

# Evaluation of the Implementation of the Special Sports Class Program at MAN 2 Yogyakarta

Thifal Khansa Nabila<sup>1</sup>, Subiyantoro<sup>2</sup>

<sup>1,2</sup>Islamic Education Management Department, Faculty of Education and Teacher Training, UIN Sunan Kalijaga, Jl. Marsda Adisucipto No 1 Yogyakarta 55281, Indonesia. Tel. +62-274-540971, Fax. +62-274-519739.

Corresponding author

[nabilathifalkhansa@gmail.com](mailto:nabilathifalkhansa@gmail.com)

**Abstract:** The background of this research is the provision of a forum for the community or students who have unique talents in the field of sports in senior secondary education, especially madrasah aliyah; there is still a lack of forums in madrasah, lack of infrastructure, and conditions in the classroom raises the interest of researchers in the Special Sports Class program. This study aimed to discover the reasons for holding the Special Sports Class program, implementing the Special Sports Class program, and evaluating the Special Sports Class program at MAN 2 Yogyakarta. This study uses qualitative research methods using data collection techniques in the form of observation, interviews, and documentation. Based on the results of the research, it can be concluded that: First, MAN 2 Yogyakarta will implement the Special Sports Class program starting in 2019, which begins with a pilot; the KKO program is a program proposed by madrasah to the Ministry of Religion because of the need for madrasah to accommodate students who have talent in sports. Second, the implementation of the Special Sports Class program at MAN 2 Yogyakarta has been going well, which was carried out with planning at the beginning of the program; the Special Sports Class program was supervised by the Deputy Head of Student Affairs assisted by the KKO Program Coordinator at MAN 2 Yogyakarta, the KKO program at MAN 2 Yogyakarta used a curriculum that the same is used for regular classes, the difference lies in the addition of particular hours of practice according to student abilities. Third, the results of the KKO program evaluation include: (a) Context Evaluation Results, namely the program's target is students who have achievements (b) The Input Evaluation results indicate that the madrasah has determined the entry criteria for KKO program students, namely, academic standards, sports, religion, and etiquette. (c) Results of the Process Evaluation: The implementation of the KKO program followed the plan set by the previous madrasah. (d) Product Evaluation Results.

**Keywords:** CIPP Evaluation, Program Evaluation, Special Sports Class.

---

## Introduction

The changes occurring in life today are one of the impacts of globalization. One aspect of global globalization is the transformation of information technology, which significantly influences the global educational environment—commonly referred to as the globalization of education (Labaso, 2019). The changes happening in the education sector have entered an era of disruption, meaning that teaching and learning activities and teaching methods are undergoing transformations. Educators struggle to keep up with the rapid technological advancements (Fikri, 2019). To adapt

to these changes, schools must make efforts to easily adjust through educational programs to advance the nation's intellectual life. In implementing these programs, it is essential to examine policies related to effectiveness, benefits, and other aspects for the community (Lazwardi, 2017). The programs organized by educational institutions must align with societal needs to ensure they provide direct benefits, have tangible impacts, and reach the intended target audience.

One crucial aspect of education is special education, which requires more attention because it is specifically designed for students who face difficulties in learning or have special needs. One

example of special education is the Sports Special Class.

The rapid changes necessitate that society adapt quickly, while the emerging opportunities are vast. The dominance of technology can enhance the field of sports through advanced processing techniques. Cutting-edge science and technology contribute to athlete performance, making early and continuous training essential (Maulida, 2019). The admission of new students into the Sports Special Class program in junior and senior high schools in collaboration with the Faculty of Sports Science at Yogyakarta State University and the Department of Youth and Sports. The junior and senior high schools in the Special Region of Yogyakarta that offer sports classes include SMA N 2 Ngaglik, SMA N 1 Seyegan, SMA N 4 Yogyakarta, MAN 2 Yogyakarta, SMA N 1 Sewon, SMA N 1 Pengasih, SMA N 1 Lendah, SMA N 2 Playen, SMA N 1 Tanjungsari, SMP N 3 Sleman, SMP N 1 Kalasan, SMP N 2 Tempel, and SMP N 13 Yogyakarta City (Public Relations of Yogyakarta State University, 2021). The limited number of schools participating in the Sports Special Class program is evident in the data, which shows that the only madrasah offering the program in the Special Region of Yogyakarta is MAN 2 Yogyakarta, officially recognized by the Regional Office of the Ministry of Religious Affairs DIY under Decree Number 720 of 2020. However, according to data from BAPPEDA DIY, there are 124 MTs (Islamic junior high schools) and 73 MA (Islamic senior high schools) in the region (Yogyakarta, n.d.).

