

Evaluation of Pencak Silat Extracurricular Management for SMP Negeri 19 and SMP Negeri 32 during the Covid-19 Pandemic in Surabaya City

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Abstract

The purpose of this study was to determine the strengths, weaknesses, opportunities, and threats of Pencak silat extracurricular management which includes Planning, Organizing, Implementation, and Supervision of SMP Negeri 19 and SMP Negeri 32 in Surabaya. The approach used in this study is qualitative. This research is a type of evaluation research using a descriptive method. The evaluation design used in this research is the SWOT analysis. The results and conclusions of this study indicate that the management of Pencak silat extracurricular at SMP Negeri 19 Surabaya is good, while SMP Negeri 32 Surabaya cannot be said to be good. Researchers have conducted a more in-depth analysis of the strengths, weaknesses, opportunities, and threats of Pencak silat extracurricular management which includes Planning, Organizing, Implementation, and Supervision of SMP Negeri 19 and SMP Negeri 32 in Surabaya, resulting in a recommendation for SMP Negeri 19 Surabaya and SMP Negeri 32 Surabaya.

Keywords

evaluation of pencak silat ;
extracurricular; management



I. Introduction

Currently, the quality of education in Indonesia still needs to be improved and fixed. This is evidenced, among others, by data from the United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2000) regarding the Human Development Index ranking, namely the composition of the ranking of educational attainment, health, and income per head which shows that the development index Indonesian people are decreasing. Among 174 countries in the world, Indonesia ranked 102nd in 1996, 99th in 1997, 105th in 1998, and 109th in 1999 (Cheery, 2010: 1). One of the educational models that can be applied in developing the implementation of education in achieving maximum achievement is by maximizing extracurricular activities in schools. Pohan (2020) states that at school, from elementary to secondary school or even college, students undergo, practice. Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020). With extracurricular activities, students who have talent in sports can be directed and developed to be maximum. The sport of martial arts Pencak silat is currently in great demand by the world community because the martial art of Pencak silat has a characteristic in attack, evasion, and self-defense techniques, Pencak silat is an Indonesian ancestral cultural heritage that deserves to be preserved, Pencak silat is self-defense tactical, practical fast strong and can kill.

Extracurricular activities are activities carried out outside of class hours to further enrich and broaden the knowledge, skills, and abilities that have been learned from various

subjects listed in the curriculum. It was also explained that "In particular, participation in extracurricular sports has been linked to higher self-esteem" (Duda, 1989; Holland and Andre, 1994; Jaffe and Ricker, 1993 in Binsinger., et al, 2006: 123-129). The form of activity must include competition activities, competitions / tiered competitions (Sugijono, 2000:70-84). It can be concluded that extracurricular activities are a place to accommodate, foster, and direct the potential and interests of students' talents so that they are channeled according to the fields they master.

Achievement sports development programs are not only the responsibility of sports coaching institutions such as the Indonesian National Sports Committee (KONI), Sports Branch Managers (Pencabor), and sports clubs, but also the responsibility of the government, the community, including educational institutions, namely schools. Law number 3 of 2005 concerning the national sports system article 25 paragraph (6) is to develop sports achievements in educational institutions, sports classes, coaching and training centers, sports schools, as well as holding tiered and sustainable sports competitions. Law number 3 of 2005 concerning the national sports system article 25 paragraph (3) also states that the coaching and development of educational sports at all levels of education gives students the freedom to carry out sports activities according to their talents and interests.

However, the sport of Pencak silat is not yet very popular in terms of achievements, unlike other sports such as futsal, basketball, volleyball. This is a job for Pencak silat players to develop and carry out better coaching. Various ways have been done to overcome this, one of the basic strategies to develop the sport of Pencak silat in Surabaya is to conduct special and intensive coaching through extracurricular activities of Pencak silat in schools because schools are the starting point for the discovery of future potential athletes that can be directed. SMP Negeri 19 and SMP Negeri 32 are several schools in which there are extracurricular activities for Pencak silat.

Pencak silat extracurricular development is an extracurricular program at SMP Negeri 19 and SMP Negeri 32 to improve non-academic achievement optimally because it is realized that to improve achievement parallel to junior high schools in Surabaya is very difficult. One of the factors is that the academic input is very different compared to junior high schools in Surabaya. In addition, getting more achievements is not easy, it requires clear programs, early, tiered and sustainable development, and support from stakeholders for good management from agencies or schools. It is hoped that athletes will appear not only in Pencak silat clubs but also from extracurricular activities in schools in Surabaya.

Based on the explanation of this background, the researcher wants to research this problem into a thesis with the title: "Evaluation of Pencak Silat Extracurricular Management at SMP Negeri 19 and SMP Negeri 32 During the Covid-19 Pandemic in Surabaya."

