

Analysis of Supporting And Inhibiting Factors Of Special Sports Class Program At State Middle School 1 Kendal, Central Java

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ABSTRACT

This study examines the implementation of the Special Sports Class (KKO) Program at SMP Negeri 1 Kendal, which aims to develop students' potential in sports. This program is supported by policies from the Kendal Regency Education Office and involves collaboration between various parties, including teachers, coaches, and parents. The research method used is qualitative analysis to identify supporting and inhibiting factors in program implementation. The results show that despite strong support from various parties, challenges remain, such as student fatigue and a lack of infrastructure. This research is expected to provide insights for the development of sports programs in other schools.

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INTRODUCTION

Kendal City plays a crucial role in the development of sports in Indonesia, particularly in Central Java Province. This province boasts high competitiveness and potential in sports, as evidenced by its achievements at the 21st National Games (PON) in Aceh-Sumatra in 2024, where Central Java ranked fifth out of 34 participating provinces (Olahraga & Derajat, 2024). This achievement demonstrates the existence of qualified and talented human resources in sports, the result of development efforts in each region.

While this achievement is impressive, challenges remain in developing human resources (HR) in sports. Improving the quality of human resources can begin within the immediate environment, such as schools. Schools have a responsibility to serve as learning centres for students, where they can develop their sporting achievements to enhance quality and empowerment. Therefore, programs are needed to accommodate sports activities within schools.

To improve sporting performance, various steps can be taken, including holding competitions or tournaments at various levels, from sub-district to international. This provides opportunities for students to hone their talents and skills and increases their chances of achieving success as athletes. In addition, the government, through the Directorate of Junior High School Development and the Directorate General of Primary and Secondary Education Management, Ministry of National Education, also runs sports class programs at the secondary education level. Education, as a well-planned endeavour, plays a strategic role in building students' character and abilities. In this regard, special education, such as Special Sports Classes (KKO), is designed to improve students' skills in sports. These classes are held in public schools at the primary and secondary levels to encourage students to excel in sports (Ramadhan et al., 2022). This program aims to foster interest and direct students' talents to become potential athletes in the future.

SMP Negeri 1 Kendal is one of the schools implementing the KKO program, which aims to develop students' sports abilities without neglecting academic achievement. However, the implementation of this program is hampered by various supporting and inhibiting factors. Supporting factors include program regulations from government agencies, adequate facilities, support from schools and parents, and the quality of coaches. Conversely, inhibiting factors include limited facilities, lack of time for practice, and low student motivation to participate in the program.

This study used a descriptive method with a qualitative approach to analyze the supporting and inhibiting factors in the implementation of the KKO program at SMP Negeri 1 Kendal. It is hoped that the results of this study will provide useful suggestions for future program development and contribute to improving the quality of sports education at SMP Negeri 1 Kendal, while also producing a generation of young people who excel in sports.

METHODS

This research uses a descriptive method with a qualitative approach. This research was conducted at SMP Negeri 1 Kendal from May to June 2025. The subjects in this study were the principal, physical education teachers, coaches, and KKO students in grades VII, VIII, and IX of SMP Negeri 1 Kendal. The data collection techniques used were interviews, observation, and documentation, with the researcher as the primary instrument. Data validity was tested using source triangulation and method triangulation. The analysis techniques used were data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

Validity and Reliability Analysis Results

Education can be understood as all forms of influence provided by educational institutions to children and adolescents within the school-age range. The goal of education is to develop optimal cognitive abilities and mental readiness, enabling individuals to actively participate in society, build social relationships, and fulfil their

responsibilities as individuals and social beings. Based on the National Education System Law No. 20 of 2003, education is defined as "a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential, including spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state. Education can be understood as all forms of influence provided by educational institutions to children and adolescents within the school age range. The goal of this education is to develop optimal cognitive abilities and mental readiness so that individuals can actively participate in society, build social relationships, and carry out responsibilities as individuals and social beings. Based on the National Education System Law No. 20 of 2003, education is defined as "a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential, including spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed for themselves, society, nation, and state (Marhamah, 2023).

Sport, on the other hand, encompasses all forms of physical activity performed in a planned, structured, and repetitive manner to improve physical fitness, health, and skills. Sports activities can be done individually or in groups and encompass a wide range of activities, from recreational to competitive. Furthermore, sport plays a crucial role in developing character, discipline, and teamwork (Meja et al., 2015).