Educational institutions must consider this program, as every child possesses different abilities. This is supported by the National Education System Law (UU Sisdiknas). Article 5, Paragraph 4 states: "Citizens with potential intelligence and special talents have the right to receive special education." One form of special education catering to children with exceptional abilities is in the field of sports. The Sports Special Class Program also requires evaluation as with existing educational programs. Evaluation is the most crucial stage in policymaking to help improve the quality of educational institutions.

Additionally, evaluation is needed to determine the success level of the program's initial objectives.

The key aspects of this educational program are planning improvement, and development, all of which require enhancement through evaluation (Aryanti et al., 2015). If the school's program is well-implemented, the resulting activities will also positively impact the school, as educational programs are closely tied to achieving educational goals. Program implementation serves as the object of evaluation, particularly in teaching and learning processes in the field (Kadir & Umiarso, 2021). Conducting periodic evaluations for improvement, development, and enhancement of school programs ensures the fulfillment of educational objectives (Nuarta et al., 2020). Thus, program evaluation becomes crucial in educational program implementation, with success measured by how well it meets the agreed-upon goals.

Several evaluation models can be applied to assessing educational programs. One of these is the CIPP Model, which evaluates programs through Context, Input, Process, and Product. Evaluators frequently use this model for both ongoing and completed programs.

## Materials and Methods

The research conducted is qualitative research using a descriptive method. The researcher selected this method to describe the Evaluation of the Implementation of the Sports Special Class Program at MAN 2 Yogyakarta by collecting in-depth data and obtaining information relevant to the research objectives.

The subjects or informants were deliberately selected to provide important information, which serves as a strategy in the sampling technique used in this study, namely purposive sampling. The research subjects consist of several individuals, including the Principal, Vice Principal for Student Affairs, Vice Principal for Curriculum Affairs, Sports Teachers, and students of the Sports Special Class.

The data collection techniques include observation, where the researcher observes the implementation of the Sports Special Class Program, including the facilities and infrastructure on the field and the learning process within the

program. Additionally, in-depth interviews are conducted, for which the researcher prepares interview instruments for each informant. These instruments cover aspects such as background, implementation, and evaluation of the Sports Special Class Program. The interview instruments are used to interview the Principal, Vice Principal for Student Affairs, Curriculum Affairs, Teachers, and Students. Furthermore, the researcher uses a mobile phone as a recording tool. Documentation is also used to obtain data related to students' participation in competitions, training activities of Sports Special Class students, and the program results, which may include trophies or certificates of participation in competitions.

### Results and Discussion

The Sports Special Class Program at MAN 2 Yogyakarta is highly necessary, considering various strong and valid reasons for improving the quality of education. As stated by Mr. Mardi Santosa, the Principal of MAN 2 Yogyakarta, students in the Sports Special Class not only study at the Madrasah Aliyah but also continue developing their talents in sports without interruption.

The implementation of the Sports Special Class Program at MAN 2 Yogyakarta does not yet have specific regulations. The program is carried out by Decree Number 720 of 2020, which was ratified by the Regional Office of the Ministry of Religious Affairs (Kanwil Kemenag DIY). The funding for this program comes from the school committee and BOS funds. Since there are no specific regulations, its implementation is similar to regular classes and is incorporated into the social sciences (IPS) specialization within one class. Therefore, the madrasah has full authority to manage the implementation of the Sports Special Class Program (KKO) at MAN 2 Yogyakarta, including its curriculum. As stated by Mr. Fajar, the Vice Principal for Curriculum Affairs:

*"In detail, there is no official national-level KKO program, but madrasahs are given the authority to develop and implement KKO by the characteristics of each institution. Since KKO is one of the distinctive features of MAN 2 Yogyakarta, we can reallocate or*

*add class hours and adjust the curriculum structure as needed. This authority is granted to us."*

The admission process for students wishing to join the KKO class at MAN 2 Yogyakarta is based on achievement, with several requirements that must be met. The most crucial requirement is that students must already be sports club members before enrolling at MAN 2 Yogyakarta. As stated by Mrs. Dyah, the Vice Principal for Student Affairs:

*"First, they must already be part of a sports club. Second, they must have prior achievements."*

To support this, MAN 2 Yogyakarta collaborates with Yogyakarta State University (UNY) for the sports aptitude test during admissions. Implementing the KKO program must align with the existing curriculum by integrating sports education into the learning process (KBM). Additionally, the program requires clear performance targets and external coaching.