II. Research Methods

In this type of research, the researcher uses qualitative research methods. A qualitative approach is an approach that is oriented to a symptom that is genuine and natural. This research applies the type of evaluation research using descriptive methods. In this evaluation research, evaluation procedures are used to analyze and present facts systematically, so that they will be easier to understand and conclude. The conclusions given are always clear on a factual basis so that they can always be returned directly to the data obtained.

In this research, the design or description is selected using SWOT analysis. It is hoped that by using SWOT analysis, the researcher can obtain comprehensive information and be able to separate it into internal issues (opportunities and threats) extracurricular Pencak silat at SMP Negeri 19 and SMP Negeri 32 during the Covid-19 pandemic in Surabaya.

Primary data sources include people who are assumed to know about the implementation of Pencak silat extracurricular activities. The data was obtained through the use of interviews, observation, and documentation techniques.

In the selected sample technique (purposive sampling) researcher tends to choose informants (subjects) who are considered to understand and can be trusted to be sources of data and know the problem. The informants in this study are presented in the following table:

Table 1. The Informants of the Study

No.	Informants / Respondent	Amount
1.	School Principal of SMP Negeri 19	1
2.	School Principal of SMP Negeri 32	1
3.	Non-Physical, Sport and Health Education's Teacher in SMP Negeri 19	1
4.	Non-Physical, Sport and Health Education's Teacher in SMP Negeri 32	1
5.	Extracurricular Administrator of Pencak Silat in SMP Negeri 19	1
6.	Extracurricular Administrator of Pencak Silat in SMP Negeri 32	1
7.	Students participating in Pencak silat extracurricular activities in SMP Negeri 19	3
8.	Students participating in Pencak silat extracurricular activities in SMP Negeri 32	3
Total		12

Moreover, secondary data is data that does not directly provide data to the researcher, for example, the researcher must go through other people or search through a document. This data was obtained by using a literature study conducted through many books, obtained based on records, obtained from the internet related to research (Sugiyono, 2005: 62).

Secondary data sources are (1) work program,(2) training program,(3) list of school infrastructures,(4) list of students participating in Pencak Silat extracurricular activities, (5) achievement data.

Furthermore, the data collection technique is a strategic step in a study, because the main purpose of research is to obtain data. Without knowing the data collection techniques, the researchers did not get data that met the data standards that had been set (Sugiyono, 2012:308). The quality of a data collection technique depends on the steps to be determined to collect data.

This study uses data collection techniques based on the primary data sources through interviews and the secondary data sources through documentation. It can be explained in detail as follows:

1. Interview

An interview is a form of non-test type of evaluation tool which is carried out through conversation or question and answer, either directly or indirectly (Arifin, 2009: 156). The most important thing in conducting an interview is to build a good relationship or communication based on the element of trust.

With data collection techniques through interviews, the researcher wants to know things that are more in-depth from the respondents so that the meaning of a particular topic can be constructed. Interviews used in unstructured interviews, namely free interviews, researchers did not use interview guidelines that were arranged systematically, but still used guidelines in the form of outlines of problems.

2. Documentation

Documentation is needed if the researcher wants to get a record of past events, such as writing and pictures that are used as reinforcement from interviews (Sudaryanto, 2007). The results of research using data collection techniques through interviews will be more reliable if supported by written documentation that has ever existed.

Data analysis technique with qualitative descriptive is data analysis by explaining with predicates to the variables studied following existing conditions (Arikunto, 2008). Qualitative descriptive analysis will be carried out on primary data obtained in the field, and secondary data obtained from various written documentation. Next will be a presentation or report on the research results. Thus the data analysis does not use statistical techniques so that the answers from the informants to the questions asked will be described in the form of research sentences. Furthermore, the researcher will make a conclusion that is the essence of the research findings that describe various kinds of recent opinions based on the previous descriptions or decisions obtained based on inductive and deductive thinking methods. Conclusions must be made relevant to the research focus, research objectives, and research findings that have been discussed (Riyanto, 2007).

III. Discussion

The following are the locations of the research conducted in two schools that have extracurricular Pencak silat activities, namely:

1. SMP Negeri 19 Surabaya which is located in the East Surabaya area with the address Jl. Arief Rahman Hakim No. 103-B, Klampis Ngasem, Kec. Sukolilo Surabaya.
2. SMP Negeri 32 Surabaya which is located in the South Surabaya area with the address Jl, Achmad Yani No. 6-8, Wonokromo, Kec. Wonokromo Surabaya.

From the results of the research that has been done, a discussion is made regarding the results of the research analysis and needs to be discussed with the SWOT analysis theory to be able to make a conclusion and recommendation. The discussion here describes the results of research on the strengths, weaknesses, opportunities, and threats of Pencak silat extracurricular management which includes planning, organization, implementation, and supervision.

