

## Learning Management in Special Sports Junior High School in Surakarta

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### Abstract

*Purpose:* In order to better understand how special sports schools in Surakarta implement learning management at the junior high school level, this study concentrates on three key areas: (1) learning planning; (2) classroom/field learning implementation; and (3) evaluation implementation.

*Methodology:* The method used in this study is qualitative. Observations, interviews, and documentation are some of the methods used to gather data.

*Results:* The analysis results show that the learning management carried out by the school includes four stages, namely (1) learning planning, (2) implementation of learning in the classroom/field, and (3) evaluation implementation. In principle, the school has implemented that management. The implementation of lesson planning, from creating mapping to making lesson plans, has been carried out even though only photocopies made by the subject teacher working group (MGMP) were used. The implementation of learning has also been going well, although the teachers still haven't been able to make the best use of their time. In conducting evaluations, many teachers still focus on evaluating outcomes rather than the evaluation process, so these evaluations tend to measure achievements rather than the success of the learning implementation.

*Applications/Originality/Value:* The suggestions that can be given are: the principal should require teachers to write their lesson plans by hand, the school should, if necessary, reward teachers who diligently carry out their duties, and for the teachers, it is hoped that they will always adhere to all established rules so that they can enjoy their duties more.

### Introduction Section

The existence of learning management, which is a series of interrelated activities and becomes a system, has been implemented at various levels of education.[1], [2], [3]. From early childhood education to higher education, learning management is always considered and always updated. Not only at the institutional level, learning management has been lowered to the lower level, namely subjects. In every type of subject, there must be something called learning management which contains these three things. Planning helps design the curriculum and teaching strategies that are(Baedowi & Chamadi, 2022; Lase, 2020; Syaeful Rahman et al., nd) with the objectives. Implementation ensures that the teaching and learning process runs well. Evaluation is important because it measures whether or not the objectives have been achieved and as feedback for progress.[1], [7].

Learning management in a broad context becomes more advanced and highly effective due to various research and development. Some research focuses on planning, implementation, and not to mention the evaluation field. Researchers who concentrate on planning are as follows [8], [9]. Then, those who study the problems in the field of implementation are:[10], [11], [12], [13]. There are also many researchers who research evaluation.[1], [10], [14]. Learning management is also an important part of a special sports school.[12].

This school has a slightly different curriculum when compared to other junior high schools. Special sports schools have a primary focus on facilitating the development of sporting talent in the younger generation, producing athletes who excel in various sports fields.[15]. Specialized sports schools have a clear focus on developing students' sporting talents. The programs are also specifically designed to train students in various sports and have a student selection process based on talent.(Law of the Republic of Indonesia of 2023 concerning the National Education System, 2004)

The Special Sports School (SKO) of SMP Kota Surakarta is an educational institution that focuses primarily on developing students' talents and potential in the field of sports. This school is a form of collaboration between the Surakarta City Education Office and the Surakarta City Youth and Sports Office (Dispora) in providing an alternative education that focuses on developing sports achievements and is also the only special school at the junior high school level in Indonesia that organizes a special sports school ([https://setda.surakarta.go.id/page/detail\\_berita/peresmian-bisnis-bisnis-olahraga-jenang-smp-di-kota-surakarta](https://setda.surakarta.go.id/page/detail_berita/peresmian-bisnis-bisnis-olahraga-jenang-smp-di-kota-surakarta)).

In this SKO, students are given general subject matter, although the main focus of students is in the field of sports. The management of special sports schools is the key to achieving quality education goals in the field of sports, while ensuring that formal education aspects are still met.[17]. Curriculum planning that combines academic education and sports training in a balanced way is the key. Designing a balanced curriculum between academic education and sports development is an important role of management, starting from learning planning, learning implementation, learning evaluation and problems and obstacles that occur in learning in special sports schools, because this program is different from general/regular schools.(Maharani Azzahra & Architecture, 2024).

Learning management in special sports schools is important because it includes the management of the teaching and learning process which integrates aspects of formal education with intensive sports programs.[19]. The importance of learning management in sports schools lies in the ability to create an effective learning environment, which supports the holistic development of students in sports while meeting formal education standards.[20]. With effective learning management, sports schools can ensure that students receive high-quality education in sports while still meeting the formal education requirements set.(Jasmani et al., 2023). This involves integrated curriculum planning, selection of teaching methods appropriate to student needs, implementation of comprehensive evaluation strategies, and consistent support from teaching staff and sports coaches.