In this study, the researcher applies the CIPP Evaluation Model to assess the Sports Special Class Program at MAN 2 Yogyakarta as follows:

**1. Context Evaluation** Context Evaluation is a model that consists of various aspects that unify the needs of a program, including its objectives, data collection for categorization according to the program's target, and identifying its strengths and weaknesses (Lya & Pramesti, 2020). As explained by Ms. Riries, a Physical Education Teacher:

*"KKO is needed at MAN 2 Yogyakarta because our motto is 'engraving achievements in history,' making it highly synchronized with one of MAN 2's strengths, KKO. This program is widely recognized, and we enhance the school's reputation through it."*

Thus, the madrasah must facilitate this program, according to National Education Law Article 5, Clause 4, which states that all citizens with special talents have the right to special education. As explained by Mr. Mardi, the Principal:

*"The target students are those with achievements, especially in sports, who already possess regional, national, or even international certificates. These students are accommodated in the KKO class, and selection requires a sports certificate."*

However, the Sports Special Class Program at MAN 2 Yogyakarta faces challenges as many other KKO programs have been established across Yogyakarta for a long time, making MAN 2 Yogyakarta's KKO a secondary option for prospective students. Due to inadequate school facilities, students must train outside the madrasah.

Compared to other schools, one unique advantage of MAN 2 Yogyakarta's KKO program is the emphasis on students' attitudes. For example, in competitions, students practice sitting or squatting while drinking, in contrast to students from other schools who drink while standing or walking. As explained by Mr. Mardi Santosa:

*"The advantage of KKO in a madrasah setting is the emphasis on morals and character. Unlike students in general schools who drink while standing or walking, our students sit or squat before drinking, which reflects their character."*

The main weakness of the Sports Special Class Program is the lack of adequate facilities for team sports such as soccer and futsal. However, for individual sports, the madrasah has an indoor sports hall. Additionally, the varying characteristics of KKO students present challenges for teachers in finding the appropriate teaching model. Competition outside the madrasah is also very tight, particularly against high schools that started their KKO programs earlier. It becomes a concern if students in grades 11 and 12 have not yet won any championships, prompting considerations for additional training or coordination with students' coaches.

## 2. Input Evaluation

Input Evaluation involves planning to achieve objectives and developing strategies related to human resources, facilities, financial planning, and necessary processes (Yanti & Yaswinda, 2022). The strategy for achieving the KKO program's goals at MAN 2 Yogyakarta includes creating a special class for students with sports talent under the Social Sciences (IPS) specialization. The curriculum integrates both intra- and extracurricular training programs. As

explained by Ms. Dyah, the Vice Principal for Student Affairs:

*"Currently, the program is running as planned, with KKO being offered under the IPS specialization. KKO will continue to be included in the curriculum, with intra- and extracurricular training programs."*

Although most students aiming for sports-related university majors come from the Science (IPA) specialization, MAN 2 Yogyakarta places KKO students under IPS because they are generally more active. However, having a sports championship certificate can still facilitate university admission. Additionally, MAN 2 Yogyakarta collaborates with Yogyakarta State University (UNY) for university entrance selection.

Student admission to the KKO class is conducted through an achievement-based track before the regular admission process. The primary requirements are sports achievements and club membership. The selection criteria include four elements:

1. Academic performance (30%)
2. Sports achievements and certificates (50%)
3. Religious knowledge (10%)
4. Etiquette (10%)

MAN 2 Yogyakarta has established collaborations with external parties to ensure the program's sustainability. Students are provided with professional coaches. The program is also managed by a coordinator responsible for supervision and communication.

## 3. Process Evaluation

Process Evaluation assesses whether the program implementation aligns with its initial objectives (Netriwinda et al., 2022). Based on research findings, the KKO program at MAN 2 Yogyakarta has been implemented as planned. Students receive 8-10 additional weekly training hours, bringing their total class hours to 60, compared to 51 for regular students. As explained by Mr. Mardi Santosa:

*"KKO students are part of the regular IPS class but receive an additional 8-10 training hours. Their training is structured and supervised by coaches, making their total class hours 60 per week, compared to 51 for regular students."*

Training sessions are held on Saturdays, as space limitations require students to take turns. Since KKO students are required to be part of a sports club, their training at MAN 2 Yogyakarta serves as additional practice.

