

Management of Volleyball Extracurricular Sports Coaching at High School

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ABSTRACT

The purpose of this study is to ascertain how volleyball extracurricular sports coaching is managed at SMK Negeri 5 Makassar. This study, which is of the descriptive variety, included a total of 20 participants in volleyball extracurriculars as its population. Using SPSS Version 22.00, the descriptive analysis technique, validity, and reliability of the data were examined. Based on the results of the study, the criteria for the management of volleyball extracurricular sports at SMKN 5 Makassar were obtained, including 1 (5%) with very high criteria, 8 (40%) with high criteria, 5 (25%) with very high criteria for medium, and as many as 6 (30%) with a low category. The average value of 27.45 lies in the 75–83 interval, and the highest frequency is also found in the 75–83 interval at 40%, so the management of volleyball extracurricular sports development at SMKN 5 Makassar as a whole gets the high category.

Keywords: management; extracurricular coaching; volleyball

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INTRODUCTION

Sports are used as one of the tools to achieve national glory in some countries. Sport is seen as an effective medium for positioning a country in international forums (He, 2021; Polyak & Sokolova, 2022). Sport can be used to boost a country's soft power (Jevtić, 2021; Quan-wei, 2013; Zhu, 2020). This strategic position ensures that sport is taken seriously in various countries, that it is integrated into education, cross-sectoral studies, or that it has already used sports science and that there is clear coordination.

However, in Indonesia, sports are still being worked on in a limited capacity. Coordination between institutions and parent organizations is still lacking. The marketing of sports, which is a strong basis for building sports in Indonesia, is still not optimal. Sport is only seen as a mere routine, not yet a necessity for every person, region, or country. The development of sports tourism in Indonesia, highlighting the potential of sports events to attract tourists and generate economic benefits for the country (Mackowiak, 1978).

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There are many pillars supporting the national sports building, starting from athletes, facilities, the use of sports science, and the integration of sports activities into academic activities at school. The management of extracurricular programs in schools is a means of forming the next generation with the skills they practice. Extracurricular activities at schools that are carried out or held with purpose through the school curriculum are required to organize three activities (Priharsari, 2022). The three activities that must be held by the school include: 1. the curricula; 2. the co-curriculars; and 3. the extracurriculars.

In the curriculum, there are programs that come into contact with the educational process as core programs, which are then called curricular programs. The curricular program is the core program of the educational process in schools. The curricular program is carried out according to the national education calendar and is carried out on a definite schedule by the school. To participate in an educational program, all students must adhere to the curriculum. According to the search results, extracurricular activities are part of the behavioral engagement facet of student engagement (Arguello, 2018). They are activities that students participate in outside of regular classroom instruction and are often voluntary. Extracurricular activities can include sports teams, clubs, music groups, theater productions, and community service projects. The purpose of extracurricular activities is to provide students with opportunities to develop skills, interests, and relationships outside of the classroom. Extracurricular activities can also contribute to the socialization of students in a pedagogical institution of higher education, helping to develop their personal qualities (Mukhina, 2019).

In addition, there are supporting programs that help achieve curricular or core program objectives, which are then called extracurricular programs. Even though the extracurricular program is only a supporting program, it has a very important function and role in achieving educational goals. Extracurricular programs have an equally important role as curricular programs because extracurricular programs can reach goals that curricular programs cannot. Thus, it is appropriate that extracurricular programs be managed as well as possible by the school in an effort to achieve educational goals. So far, the implementation of extracurricular activities at SMKN 5 Makassar has not been properly programmed. Extracurricular activities are not managed systematically in the sense that they run unsupervised without proper management. In this case, schools often carry out extracurricular activities that are not properly planned and organized, and their implementation is carried out soberly without the support of adequate facilities and infrastructure. Schools rarely carry out evaluations of the implementation of extracurricular activities.

Based on observations made at SMK Negeri 5 Makassar regarding volleyball extracurriculars, there were several problems encountered, such as students who were less enthusiastic, inadequate funds, and control in the form of reports. Students who participate in volleyball extracurriculars appear to be unmotivated to make volleyball extracurriculars a means of achieving success because coaches or teachers do not provide encouragement and insight into volleyball in general. There are also many schools that admit to having financial difficulties, so many of the facilities available at schools are inadequate, and they cannot hire trainers from outside the scope of the school because funds only depend on government assistance.

The implementation of extracurricular activities requires a large amount of money; for this reason, it is necessary to have good management by the school so

that the implementation of extracurricular activities can support the development of students' talents and interests in certain matters. In addition, extracurricular activities are really able to support activities in the curricular program. One of the extracurricular programs that exists in almost all schools is volleyball. This sport has been in Indonesia for a long time since the colonial era, but its development was not so fast because at that time it could only be played by certain circles or people. However, as time goes by, volleyball is growing in Indonesia, as evidenced by the many events that are held, both small and large. Volleyball itself is one of the most popular choices in extracurricular sports, almost parallel to extracurricular sports in football.