Based on the results of observations and interviews conducted by researchers, learning management at SMP SKO seems to vary in achieving optimal levels. Several important aspects in learning management that vary include planning, implementation, and evaluation. The variety of learning management is an attraction for researchers to look deeper. From the description above, research on learning management in special sports schools is important to be carried out in order to improve understanding of how to create an optimal educational environment for students. This research is based on the importance of learning management in special sports schools as the main foundation for achieving quality educational goals.

## **Research Methods**

This study uses a qualitative approach because it emphasizes more on understanding the meaning of phenomena rather than seeking generalizable conclusions. The research design adopted is a case study.

### ***Presence of Researchers***

The researcher acts as a key entity in collecting data extensively and comprehensively, both independently and with the help of other parties. In the context of this study, the researcher established a collaborative agreement with the school to gain in-depth insight into the learning management practices implemented by the school. This agreement includes coordination with the principal and teacher schedules in implementing learning management strategies in schools. Through this approach, the researcher seeks to understand comprehensively how learning management is carried out at the Surakarta City Special Sports Junior High School, in order to produce relevant and applicable findings in improving the quality of education and development of young athletes.

### ***Research Location or Setting***

The research was conducted at the Special Sports Junior High School (SKO) of Surakarta City, Jl. Ronggowarsito No. 112, Banjarsari, Surakarta City from October 2023 to June 2024.

### ***Data Types and Sources***

The types of data in this study come from non-human and human sources. Non-human, including primary or secondary books, magazines, dictations, and other data sources categorized as non-human related to the learning management process at SMP Khusus Olahraga (SKO) Surakarta City. The second is human: principal, teachers, parents, students and education personnel.

### ***Data collection technique***

In the data collection process, researchers rely on various important techniques to obtain the specific data sought. These techniques include observation, interview, and documentation methods. All three are used to collect information about the planning, implementation, and evaluation carried out at the school.

### ***Data Validity Test***

The data validity test was conducted using source validation techniques. The steps taken by the researcher were to cross-check with different informants related to learning management at SKO Surakarta City, then the researcher concluded in order to obtain truly valid data validity.

### ***Data Analysis Techniques***

Data analysis was conducted following an interactive approach proposed by Milles and Huberman 2014. The stages involved include data collection, condensation, presentation, and drawing conclusions.

## **Research Results and Discussion**

### ***Research Results***

Based on the results of data reduction and research focus listed in chapter I, the presentation of the analysis results can be divided into three parts: learning planning, (2) implementation of learning in the classroom or in the field, and (3) learning evaluation.

#### ***Learning Planning***

Lesson planning is an important thing that teachers must do in their work. Lesson scenarios, also called lesson planning, are something that teachers really need. These scenarios or plans must be made and planned carefully because, if the planning is good, the teacher's performance will increase.

Lesson planning is very important to help teachers carry out their duties. It is also the first step towards successful learning before learning begins.

Learning planning begins with mapping, Lesson Material Analysis (AMP), annual program (Prota), semester program (Promes), syllabus, and Lesson Implementation Plan (RPP). The interview results show that teachers at the Junior High School for Sports in Surakarta generally make learning plans. This is a comment from the following principal:

"The learning planning that we do includes several things, namely making AMP, Prota, Promes, Mapping, Syllabus, and RPP, in short, complete"

But in reality there are a number of teachers who make inappropriate planning, they take what already exists by copying or taking from the results of MGMP work. This is as expressed by one of the teachers as follows:

"Not all teachers create all the components of the learning plan anew, they copy from the old ones or borrow from friends who participate in MGMP."

Teachers see lesson planning as a routine, meaning they make it every year but with the same topic as the previous year. They argue that making lesson plans is actually just a school administration task that must be done by a teacher or even required to be dropped. This is in line with what one of the following teachers said:

"We made the plan, but because it wasn't easy and from year to year it was almost the same, I made it exactly the same as last year, the important thing was to make it an obligation. fulfilled"

After looking at the sample learning planning documents, it was found that only 8 people made AMP, Prota, Promes, Syllabus, and RPP with good quality, and 6 people made AMP with poor quality. The results of field observations showed that 14 teachers prepared learning activities for success by gathering students, giving instructions, and preparing good learning media.

#### ***Implementation of Learning***

The implementation of learning in addition to starting with wise planning, and supported by good communication between teachers and students, must also be supported by the development of strategies that are able to teach students. To achieve the expected learning goals, teachers must have the ability to develop their own learning strategies. They must also be able to build harmonious relationships between teachers and their students and enable enjoyable learning.