The program does not set specific championship targets, though grade 11 and 12 students are encouraged to achieve milestones in alignment with the school's motto. However, as Ms. Dyah stated, students who have not achieved results receive motivation and guidance, including exploring alternative sports. The school arranges sparring sessions with other clubs if no competitions are available.

Challenges in the program include insufficient facilities, as existing sports fields are not ideal for team sports, and financial constraints prevent the madrasah from fully meeting infrastructure needs.

#### 4. Product Evaluation

Product Evaluation measures program success and determines whether it should continue or be terminated. The KKO program at MAN 2 Yogyakarta has positively impacted the school's reputation nationally. The madrasah has become a benchmark for other institutions looking to establish KKO programs.

Collaborations with external coaches and word-of-mouth promotion have boosted the popularity of MAN 2 Yogyakarta's KKO program. The high demand is evident from parents inquiring before admissions open and from enrollment exceeding the available slots.

Despite being a supplementary training program, students have achieved regional and national championships, including competitions like PORDA and KEJURDA. As stated by Kurnia Qisti, a grade 12 student:

*"Most of us have won second place in PORDA, KEJURDA, and Walikota tournaments."*

According to Ms. Riries, KKO students' achievements include participation in PON, PORDA, and pre-PON events. Some graduates have even secured careers in the military and national sports teams.

The madrasah actively publicizes these achievements on social media, increasing public recognition. Though still a relatively new

program, the KKO at MAN 2 Yogyakarta has attracted strong interest and inspired other schools to establish similar programs.



Based on these statements, it can be Figure 1 Publication of Achievements on Social Media

concluded that the Sports Special Class program at MAN 2 Yogyakarta needs to be continued due to its numerous benefits, not only for the madrasah but also for the students. Each year, the Sports Special Class program yields achievements from its students, which has helped MAN 2 Yogyakarta gain recognition within the city and beyond the province. As a result, many madrasahs and schools are interested in learning more about the Sports Special Class program at MAN 2 Yogyakarta. Currently, the KKO program at MAN 2 Yogyakarta does not have a specific success level measurement. However, considering that the program aligns with the school's goal of providing a platform for talented students, it can be regarded as successful.

#### Conclusions

The Sports Special Class (KKO) program at MAN 2 Yogyakarta was established because many students who enroll each year have achievements and talents in sports. However, interest and talent in sports within the Ministry of Religious Affairs (Kemenag) were still underestimated. As a result, MAN 2 Yogyakarta initiated this program in 2019,

starting as a pilot project until the Ministry of Religious Affairs officially recognized it.

The implementation of the KKO program at MAN 2 Yogyakarta does not have a specific curriculum. Instead, it follows the same curriculum as regular classes, the only difference being the additional training hours in the sports disciplines the students master.

### 1. Context Evaluation

The school's location in the city center limits available training space, making it necessary to allocate additional funds for external training, especially for team sports.

### 2. Input Evaluation

A single class is designated for students with sports talents admitted through an achievement-based track. The selection criteria include academic performance, sports achievements, religious knowledge, and etiquette. Besides setting student criteria, MAN 2 Yogyakarta also applies specific requirements for external coaches who train the students. However, due to financial constraints, the school's sports facilities and infrastructure remain insufficient for all sports disciplines.

### 3. Process Evaluation

Students who request permission to attend training sessions during school hours are granted dispensations, but the decision is entirely left to the subject teachers.

### 4. Product Evaluation

The program has gained recognition beyond the city, contributing to the school's branding. This recognition is also due to MAN 2 Yogyakarta's active promotion of student achievements on social media. As a result, public interest in joining the KKO program continues to increase every year, along with the students' accomplishments.