Sports Special Classes (KKO) are educational programs specifically designed for students with an interest and talent in sports. These programs offer intensive training and a curriculum focused on developing sports skills, physical fitness, and knowledge of sports theory. The goal of KKO is to prepare students to become competitive athletes and enhance their performance at the local, national, and international levels (Maulida, 2017).

KKO programs encompass a variety of activities implemented continuously to achieve predetermined goals. In the context of the Republic of Indonesia Law Number 25 of 2004 concerning the National Development Planning System, a program is defined as a set of activities planned to achieve certain goals within a predetermined time period. The KKO program includes various activities carried out continuously to achieve the predetermined goals. In the context of the Republic of Indonesia Law Number 25 of 2004 concerning the National Development Planning System, a program is defined as a set of activities planned to achieve certain goals within a predetermined period (UU RI, 2004).

The Kendal Regency Government is actively striving to improve student achievement in sports through various programs and the provision of facilities. These initiatives are considered crucial for producing a healthy, high-achieving young generation capable of competing at the regional and national levels. School- or club-based athletic development programs are often held for talented students, who are allowed to participate in intensive training under the guidance of professional coaches. One of the junior high schools implementing this program is SMP Negeri 1 Kendal.

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Schools serve as a place for students with interests and talents in specific sports, where they receive coaching and training in their chosen sport. With guidance and training from the school, students are entitled to receive education as KKO participants, following Law of the Republic of Indonesia Number 3 of 2005 concerning the National Sports System, specifically Chapter IV, Article 6, which regulates the rights and obligations of citizens. Every Indonesian citizen has the same rights to participate in sports activities, receive sports services, choose sports that align with their interests, receive guidance and mentoring, and play a role as sports practitioners and develop the sports industry (Setiawan, 2016).

Although the primary focus of this program is on developing interests and talents in sports, the school still prioritises academic values, recognizing that this is an inherent responsibility of each student. To achieve the success of the Special Sports Class (KKO) Program at SMP Negeri 1 Kendal, the school undertook a series of preparations covering steps from planning to program implementation. This preparation included determining the curriculum to be implemented in the KKO program (Role et al., 2021). SMP Negeri 1 Kendal uses the same curriculum as other regular classes and schools, namely the Independent Curriculum.

Furthermore, preparations for the KKO program involve physical education teachers from SMP Negeri 1 Kendal and coaches, including the recruitment process for coaches for each sport. The coach recruitment process is conducted according to criteria established by the school, one of which is having a coaching certificate for a specific sport. Furthermore, preparations are also made for KKO student recruitment, which involves a Gold Score (NEM) selection for registered students, with a weighting of 40%, and physical and branch-specific tests, with a weighting of 60%.

Observable aspects of the program preparation at this school refer to Lineberry's theory (Ratio et al., 1988), which includes the formation of new organisational units, the translation of objectives into various implementation regulations, the coordination of resources and expenditures for target groups, and the allocation of resources to achieve established objectives. Further explanation of these aspects is as follows:

1. SMP Negeri 1 Kendal does not have a specific organisational structure for the implementation of the Special Sports Class (KKO) Program. The implementing unit is derived from existing institutions within the school, where the KKO program is handled directly by teachers and coaches without establishing a new organizational unit. This implementing unit consists of the sports teacher who serves as the KKO program coordinator, coaches from each sport, and the KKO association within the school, led by the principal of SMP Negeri 1 Kendal.
2. The program objectives are translated into various implementation regulations through employee work targets set for teachers, coaches, coordinators, and

the principal as the program's implementing unit. These employee work targets become obligations that must be met by coaches, principals, and teachers, ensuring proper monitoring of every aspect of implementation.

3. Coordination and expenditures for target groups, as well as resource allocation for the KKO program, are carried out and prepared by the coaches and the KKO coordination unit. This coordination process is carried out in collaboration with the principal, teachers, and members of the school community, and resource allocation is directed to the target group, namely, students.

After various preparations, the school begins implementing the activities of the Special Sports Class (KKO) program to achieve the established goals. The program's implementation includes sports activities as well as regular learning. During the first, second, and third periods, activities for each sport are carried out according to a predetermined schedule, before continuing with regular learning. The Special Sports Class is similar to the regular class, but focuses more on developing interests and talents in sports. (Study et al., 2021) Some of the sports included in the KKO program at SMP N 1 Kendal include:

Football

Football is the most prominent sport and the symbol of the Sports Activities (KKO) program at SMP N 1 Kendal. This sport consistently achieves numerous achievements in various competitions. Some of the championships participated in include the Suratin Cup Championship, the Regional Student League (LPD), the Regional Student Sports Week (POPDA), the Regional Student Sports Week (POPWIL), and the National Student Sports Week (POPNAS). To achieve these achievements, KKO soccer students undergo routine training four times a week: on Tuesdays and Fridays during the first, second, and third periods, and additional training in the afternoons on Wednesdays and Fridays. In addition to training, students also participate in trial matches with other soccer clubs to improve their performance and experience.