Sports and health learning is different from learning other fields. This is due to the fact that sports and health learning requires stricter classroom management and strict rules. This is due to the fact that in sports and health learning, students' emotions are given more attention than in classroom learning. Therefore, this difference is very significant.

The results of interviews with several informants showed that teachers at the Junior High School for Sports in Surakarta conducted learning well. However, many teachers did not make the best use of their time, wasting time that should have been spent on learning. This is a comment from one of the teachers:

"Actually, the teachers have carried out learning activities well, but in terms of effective time, they are still lacking, the implementation of learning is delayed"

"I try to maximize my time by starting lessons directly in the field if possible. But the distance from school to the field often takes quite a long time"

Document inspection shows that learning at the Junior High School for Sports in Surakarta is going well; of the thirteen teachers, the student attendance list is of high quality. There are 14 teachers who have agenda books, 10 of whom have high-quality agenda books, and only 4 teachers do not have them.

According to the results of field observations, there are six stages of learning, namely introduction, core lessons, use of learning media, utilization of time, CTL approach, and cooling down activities. Core lessons, use of learning media, and utilization of time are carried out well, but utilization of time and cooling down are not.

### ***Learning Evaluation***

Evaluation is the measurement of the level of achievement of educational programs; planning of educational substance programs, including implementation and curriculum; management of education; increasing teacher capacity; and overall educational reform.

Learning evaluation is done to find out whether the teacher has given lessons to his students or not. Evaluation also shows whether the teacher has achieved the learning objectives and whether they have taken the right actions to achieve those objectives. Thus, this evaluation can be used by teachers as a reflection or contemplation to help them change or improve their learning models and strategies, which are expected to achieve the expected results.

Teachers conduct assessments periodically or periodically. Assessments can be in the form of formative tests, which are given every time students complete certain basic competencies, subsummative tests, or block tests, which are given after completing several basic competencies, or summative tests, which are given at the end of each semester or at the end of each learning program. A teacher stated that related to the evaluation:

"The evaluation carried out in schools runs like schools in general, there are formative and summative evaluations"

Learning evaluation can be done in two ways, namely process evaluation and outcome evaluation. Process evaluation is an assessment based on the movement process itself, namely from the initial process to the final process, while outcome evaluation is an assessment based on the final achievement obtained by students. This is in line with what the following teacher said:

"I do process evaluation and outcome evaluation, sometimes both work"

"I use process evaluation to see how students are participating during learning, and outcome evaluation to measure their understanding of the material."

According to informants, evaluations were conducted by teachers at the Junior High School for Sports in Surakarta according to plan. Most teachers received evaluations every time they completed basic competencies. Some teachers conducted process evaluations, while others conducted student evaluations.

According to the results of the evaluation implementation document examination, ten teachers who conducted the assessment did not make a question grid, and analysis of the assessment results, while seen from the document for making a list of grades from 14 teachers all had a list of grades with good quality. Judging from the results of observations conducted in the field while the teacher was teaching, it can be concluded that out of 10 education teachers, 4 carried out the evaluation with good quality and 4 teachers did not carry out the evaluation properly.

The data collected on learning management in junior high schools specializing in sports in Surakarta, which includes planning, implementation, and evaluation of learning, shows the following results. The data collected on learning management in junior high schools specializing in sports in Surakarta, which includes planning, implementation, and evaluation of learning, shows the following results.

First, teachers have made learning plans, including learning administration and learning preparation. However, there are problems with learning administration, especially learning planning. Some teachers only copy last year's planning just to adjust it to the current conditions.

Second, regarding the implementation of learning from the results of observation and document examination, the teachers have carried out learning well. However, most teachers do not utilize the time that should be spent on learning, either for warming up, core lessons, or calming down.

Third, in terms of learning evaluation proposed by several informants, as well as the results of observation and document examination, it is known that teachers use process evaluation, outcome evaluation, or both. Teachers do not make grids or analyze evaluation results before implementation, but the list of values of all education teachers is very good.

### ***Discussion***

Based on theoretical studies and research results, the following is a discussion of learning management at the Junior High School for Sports in Surakarta, which includes five important elements: learning planning, learning implementation, learning evaluation, confirmation of results, and its relationship to previous theories and research.

Learning planning is a very crucial element in learning management. As described in the file, although most teachers have implemented the creation of learning administration well, there are some who still copy plans from the previous year or take them from MGMP without any significant updates. This indicates a routine that is not optimal in planning learning, which risks reducing the effectiveness of teaching. The creation of plans such as Syllabus, RPP, and Annual Programs of good quality is only carried out by a small number of teachers, with the rest showing inadequate quality.