So not only must curricular activities be managed, but so must extracurricular activities. Everything from planning, organizing, staffing, directing, and controlling/evaluating needs to be managed properly so that goals can be achieved. In extracurriculars, it is very necessary to have planning in various aspects in order to smooth things out and achieve goals. Research conducted by Nugroho (2001) entitled "Management of Badminton Clubs in the City of Yogyakarta in 2001" with a sample of 12 clubs. The results showed that planning was in the "good" category at 69.23%; organizing was in the "pretty good" category at 79.16%; implementation was in the "good" category at 84.52%; and supervision was in the "pretty good" category at 71.42%.

Some schools still heed the function of this management. The school organizes extracurriculars in moderation without providing a way for students to excel in non-academic fields. Planning is the basic chart of a sports extracurricular, which consists of planning goals, infrastructure, finance, trainers, and programs to be carried out. After the plan is formed, it will be implemented thoroughly and in an organized manner. The study's goal is to discover the management of the development of the volleyball extracurricular sport program at SMK Negeri 5 Makassar.

METHODOLOGY

This research is qualitative descriptive research with a survey method, so in this research step there is no need to formulate hypotheses. Arikunto (2010) states that descriptive research is research that is intended to investigate circumstances, conditions, or other matters whose results are presented in the form of a research report. In taking this sample, the researcher will use a saturated sampling technique. This is because the population is too small, meaning that it is less than 30 people, so the saturated sampling technique used in this study used a sample of 20 people.

Data were collected using observation sheets. The instrument for collecting data in this study was a questionnaire in the form of statements. To make it easier to make statements, a grid was prepared based on existing indicators. According to Arikunto (2005), there are three steps in preparing the instrument: defining the construct, examining the function, and compiling the items. Data collection is a systematic and standard procedure for obtaining the data needed for a study (Sunarno & Sihombing, 2011). The data collected in this study is in the form of data on the management of volleyball extracurricular sports development at SMKN 5 Makassar. In collecting data using a closed questionnaire, respondents only choose answers that are already available.

According to Sunarno and Sihombing (2011: 73), the questions contained in the questionnaire were not intended to test the ability of the respondents but to record and dig up information that was relevant and that could be explained or explained by the respondents. Questionnaires were used in this study because, based on the following considerations: (a) Limited personnel; (b) Limited time and costs; (c) It is more practical because it can reach quite a lot of respondents. Data collection procedures in research can be carried out in accordance with the data to be collected through sufficient preparation, implementation, and resources (Sunarno and Sihombing, 2011). The scale used is a Likert scale with four alternative answers: always, often, rarely, and never. Score on each answer is: strongly agree (SS) = 4, agree (S) = 3, disagree (TS) = 2, and strongly disagree (STS) = 1. In this study, data from the research will be analyzed using descriptive techniques with percentages, namely, data from questionnaires that have been collected and then analyzed using percentages.

RESULTS

The following will be described as a whole and as a description based on the functions that form the basis of volleyball extracurricular sports management at SMKN 5 Makassar. The overall management of volleyball extracurricular sports development at SMKN 5 Makassar was measured using a questionnaire consisting of 25 statements. The results of the research from 20 respondents in this case will later be included in the assessment table. The following is the overall data obtained from respondents:

Table 1. Score Data Obtained from All Respondents

N	20
Mean	75,45
Median	74,00
Mode	72 ^a
Std. Deviation	4,347
Minimum	70
Maximum	86

Based on descriptive data obtained from the management of volleyball extracurricular sports coaching at SMKN 5 Makassar with a sample size of 20, the mean was 75.45, the median was 74.00, and the mode was 72. Standard deviation: Deviation is 4.347, with a minimum of 70 and a maximum of 86. Then the data will be categorized into 5, namely very low, low, medium, high, and very high categories based on the mean and standard deviation values. Referring to the categorization of these tendencies, the frequency distribution of volleyball extracurricular management at SMKN 5 Makassar based on the responses of the research subjects can be identified.

Table 2 below shows the frequency distribution of the management survey for volleyball extracurricular sport development at SMKN 5 Makassar.