Karate

Karate students at SMP N 1 Kendal have a training schedule that takes place on Tuesday and Friday mornings, with training sessions during the first, second, and third periods. The material taught to seventh and eighth-grade students is similar. Before joining the Special Sports Activities (KKO) program, karate students already possess basic techniques and skills. In addition to attending lessons in this sport, they also continue training at their respective clubs.

Pencak Silat

Pencak silat lessons in the Special Sports Activities (KKO) class at SMP N 1 Kendal are highly anticipated by students, especially those in grades VII and VIII. Practices are held regularly on Tuesdays, Thursdays, and Saturdays, with sessions beginning in the first, second, and third periods. These sessions take place at Kendal Stadium, which is equipped with adequate facilities to support the development of students' pencak silat skills and techniques. Through these exercises, students not only learn pencak silat

movements and strategies but also develop discipline, teamwork, and self-confidence, which are crucial in everyday life.

Volleyball

Volleyball lessons in the Special Sports Activities (KKO) class at SMP N 1 Kendal are a program designed to improve students' athletic skills, especially those in grades VII and VIII. Training sessions are held regularly on Tuesdays, Thursdays, and Saturdays, with practice times starting at the first, second, and third periods. These activities take place at Kendal Stadium, which provides a spacious field and supporting facilities. The learning process uses a hands-on method, where students are encouraged to actively participate in each training session. Through this approach, they not only learn basic volleyball techniques, such as serving, passing, and smashing, but also develop effective teamwork and game strategies, thereby improving their performance on the court.

Athletics

Athletics lessons in the Special Sports Activities (KKO) class at SMP N 1 Kendal are designed to develop students' physical abilities and athletic skills, particularly for seventh and eighth graders. Practice sessions are held regularly on Tuesdays, Thursdays, and Saturdays, with practice sessions beginning in the first, second, and third periods. These activities take place at Kendal Stadium, which is equipped with a track and adequate facilities to support training. The learning process uses a hands-on approach, encouraging students to actively participate in various athletic events, such as running, jumping, and throwing. Under the guidance of Mr. Hasan, the physical education teacher at SMP N 1 Kendal, students not only learn basic techniques but also develop the physical and mental endurance necessary for competition. With this approach, it is hoped that students will improve their performance in various athletic events and develop a strong spirit of sportsmanship.

Futsal

Futsal lessons in the Special Sports Activities (KKO) class at SMP N 1 Kendal are designed to improve students' skills and understanding of the game of futsal, particularly for seventh and eighth graders. Training sessions are held regularly on Tuesdays, Thursdays, and Saturdays, with practice sessions beginning at first, second, and third periods. These sessions take place on the futsal field or in the schoolyard of SMP N 1 Kendal, which is equipped with adequate facilities to support training. The learning process utilises a hands-on approach, encouraging students to actively participate in various aspects of the game, such as dribbling, passing, and shooting techniques. Under the guidance of Mr. Hasan, the SMP N 1 Kendal sports teacher, students not only learn basic futsal techniques but also develop effective game strategies and teamwork. With this approach, it is hoped that students will improve their futsal skills and develop a strong spirit of sportsmanship and discipline.

Fencing

Fencing training sessions are held regularly on Tuesdays, Thursdays, and Saturdays, with practice sessions beginning at first, second, and third periods. These sessions take place at Kendal Stadium, which is equipped with adequate facilities to

support fencing practice. In this learning process, the method used is hands-on practice, where students are encouraged to actively participate in various basic fencing techniques, such as attack, offence, and defence positions. Under the guidance of Mr. Mahbub, the sports teacher at SMP N1 Kendal, students not only learn fencing techniques and strategies but also develop agility, concentration, and a spirit of sportsmanship. With this approach, it is hoped that students will improve their fencing skills and build self-confidence and discipline.

The sports programs implemented at SMPN 1 Kendal have given the school a distinct advantage, thanks to the numerous achievements achieved through the KKO (Sports Coordination) program. These achievements have made SMPN 1 Kendal one of the most sought-after schools for specialized sports classes.