SWOT analysis in Pencak silat extracurricular management at SMP Negeri 19 Surabaya and SMP Negeri 32 Surabaya was carried out on all components of the management function consisting of planning, organizing, implementing, and supervising.

3.1 SMP Negeri 19 Surabaya

a. Planning

In the management of extracurricular Pencak silat activities at SMP Negeri 19 Surabaya, identification of management functions related to planning owned by SMP Negeri 19 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are detailed in the identification as follows:

1) Internal situations

a) Strengths

- (1) Already have a program plan that has been determined at the beginning of the new school year.
- (2) Having a written training program made at the beginning of the new school year.
- (3) Recruitment of students who take part in extracurricular Pencak silat through a mechanism, starting with the introduction of extracurriculars, exploring interests, and observing extracurricular coaches.
- (4) Recruitment of extracurricular trainers or coaches through coordination and background considerations.
- (5) The need for extracurricular Pencak silat has been budgeted, taken from BOBDA funds every year.
- (6) There is an achievement target every year at least at the provincial level.

b) Weaknesses

- (1) The infrastructure facilities for extracurricular activities of Pencak silat owned by the school are adequate but are not well maintained or neglected.
- (2) There is less interest in students participating in Pencak silat extracurricular activities than other extracurricular activities, especially during the current covid-19 pandemic.

1) External Situations

a) Opportunities

- (1) In every event and championship held by the agency, the school always supports it.
- (2) Trainers and assistant trainers have training certificates.

b) Threats

Schools depend on BOPDA (Regional Operational Assistance), If the number of new student admissions decreases, the amount of assistance from BOPDA (Regional Operational Assistance) also decreases, the need for extracurricular Pencak silat activities will also decrease.

b. Organizing

In a formal, structured, and coordinated union system of a group of people who work, the management of extracurricular activities of Pencak silat at SMP Negeri 19 Surabaya, identification of management functions related to the organization of SMP Negeri 19 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are detailed in the identification as follows:

- 1) Internal Situations
 - a) Strengths
 - (1) The school has a Pencak Silat extracurricular organization structure.
 - (2) There is cooperation with outside parties or clubs in Surabaya, namely by holding joint exercises, to further maximize the development of extracurricular Pencak silat in schools.
 - b) Weaknesses
 - (1) The function and performance of the vice principal for student affairs, extracurricular coaches, and extracurricular trainers are not synergistic yet under the job descriptions that have been distributed.
 - (2) There is no collaboration with the media in Surabaya yet.
- 2) External situations
 - a) Opportunities
 - (1) Pencak Silat's extracurricular activities are supported by parents of students of SMP Negeri 19 Surabaya.
 - (2) Using internal media to publish activities carried out at school, including extracurricular activities of Pencak silat.
 - b) Threats
 - (1) There are no sponsors who help with the extracurricular activities of Pencak silat.

c. Implementation

In the management of extracurricular Pencak silat activities at SMP Negeri 19 Surabaya, identification of management functions related to the implementation of SMP Negeri 19 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are identified in detail as follows:

- 1) Internal situations
 - a) Strengths
 - (1) The distribution of extracurricular schedules has been well regulated by the school.
 - (2) Extracurricular activities are well monitored to monitor the presence of coaches, trainers, and students who take part in Pencak silat extracurricular activities.
 - (3) During the COVID-19 pandemic, they still carry out extracurricular exercises but only online.
 - b) Weaknesses
 - (1) The implementation of coaching is only limited to 3 years in school so that achievement cannot be optimal.
 - (2) Poorly maintained and neglected infrastructure.
- 2) External situations
 - a) Opportunities
 - (1) The frequency of practice is increased by 2-3 times in a week if there is an event or championship.
 - (2) There are students from other schools participating in the exercise.
 - b) Threats
 - (1) The lack of support from some parents for Pencak silat extracurricular activities, especially during the current covid-19 pandemic.

- (2) During the online training process, the obstacle is not being able to do the exercises in person or face to face at school.

d. Supervision

In the management of extracurricular Pencak silat activities at SMP Negeri 19 Surabaya, identification of management functions related to supervision of SMP Negeri 19 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are identified in detail as follows:

- 1) Internal situations
 - a) Strengths
 - (1) Routine evaluation is carried out at the end of each academic year and every semester, to determine the progress of Pencak silat extracurricular and other extracurricular achievements.
 - (2) The existence of extracurricular Pencak silat can shape the personality of students who are disciplined, responsible inside and outside school.
 - b) Weaknesses
 - (1) The suitability between planning and implementation has not been maximized, especially in the current state of the COVID-19 pandemic.
- 2) External situations
 - c) Opportunities
 - (1) Students who are the result of coaching Pencak silat extracurricular activities can be accepted in senior high school or vocational high school through the achievement path.
 - (2) With the achievements obtained by students, the community respects the existence of SMP Negeri 19 Surabaya, so that it has an impact on the acceptance of new students in the following year.
 - d) Threats
 - (1) There is no special appreciation program or scholarship from the school for outstanding students and trainers, so it slightly affects motivation and enthusiasm.