Table 2. The frequency distribution

Interval	Category	Frequency	Percentage
>84	Very high	1	5%
75-83	Tall	8	40%
73-74	Currently	5	25%

70-72	Low	6	30%
<69	Very low	0	0%
Total		20	100%

From the table above, it was obtained that management of volleyball extracurricular sports at SMKN 5 Makassar as much as 1 (5%) had very high volleyball extracurricular sports management, obtained management of volleyball extracurricular sports at SMKN 5 Makassar as many as 8 (40%) had management of extracurricular sports development 5 (25%) have management of volleyball extracurricular sports development, 5 (25%) management of extracurricular volleyball sports development at SMKN 5 Makassar have management of low volleyball extracurricular sports development and management Volleyball extracurricular sports coaching at SMK 5 Makassar as many as 0 (0%) had very low volleyball extracurricular sports coaching management. The average value of 27.45 lies in the 75–83 interval, and the highest frequency is also found in the 75–83 interval at 40%, so the management of volleyball extracurricular sports development at SMKN 5 Makassar as a whole gets the high category. A complete description of the results relating to the management of volleyball extracurricular sports development at SMKN 5 Makassar is in the appendix. To clarify the description of the data, the following is a presentation of the bar chart image obtained:

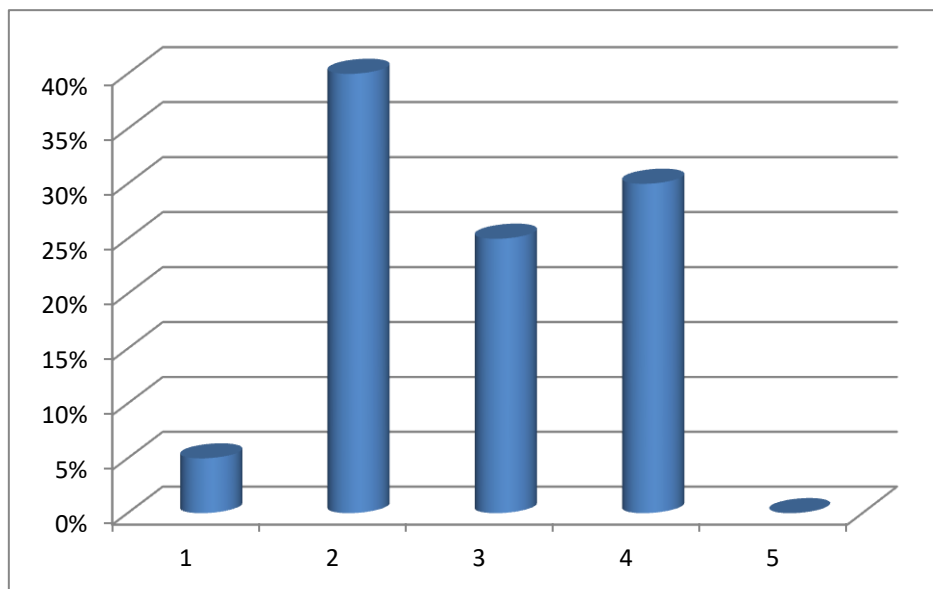


Figure1. Management histogram of volleyball extracurricular sports development
 Source: personal data

DISCUSSION

Extracurricular activities are activities carried out outside of school hours. In this regard, schools and physical education teachers need to reconsider efforts to increase extracurricular activities, especially sports extracurriculars. Volleyball is one of the many extracurriculars that almost every school organizes, and the students' interest in volleyball is not small. Extracurricular activities can provide a platform for students to achieve their goals by hosting a variety of championships and events, both small and large. Sport is not just a place to make the body healthy or fit, but it

can also be an event where achievements can be achieved, and extracurricular activities are one way to shape students to achieve achievements in sports.

Management is a way for a group of people who have the same goal to achieve that goal by utilizing all available resources effectively and efficiently. Success in achieving sports achievements in a school cannot be separated from good extracurricular management. The achievements and numerous trophies or certificates of appreciation as proof of a school with good volleyball extracurricular management can be seen.

CONCLUSION

Based on the results of the study, 1 (5%) of the volleyball extracurricular sports managers at SMKN-5 Makassar obtained management of volleyball extracurricular sports development, and at SMKN-5 Makassar, as many as 8 (40%) had management of extracurricular sports coaching. Management of volleyball extracurricular sports development at SMKN 5 MAKASSAR as many as 5 (25%) have moderate volleyball extracurricular sports development management; management of volleyball extracurricular sports development as many as 6 (30%) have low volleyball extracurricular sports development management. Volleyball extracurricular sports coaching had a very low management rate at SMK 5 Makassar; as many as 0 (%) had very low volleyball extracurricular sports coaching. Overall, the Management of Volleyball Extracurricular Sports Development at SMKN 5 Makassar is included in the high category, namely 40%.

The limitation of this research is that it is only carried out in school extracurricular activities, so more comprehensive information related to optimal management and governance is not obtained. It is recommended to conduct research in sports organizations and professional clubs with professional management governance in order to obtain valuable input related to the development of sports management, especially in the sport of volleyball.

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CONFLICT OF INTEREST

All author declares that this manuscript has no conflict of interest with any party.

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