The KKO program activities at SMP N 1 Kendal are linked to Edward III's theory (Rahmatillah et al., 2023), which encompasses communication, resources, and disposition. Referring to this theory, the following explanation can be obtained.

1. Each implementer has different responsibilities as an actor in the implementation of the KKO program. Throughout the implementation process, the program implementers have understood their respective tasks, as reflected in the success of the coaches in helping KKO students at this school achieve success. In addition to the coaches, other actors play important roles, such as the physical education teacher, teachers from other subjects, the KKO program coordinator, the principal, and the vice-principal, all of whom contribute to the program's success. The achievements of the KKO program students are consistently impressive, as evidenced by their achievements in various competitions, where they frequently win championships.
2. Resources, such as the competency of the implementers, are provided by the coaches who directly mentor the students. These coaches possess expertise in coaching according to their specializations, which contributes to the teaching and development of KKO students at this school. The students' success in achieving success in their chosen sports is a testament to the effectiveness of this coaching. The KKO coordinator acts as the program implementation manager, while all teachers serve as supporters, providing full support to the students. In terms of financial resources, the school also receives assistance from parents, in addition to funds allocated by the school. This assistance plays a crucial role in the smooth implementation of the program.
3. The disposition or commitment, as well as the character of the coaches, have contributed to producing students capable of achieving success. This is due to the coaches' dedication to improving students' athletic abilities after they enter secondary school. Each implementing unit has clear duties and responsibilities, following established employee work targets.

These three variables are already present in the KKO program, with various advantages and disadvantages that influence program implementation in schools. Program or policy implementation is also linked to Arif Rohman's theory (Wagiono et al.,

2020), which explains that three factors typically determine the success or failure of policy implementation:

1. Factors related to policy formulation include clearly defined targets and objectives, specifically aimed at students with exceptional potential in sports in regular educational units at the elementary and secondary levels. This program was established by the government with several aims and objectives, including: 1) as a training facility for student athletes with the potential to achieve success at the national and international levels, 2) developing athletes with high dedication to elevate the nation and state, and 3) supporting the academic achievements of student athletes to ensure their future security.
2. Factors related to implementing personnel indicate that coaches, in their implementation, have developed habits and commitments to guide students in following established goals. In terms of collaboration, teachers or coaches typically provide coordination. The program coordinator provides direction and coordination to all parties involved, including teachers, coaches, and students, so they can work together to achieve the desired goals. Factors related to implementing personnel indicate that coaches, in their implementation, have developed habits and commitments to guide students in following established goals. In terms of collaboration, teachers or coaches typically provide coordination. The program coordinator provides direction and coordination to all parties involved, including teachers, coaches, and students, so they can work together to achieve the desired goals.
3. Factors related to the implementation organizational system indicate that the implementing unit has a clear division of tasks and work distribution, following school regulations. Furthermore, monitoring is carried out by observing students' technical or proficiency improvements in their chosen sports. From this, evaluations are conducted to determine whether student achievement has met the established completion threshold.

Several supporting factors include the Kendal Regency Education Office's policy for implementing the KKO program, the collaboration between DINPORA and the Education Office, allowing students access to facilities and equipment at the Regency-owned Kendal Stadium, motivating students, and providing tolerance in the form of opportunities for students to participate in competitions outside of school. Furthermore, financial support from parents also contributes, along with support from the school, including teachers, coaches, and parents.

Internal inhibiting factors that emerge come from

Internal inhibiting factors that arise come from students who often feel exhausted after participating in sports activities, making it difficult for them to focus on the learning process in class. Some students also still arrive late for sports lessons, which results in them being unable to participate optimally. Furthermore, the facilities and infrastructure for some sports are still incomplete. Due to the lack of financial support from the

department, the school has not dared to recruit external coaches, so currently, the existing coaches are from the school institution.

CONCLUSION

This study shows that the Special Sports Class (KKO) program at SMP Negeri 1 Kendal has been designed to develop the potential of students who have an interest and talent in sports. This program is supported by policies from the Kendal Regency Education Office and involves collaboration between various parties, including teachers, coaches, and parents. Although several supporting factors strengthen the program's implementation, such as student motivation and financial support, there are also internal inhibiting factors that need to be addressed, such as student fatigue and a lack of infrastructure. Overall, the KKO program at SMP Negeri 1 Kendal has the potential to produce competitive athletes who excel at the local, national, and international levels.

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