## References

- Aryanti, T., Supriyono, & Ishaq M. (2015). Evaluasi Program Pendidikan Dan Pelatihan. *Jurnal Pendidikan: Teori, Penelitian ...*, 5, 1–13. <http://journal.um.ac.id/index.php/jptpp/article/view/13674>
- Fikri, A. (2019). Pengaruh Globalisasi dan Era Disrupsi terhadap Pendidikan dan Nilai-Nilai Keislaman. *Sukma: Jurnal Pendidikan*, 3(1), 117–136. <https://doi.org/10.32533/03106.2019>
- Hasil Wawancara dengan Bapak Fajar Basuki Rahmat (Waka Kurikulum) pada tanggal 6 Februari 2023 pukul 13.28 WIB di Ruang PTSP. (n.d.).
- Hasil Wawancara dengan Bapak Mardi Santosa (Kepala Madrasah) pada tanggal 2 Februari 2023 pukul 08.30 WIB di Ruang Kepala Sekolah. (n.d.).
- Hasil Wawancara dengan Ibu Dyah Estuti (Waka Kesiswaan) pada tanggal 2 Februari 2023 pukul 11.05 WIB di Ruang PTSP. (n.d.).
- Hasil Wawancara dengan Ibu Riries Caesariana Sundah (Guru Olahraga) pada tanggal 1 Februari 2023 pukul 13.45 WIB di Ruang Guru. (n.d.).
- Hasil Wawancara dengan Kurnia Qisti Abdillah (Siswi) pada tanggal 1 Februari 2023 pukul 14.30 WIB di Mushola. (n.d.).
- Humas Universitas Negeri Yogyakarta. (2021). PELAKSANAAN TES KKO UNTUK SMP DAN SMA DI WILAYAH DIY. Universitas Negeri Yogyakarta. <https://www.uny.ac.id/id/berita/pelaksanaan-tes-kko-untuk-smp-dan-sma-di-wilayah-diy#:~:text=SMP dan SMA yang mempunyai,SMP N 13 Kota Yogyakarta.>
- Kadir, A., & Umiarso, U. (2021). Evaluation of the Application of Distance Learning Programs in Madrasah Aliyah Malang Regency. *Jurnal Pendidikan Agama Islam*, 18(1), 109–124. <https://doi.org/10.14421/jpai.2021.181-06>
- Labaso, S. (2019). Penerapan Marketing Mix sebagai Strategi Pemasaran Jasa Pendidikan di MAN 1 Yogyakarta. *MANAGERIA: Jurnal Manajemen Pendidikan Islam*, 3(2), 289–311. <https://doi.org/10.14421/manageria.2018.32-05>
- Lazwardi, D. (2017). Implementasi Evaluasi Program Pendidikan di Tingkat Sekolah Dasar dan Menengah. *Jurnal Kependidikan Pengolahan Makanan Ternak*, VII(2).
- Lya, S., & Pramesti, D. (2020). Evaluasi Pembelajaran Matematika Pada Boarding School Berdasarkan Model Cipp. *Jurnal IntΣgral*, 11(1), 17–32.
- Maulida, I. Z. (2019). Manajemen Program Kelas Khusus Olahraga. *Jurnal Dinamika Manajemen Pendidikan*, 2(1), 60. <https://doi.org/10.26740/jdmp.v2n1.p60-70>
- Netriwinda, Yaswinda, & Movitaria, M. A. (2022). Evaluasi Program Pendidikan Paud Holistik Integratif Dengan Model Cipp Di Nagari Pandam Gadang Kecamatan Gunuang Omeh. *Jurnal Inovasi Pendidikan (JIP)*, 2(8), 2343–2352. <https://stp-mataram.e-journal.id/JIP/article/view/1115>
- Nuarta, I. G., Yudana, I. M., & Natajaya, N. (2020). Studi Evaluatif Pelaksanaan Program Pendidikan TAMAN Kanak-Kanak (TK). *Mimbar Ilmu*, 25(1), 98. <https://doi.org/10.23887/mi.v25i1.24481>
- Yanti, L., & Yaswinda, Y. (2022). Evaluasi Model CIPP Program Parenting Untuk Meningkatkan Perkembangan Anak Usia Dini Tk Ar-Rasyid. *Jurnal Inovasi Penelitian*, 2(8), 2535–2546. <https://stp-mataram.e-journal.id/JIP/article/view/1115>

journal.id/JIP/article/view/1089

Yogyakarta, B. D. I. (n.d.). *Jumlah Sekolah/Perguruan Agama*.  
Retrieved December 23, 2022, from  
[http://bappeda.jogjaprovo.go.id/dataku/data\\_dasar/cetak/311-jumlah-sekolah-perguruan-agama](http://bappeda.jogjaprovo.go.id/dataku/data_dasar/cetak/311-jumlah-sekolah-perguruan-agama)