November to December 2022.

Table 1. Research Sample of Elementary Schools in Purworejo Regency

No	Name of School	Principal	Coach	Student
1	SD N Plaosan	1	1	10
2	SD N Kedung Kamal	1	1	10
3	SD N Sidorejo	1	1	10
4	SD N Brunosari	1	1	10
5	SD N Wonosuko	1	1	10
	Total	5	5	50

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Table 2. CIPP Instrument Grid

Variable	Indicators	Respondent	Instrument
Context	Extracurricular Background	Coaches, Principals	Questionnaire
	Extracurricular Objectives		
	Extracurricular Program		
Input	Student Condition	Coaches, Principals	Questionnaire
	Facilities & Infrastructure		
	Extracurricular Coach Competencies		
Process	Implementation of Extracurricular Activities	Coaches, Principals	Questionnaire
	Evaluation of the Extracurricular Program	Coach, Students	
Product	Results of Extracurricular Activities	Coaches, Students	Questionnaire

III. DISCUSSION

Based on the research results and the data analysis that has been carried out, it is concluded that the extracurricular evaluation of sepak takraw in elementary schools in Purworejo Regency results in poor category, and the following conclusions are obtained.

1. Based on the Context Evaluation of sepak takraw extracurricular in elementary schools in Purworejo Regency, the indicators of each aspect are extracurricular background, with a result of 2.64 in good category; extracurricular goals, with a result of 2.39 in poor category; extracurricular programs, with a result of 2.47 in poor category. Thus, based on those three aspects of the indicator in the context, the result show 2.50 which is in good category.
2. Based on the Input Evaluation of sepak takraw extracurricular in elementary schools in Purworejo Regency, the indicators of each aspect are student condition with a result of 2.47 in poor category, facilities with a result of 2.37 in poor category, and extracurricular coaches competence of 2.53 in good category. Thus, from the three aspects of the indicator in the input, the result is 2.46 in poor category.
3. Based on the Context Evaluation of sepak takraw extracurricular in elementary schools in Purworejo Regency, the indicators of each aspect are the implementation of extracurricular activities with a result of 2.29 in poor category, and the evaluation of the extracurricular program with a result of 2.40 in poor category. Thus, based on both aspects of the indicator in the context, the result is 2.34 in poor category.
4. Based on the Product Evaluation of sepak takraw extracurricular in elementary schools in Purworejo Regency, the indicator of aspect is the results of extracurricular activities with a result of 2.27 in poor category.

IV. CONCLUSION

Each aspect of the evaluation is explained as followed (1) Context evaluation is in good category. The indicators of each aspect are extracurricular background, with a result of 2.64 in good category; extracurricular goals, with a result of 2.39 in poor category; and extracurricular programs, with a result of 2.47 in poor category. Thus, from those three indicator aspects in the context, there are 2.50 in the good category. (2) Input evaluation is in poor category. Indicators of each aspect of the student condition with a result of 2.47 in the poor category, facilities with a result of 2.37 in poor category, the extracurricular coaches competence of 2.53 in good category. Thus, based on the three aspects of the indicator in the input, the result is 2.46 in poor category. (3) Process Evaluation in the category is poor. The indicators of each aspect are the implementation of extracurricular activities with a result of 2.29 in poor category, the evaluation of the extracurricular program of 2.40 in poor category. Thus, from both aspects of the indicator in the process, the result is 2.34 in poor category. (4) Product evaluation is in the poor category. The indicators of each aspect are mainly extracurricular activities of 2.27 is in the poor category. Thus, based on this aspect, the process results in 2.27 which is in poor category.

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