Good learning implementation is highly dependent on careful planning and effective use of time. Data shows that even though teachers carry out learning activities well, there is still wasted time, especially in the warm-up, core lessons, and cool-down sections. This occurs due to the ineffective use of time in the field, which is not fully utilized for learning activities. In addition, the implementation of learning also includes good communication between teachers and students, which is a key factor in achieving learning objectives.

The learning evaluation conducted by teachers at the Junior High School for Sports in Surakarta shows two important things: process evaluation and outcome evaluation. Although most teachers have conducted the evaluation well, there are some who do not create question grids and analysis of evaluation results that should be done. The evaluations conducted consist of formative, sub-summative, and summative evaluations, which are in accordance with applicable teaching standards, but are not always followed by in-depth analysis actions.

The results of the study indicate that the learning management at the Surakarta Special Sports Junior High School as a whole is quite good, but there are still shortcomings, especially in terms of more effective use of time and improving the quality of more creative planning. The affirmation of these results indicates that although some aspects of learning management have been implemented well, there is still room for further improvement.

Good learning planning plays a very important role in achieving learning objectives, as explained by Oemar Hamalik (2001) who emphasized the importance of thorough preparation. Effective learning implementation requires skills in managing time and materials, which is in line with Kemp's theory (1994) which states that good planning will determine the quality of implementation. Evaluation, according to Nana Sudjana (2007), functions as feedback for improving learning, which is also reflected in the results of the evaluation conducted at this school.

The results of this study also strengthen the findings of previous studies. For example, research by Fefty Diah Laily Pangestuti (2022) on the management of competitive class learning at SMPN 15 Surabaya shows the importance of a well-structured curriculum, similar to the results found at the Surakarta Special Sports Junior High School. In addition, research by Ahmad Yusuf Sobri (2016) on sports class management also shows the importance of planning involving various parties such as the Education Office and KONI, which is relevant to the finding that evaluation and planning at this school involve teachers with various backgrounds.

Overall, although the learning management at Surakarta Special Sports Junior High School has shown good achievements, there are several areas that still need to be improved, especially in terms of more creative and efficient planning, as well as more optimal use of time in implementing learning. More in-depth evaluation and more structured analysis of results will further support the development of learning quality at this school.

## Conclusion

After discussing the data collected during the study, the conclusions that can be made about how learning management is used in junior high schools specializing in sports in Surakarta are as follows:

First, teachers basically make learning plans. However, learning plans in the form of learning administration only copy previous year's plans made by others or MGMP.

Second, teachers conduct learning well. However, because the school does not have many fields, some teachers do not utilize their time well; a lot of time is wasted walking from school to the field or vice versa. In addition, it turns out that some teachers do not have a teaching agenda book or learning notebook, as well as a student attendance list. As a result, the learning process becomes unstructured and not well organized, which allows teachers to forget what has been given or conveyed to students. In the end, students cannot control the learning they have learned.

Third, the evaluation conducted by the teacher is conducted after each student has learned the basic competencies. There are various ways to conduct an evaluation. Some people use process evaluation or outcome evaluation, but there are also those who use both.

From the description above, it is clear that the learning management in junior high schools specializing in sports in Surakarta is running well. There only needs to be an improvement in the planning, implementation, and evaluation of learning so that physical education, sports and health teachers only cancel their obligations or only fulfill the requests of their superiors.

## Acknowledgement

Researchers can provide the following recommendations based on research results and facts in the field:

First, both the education office and the Subject Teachers' Conference (MGMP) must collaborate as often as possible with educational institutions outside the city to improve teachers' knowledge and ability to fulfill their duties. This will involve

holding workshops, training, and other efforts to improve teachers' ability to organize learning. Thus, teacher learning management will improve over time.

Second, the principal must supervise teacher performance as often as possible in all aspects, including planning, implementing learning, implementing evaluations, and implementing follow-up to evaluation results. If necessary, supervision must be carried out continuously. The results of this supervision will be used as a basis for assessing teacher performance in carrying out their duties.

Third, teachers must do the following: (a) Be creative and innovative in planning lessons by considering the needs and abilities of students and the conditions of existing facilities and infrastructure. This will allow physical education and health teachers to remain dynamic and not imitate or plagiarize other people's lessons. (b) Teachers must be able to use time as effectively as possible to teach their students. A third level heading in 9-point font size at the end of the paper is used for general acknowledgments, for example: This study was funded by X (grant number Y).

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