3.2 SMP Negeri 32 Surabaya

a. Planning

In the management of extracurricular Pencak silat activities at SMP Negeri 32 Surabaya, identification of management functions related to planning owned by SMP Negeri 32 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are identified in detail as follows:

- 1) Internal situations
 - a) Strengths
 - (1) There are targets and expectations of achievement from the school in one academic year because Pencak silat is a superior extracurricular at SMP Negeri 32 Surabaya.
 - (2) The school has a plan for a Pencak silat extracurricular activity program
 - b) Weaknesses
 - (1) The planned training program schedule is not following its implementation, especially the current Covid-19 pandemic conditions.

- (2) Interest Students who take part in extracurricular Pencak silat are less than other extracurricular activities.
 - (3) The infrastructure owned by the school for Pencak silat extracurricular activities is lacking.
- 2) External situations
- c) Opportunities
 - (1) Recruitment of extracurricular Pencak silat through socialization or advertising illustrations in schools and what achievements have been obtained, so that students can determine their talents and interests.
 - d) Threats
 - (1) Sources of school funding from BOSNAS (National Student Operational Assistance, If the number of new student admissions decreases, then the amount of assistance from BOSNAS (National Student Operational Assistance) also decreases, the need for extracurricular Pencak silat activities will also decrease.

b. Organizing

In a formal, structured, and coordinated union system of a group of people who work in the management of extracurricular Pencak silat activities at SMP Negeri 32 Surabaya, identification of management functions related to the organization of SMP Negeri 32 Surabaya has been carried out which describes the strengths and weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are identified in detail as follows:

- 1) Internal situations
 - a) Strengths
 - (1) The collaboration between leaders, extracurricular coaches, and extracurricular trainers at SMP Negeri 32 Surabaya, both involved and not involved in extracurricular activities of Pencak silat is very good because it is in the interest of the school.
 - (2) Using internal media to publish activities carried out at school, including extracurricular activities of Pencak silat.
 - b) Weaknesses
 - (1) There is no collaboration with clubs or schools that have Pencak silat in Surabaya.
 - (2) There is no collaboration with media from outside the school.
- 2) External situations
 - c) Opportunies
 - (1) Parents always provide support and assistance during training and championship events.
 - d) Threats
 - (1) There is no collaboration with sponsors or other parties that support extracurricular Pencak silat activities.

c. Implementation

In the management of extracurricular Pencak silat activities at SMP Negeri 32 Surabaya, identification of management functions related to the implementation of SMP Negeri 32 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from

internal elements, while opportunities and threats come from external elements, which are detailed in the identification as follows:

- 1) Internal situations
 - a) Strengths
 - (1) The distribution of the schedule for Pencak silat extracurricular activities has been well regulated so that it does not interfere with the teaching and learning process.
 - b) Weaknesses
 - (1) Before the pandemic, the recruitment of students who took part in Pencak silat extracurriculars could be monitored, but the condition of the covid-19 pandemic through online could not be monitored whether they were intended in practicing or not.
- 2) External situations
 - c) Opportunities
 - (1) Extracurricular activities are carried out once a week, but if there is a championship event, they can add hours of practice, with the permission of parents and school.
 - d) Threats
 - (1) There are limited facilities for extracurricular Pencak silat in schools so that the implementation of the exercises cannot run optimally.

IV. Conclusion

In the management of extracurricular Pencak silat activities at SMP Negeri 32 Surabaya, identification of management functions related to supervision of SMP Negeri 32 Surabaya has been carried out which describes the strengths, weaknesses, opportunities, and threats. The description is divided into two parts, namely strengths and weaknesses that come from internal elements, while opportunities and threats come from external elements, which are detailed in the identification as follows:

- 1) Internal situations
 - a) Strengths
 - (1) Evaluation is carried out by the school at the end of each year to see the progress of the extracurricular Pencak silat.
 - (2) Give more appreciation to outstanding students and extracurricular trainers.
 - b) Weaknesses
 - (1) The target requested by schools is at least the provincial level, but now it's still at the city level.
- 2) External situations
 - c) Opportunities
 - (1) Students who take extracurricular Pencak silat have better discipline than other students.
 - (2) Students who are the result of extracurricular Pencak silat coaching are accepted at the targeted high school or vocational school through the achievement path.
 - (3) If students excel, they will carry the name of the school, which will have an impact on the acceptance of new students, which are in great demand.

d) Threats

- (1) If the National Student Operational Assistance (BOSNAS) has not been dropped or is late, funding will stop, including the incentives for trainers who are threatened with delay.
- (2) Achievements sometimes cannot be fulfilled because they have to compete with students from other schools who are members of clubs or training centers.

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