

EVALUATION OF SCHOOL SPORTS DEVELOPMENT POLICY TOWARDS IMPROVING THE QUALITY OF EDUCATION

**Nabella Intan Permatasari^{1)*}, Mohammad Syahidul Haq²⁾, Mufarrihul Hazin³⁾,
Nunuk Hariyati⁴⁾, Budi Purwoko⁵⁾**

¹²³⁴ Department of Master of Educational Management Study Program, Faculty of Educational Sciences,
Universitas Negeri Surabaya, Indonesia

Email Correspondent:

24010845132@mhs.unesa.ac.id,

ABSTRACT

This study aims to evaluate the policy of sports development in senior high school (SMAN) Surabaya and assess its contribution to improving the quality of Education. The research method uses a quantitative approach with CIPP evaluation model (Context, Input, Process, