

CONTINUATION OF ACADEMIC STUDIES AND SPORTS ACHIEVEMENT GRADUATES OF THE TALENTED SPECIAL CLASS IN SPORTS: A CASE STUDY

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Abstract

Academic learning and sports coaching are things that must be done by Sports Class (KKO SMA) students. Specific and well-planned training, coaching, competition and recovery will ensure optimal development throughout an athlete's career. Academic paths, self-development, and continuing studies from high school to university are factors in preparing for the future. so that academic education and sports skills development must be synergistic. The method used in the research was descriptive with the instrument being a questionnaire adapted from Renzully's three ring prize concept which was tested for validity and reliability on 20 respondents with Cronbach's Alpha with a result of 0.79. so that the results of interest in majors at KKO High School show KKO ($M = 4.596$, $SD = 0.754$), Learning and training process ($M = 2.662$, $SD = 0.816$), so it can be concluded that school and training schedules are the two lowest items, need to be given attention and special treatment to be scheduled in an organized manner so that training and education can complement each other and be synergistic.

Keywords: *Providing academic education, developing sports skills, validity test, reliability test*

INTRODUCTION

Education is everyone's thing, both in formal and non-formal education. All education systems are required to help students maximize their potential. "Talented Student Education" educates students with intelligence, talent, or above average so that gifted students can maximize their potential and abilities according to their age (Bagus Priambodo, 2022). Formal education, starting from primary education and secondary education (junior and senior secondary education), must facilitate and develop the talents and potential of all students. Primary and secondary education takes place continuously and gradually from the age of the child (7 years) to adolescence, up to the age of 17 (Al Amin & Juniati, 2017). Some of the talents in the school realm have a crucial role in developing as a whole inside and outside the school. It is the school's responsibility to create a curriculum that supports talent development (Cross & Coleman, 2014).

Athletes are assets in developing and improving sports achievements; Athlete coaching is one of the keys to improving performance. Athlete coaching cannot be done instantly. Coaching must be done continuously, and it takes quite a long time to get maximum results (Syarifudin, 2021). There are no shortcuts to success in athletic preparation (Balyi, 2004). Specific and well-planned workouts, training, competitions, and recovery will ensure optimal development throughout an athlete's career. When athletes can successfully compete in an elite-level competition, it is their dedication to training and sporting talent and the aligned efforts of stakeholders (Berg & Warner, 2019). One way to develop athletes is to consider a talent development approach that takes a physiological perspective, bringing an advanced understanding of the development of athletic potential along with biological growth. (Ford et al., 2011). Establishing a continuum between participation and elites; and allowing for the full inclusion of many developmental supports at the sport and system level (Gulbin et al., 2013).

The development of students with talent in the sports field needs to be carried out intensely and with special treatment because gifted students have advantages over students in general. In sports, the implementation of academic education and the development of sports skills must run in synergy so that the two aspects carried out can develop and run Together according to the level of age, education, and achievement. Development of student achievement with potential intelligence and unique talents includes selection, continuous coaching, and awarding (Peraturan Menteri Nomor 34 Tahun 2006, 2006). Future certainty, job opportunities, stability in old age, assurance and confidence in a good life, and societal perceptions create mindsets and images for gifted students (Hafenstein et al., 2022).

Gifted education policies are incoherent across the country, controlled by state legislatures, and subject to annual oversight to continue and new funding (VanTassel-Baska, 2018), development and policy research based on five state findings of existing student accountability programs, services, and systems and how selected policy components are integrated with school reform efforts (Brown et al., 2006). Talent development support and opportunities demonstrate a tendency for countries that are more significantly involved in gifted education, as indicated by mandates and funds, to promote a regressive distribution of options (greater availability in schools with fewer low-income students) through distributional regression assistance (higher level of support for districts with fewer children in poverty) (Baker & Friedman-Nimz, 2004); (Salem et al., 2022).

Gifted students need appropriate assessment tools and the inclusion of control variables when looking for differences between expert and non-gifted populations (Brown et al., 2006); (Miller, 2022). Traditional understandings of ability often fail to reflect broader physical education goals, such as developing young people's physical literacy (Croston & Hills, 2017). Relatively little scientific evidence has accumulated regarding the skills required at different stages, for various activities, or even preferably for other individuals. Motivation is a construct that underlies much of the literature on personal characteristics from talent identification, and many authors have attested to its essential role in developing sports skills (Rikberg & Raudsepp, 2011). Compulsory gifted schools facilitate better and more sustainable sports education and training, supported by environmental factors that help students to learn and practice (Koorts et al., 2022); (Lavin, 2017).

Policies are powerful tools that guide many gifted education practices and services in states across the US. In addition to student services, policies can regulate teacher preparation standards and qualifications for educators responsible for the instructional delivery of academically gifted students (Robinson & Deitz, 2022); (Soeharto & Csapó, 2022). The increasing complexity of academia, with demanding working conditions and uncertain career opportunities, can affect undergraduates' mental health and potentially lead to mental health problems (Scarpis et al., 2022); (Diyana Tan Abdullah et al., 2022). KKO SMA graduates who incidentally have talent in sports must, of course, be facilitated to be able to continue their studies or work accordingly so that when practicing, they can focus and maximize on carrying out the stages of training, which in the end can reach a peak in their sports achievements. Great physical support from parents, motivated and gifted peers, social media, specific teacher characteristics, and multiple teaching and curriculum-based opportunities are some of the factors students find supportive. (Makkonen et al., 2022). In this article, we examine the continuation of Academic Studies and Sports Achievement for Talented Sports Special Class Graduates in Sports at the Senior High School level in the Province of the Special Region of Yogyakarta.

METHODS

This is a cross-sectional online survey of alum students from SMA KKO in Yogyakarta Province. This research was approved by the High School that organizes Special Sports Classes in DIY. The research sample used a random sampling of KKO SMA alums/graduates in DIY from 2013 to 2018. A total of 136 participants took part in this study. The determination of the research sample uses several stages, namely the example of KKO high school graduates in the Province of DIY, and the sample range is graduates from 2013 to 2022, taking into account the size of those who have graduated from college, are currently studying, or are already working. Research data collection used a questionnaire prepared through the Google form platform and distributed via Whatsapp, email, and through teachers from SMA KKO who assisted in the data collection process. Filling in data via a smartphone/laptop by opening a link makes it easy to fill in research data. The study only takes 10 minutes on average, so it shouldn't take long. The questionnaire is in the form of statements using a Likert scale ranging from 1 to 5. Research instrument using a questionnaire.

The questionnaire was adapted from the concept of Renzully's three gift rings, creativity, and above-average ability components. The results of the validity and reliability tests on 20 respondents with Cronbach's Alpha obtained a mark of 0.79, with nine items out of the ten items tested, one item was declared invalid and deleted, nine things are valid and can be used with the reliability of the following items: Sports Achievement 0.76, Training Method 0.73, School Schedule Arrangement and Training 0.79, Training Facilities 0.78, Commitment After Graduation 0.83, Teacher Support 0.76, Trainer Ability 0.75, KKO Further Study 0.75. Statistical analysis using JASP 0.16.3 Computer Software. The significance level was set to 5%. Means and standard deviations (SD) for continuous variables and frequencies with percentages for categorical variables were used to summarize the characteristics of samples.

RESULTS AND DISCUSSIONS

The results of the research conducted are divided into three parts. First is the profile of the respondents in the study, and second is the academic situation, practice, and achievement of SMA KKO. Based on the results of research conducted on 136 alums of the Sports Vocational High School (SMA KKO) in the Special Region of Yogyakarta (DIY) with a total number of boys and girls, data collection.

Table 1. Respondent Character Data

Respondent Character Data	Frequency	Percentage
Gender		
Man	84	61.76%
Woman	52	38.24%
Specialization in SMA KKO		
natural science	12	8.82%
social science	124	91.18%
Career After Graduation		
Studying	113	83.08%
Work	23	16.92%
District Origin		
Sleman Regency	46	33.82%

Bantul Regency	21	15.45%
Kulon Progo Regency	23	16.91%
Gunungkidul Regency	22	16.18%
Yogyakarta City	24	17.64%

Table 1 shows the profiles of KKO SMA graduates in DIY, with 84 males (61.76%) and 52 females (38.24%). Specialization at KKO SMA: 124 alumni (91.8%) in Social Science and 12 alumni (8.82%) in Natural Science. Career choices when graduating from SMA KKO 113 alums (83.08%) went to college, and 23 (16.92%) worked. Of district alums, 46 alumni (33.82%) from Sleman Regency, 21 alumni (15.45%) from Bantul Regency, 23 alumni (16.18%) from Kulon Progo Regency, 22 alumni (16.18%) from Gunungkidul Regency, 24 alumni (17.64%) from Yogyakarta City.

Table 2. Alumni achievements while at KKO SMA

Class	Achievement Level					
	International		National		province	
	F	%	F	%	F	%
Class X	10	7.35%	34	25.00%	172	126.47%
Class XI	7	5.15%	31	22.79%	102	75.00%
Class XII	7	5.15%	21	15.44%	72	52.94%
	24	17.65%	86	63.24%	346	254.41%

Table 2. shows the list of achievements of KKO SMA alums while studying at KKO, showing that in class X, international level achievements totaled ten achievements (7.35%), national level achievements 34 achievements (25.00%), provincial level achievements 172 achievements (126.47%). In class XI, there were seven achievements at the international level (5.15%), 31 accomplishments at the national level (22.79%), and 102 achievements at the provincial level (75.00%). Class XII achievements at the international level totaled seven achievements (5.15%), national level achievements, 21 achievements (15.44%), provincial level achievements, 72 achievements (52.94%)

Table 3. Data on the academic situation, training, and achievements at SMA KKO

Variables	Mean ± SD
Improving Sports Performance (2)	4.52 ± 0.81
Learning Process and Practice (3)	2.66 ± 1.30
Manage School and Training Schedules (4)	3.90 ± 0.98
Exercise Method (5)	4.37 ± 0.93
Training Facilities (6)	4.05 ± 1.09
Commitment after graduation (7)	4.25 ± 1.09
Teacher Support (8)	4.47 ± 0.86
Trainer Ability (9)	4.44 ± 0.81
KKO Study Sustainability (10)	4.59 ± 0.75

Table 3. Data on the educational status, activity, and achievement at SMA KKO shows the highest Mean (M) is the KKO Study Continuity item with 4,596 and a Standard Deviation of 0,754 and the lowest in the learning and practice process with a Mean (M) of 2,662 and a Standard Deviation of 1,301.

Table 4. Improving Sports Achievement

Sports Achievement	frequency	percent
1	2	1,471
2	2	1,471
3	10	7,353
4	31	22,794
5	91	66,912
Is lost	0	0.000
Total	136	100,000

Based on data from SMA KKO helping improve sports performance, 91 respondents (66,912%) chose the highest value 5, 31 respondents (22,794%) chose value 4, 10 respondents (7,353%) chose value 3, 2 respondents (1,471%) chose value 2, and 2 respondents (1.471%) chose value 1. The Respondent's data can be seen in Table 4.

Table 5. Learning Process and Practice

Learning Process and Practice	frequency	percent
1	30	22,059
2	39	28,676
3	30	22,059
4	21	15,441
5	16	11,765
Is lost	0	0.000
Total	136	100,000

Based on data from the KKO SMA learning and training process, 39 respondents (28.676%) chose value 2, 30 respondents (22.059%) chose value 1, 30 respondents (22.059%) chose value 3, 21 respondents (15.441%) chose value 4, and 16 respondents (11.765%) chose a value of 5. Respondent data can be seen in Table 5.

Table 6. SettingsSchool and Practice Timetable

Setting School and Training Schedules	frequency	percent
1	3	2,206
2	5	3,676
3	39	28,676
4	44	32,353
5	45	33,088
Is lost	0	0.000
Total	136	100,000

Based on data on setting school schedules and training, 45 respondents (33.088%) chose value 5, 44 respondents (32.352%) chose value 4, 39 respondents (28.676%) chose value 3, 5 respondents (3.676%) chose value 2, 3 respondents (2.206%) chose value 1. Respondent data can be seen in table 6.

Table 7. Training Methods

Training Method	frequency	percent
1	4	2,941
2	3	2,206
3	10	7,353
4	40	29,412
5	79	58,088
Is lost	0	0.000
Total	136	100,000

Based on training method data according to training needs, 79 respondents (58.088%) chose value 5, 40 respondents (29.412%) chose value 4, 10 respondents (7.353%) chose value 3, 3 respondents (2.206%) chose value 2, 4 respondents (2.941%) chose value 1. Respondent data can be seen in table 7.

Table 8. Training Facility Support

Training Facility	frequency	percent
1	5	3,676
2	9	6,618
3	20	14,706
4	41	30,147
5	61	44,853
Is lost	0	0.000
Total	136	100,000

Based on data on the support of training facilities following training needs, 61 respondents (44.863%) chose a value of 5, 41 respondents (30.147%) chose a value of 4, 20 respondents (14.706%) chose a value of 3, 9 respondents (6.618%) chose a value of 2, 5 respondents (3.676%) chose value 1. Respondent data can be seen in table 8.

Commitment After Passing KKO

Commitment after passing KKO	frequency	percent
1	4	2,941
2	9	6,618
3	17	12,500
4	25	18,382
5	81	59,559
Is lost	0	0.000
Total	136	100,000

Based on student/athlete commitment data after passing KKO, 81 respondents (59.559%) chose value 5, 25 respondents (18.382%) chose value 4, 17 respondents (12.500%) chose value 3, 9 respondents (6.618%) chose value 2, 4 respondents (2.941%) chose value 1. Respondent data can be seen in table 9.

Table 10. Teacher Support

Teacher Support	frequency	percent
1	3	2,206
2	1	0.735
3	12	8,824
4	32	23,529
5	88	64,706
Is lost	0	0.000
Total	136	100,000

Based on teacher support data for SMA KKO, 88 respondents (64.706%) chose value 5, 32 respondents (23.529%) chose value 4, 12 respondents (8.824%) chose value 3, 1 respondent (0.735%) chose value 2, 3 respondents (2.206%) chose value 1. Respondent data can be seen in table 10.

Table 11. Trainer Capabilities

Trainer Ability	frequency	percent
1	3	2,206
2	1	0.735
3	7	5.147
4	46	33,824
5	79	58,088
Is lost	0	0.000
Total	136	100,000

Based on data on the ability of KKO SMA trainers, 79 respondents (58.088%) chose value 5, 46 respondents (33.824%) chose value 4, 7 respondents (5.147%) chose value 3, 1 respondent (0.735%) chose value 2, 3 respondents (2,206 %) chose a value of 1. Respondent data can be seen in table 11.

Table 12. Continuation of the KKO Study

KKO Study Sustainability	frequency	percent
1	2	1,471
2	1	0.735
3	7	5.147
4	30	22,059
5	96	70,588
Is lost	0	0.000
Total	136	100,000

Based on KKO study sustainability data, 96 respondents (70.588%) chose value 5, 30 respondents (22.059%) chose value 4, 7 respondents (5.147%) chose value 3, 1 respondent (0.735%) chose value 2, 3 respondents (2.206%)) select a value from 1. Respondent data can be seen in table 12.

In this study, the data between men and women differed in the number of 32 respondents, dominated by men. The selection of majors should use long-term considerations by taking into account the abilities and inclinations of the child, further education to be pursued, work to be occupied, and job opportunities in the future so that the selection of majors is more focused and clear (Mardia, 2020). Specialization in majors at KKO High School shows that the initial formation of KKO was still majoring in Social Sciences. Still, several KKO SMAs began to

include Natural Sciences majors as specializations for KKO student majors. This indeed became a continuous synergy in the study for KKO students because the study program at the university will be more comprehensive if it uses the Natural Sciences route, referring to the study programs at the Yogyakarta State University Faculty of Sports and Health Sciences, which are all sciences so that opportunities to continue studying in the field of sports science can be realized and following the specializations at KKO High School.

Most KKO SMA graduates continue their studies in various departments in various universities (83.08%), indicating that the interest of KKO SMA alums for further studies is high. Respondents from SMA KKO from all over Yogyakarta have been represented by each urban district in DIY at least 15% of the total respondents. The achievement data shows that the dominant achievements are still at the regional level, with more than 50% of the comprehensive achievements needing encouragement and improvement to be able to achieve accomplishments at the national or international level, considering that KKO SMA students are candidates for the next generation of athletes now, of course, need proper preparation. Sustainable and suitable methods, so that in the end, can achieve peak performance.

The academic situation, training, and alumni achievements at SMA KKO of the 9 items studied showed the highest scores in the aspect of continuing the KKO study ($M = 4.596$, $SD = 0.754$), increasing sports achievement ($M = 4.552$, $SD = 0.816$), teacher support ($M = 4.478$, $SD = 0.860$), Trainer ability ($M = 4.449$, $SD = 0.815$), Training method ($M = 4.375$, $SD = 0.934$), commitment after graduation ($M = 4.250$, $SD = 1.094$), Training facility support ($M = 4.059$, $SD = 1.094$), Setting school and training schedules ($M = 3.904$, $SD = 0.980$), Learning and training processes ($M = 2.662$, $SD = 0.816$), setting school and training programs as well as learning and training processes becomes 2 lowest item, special attention and treatment needs to be paid to the scheduling and implementation of learning and training schedules that can support students/athletes to maximize sports talent and follow good knowledge carried out by policy makers, those in charge of Special Sports Classes, educational units so that they can be appropriately implemented by teachers and coaches to particular sports class students.

CONCLUSIONS

This research shows that most KKO SMA alums in the Special Region of Yogyakarta are majoring in social sciences because they were still directed to social sciences at the beginning of their formation. They were one of the majors for most advanced study destinations to enter the Science and Technology cluster, so there is continuity between KKO High School and the study program of choice for further studies. Achievements are still not seen to be significant at the national level. There is a need for programs for training, physical and mental support, and funding allocations so that students can participate in matches/events at national and even international levels so that they are accustomed to situations and pressures at the national and international levels. Arrangement and scheduling between learning and practice is still a severe problem that needs to be solved and addressed by prioritizing policies that can be applied without defeating one of the two. Teacher support and commitment to further studies are an advantage in this research. This is good because it gives an overview to younger students who will continue to SMA KKO that the conditions and environment and the sustainability of studies are promising. However, due to research limitations and samples which were only in the Province of the Special Region of Yogyakarta.

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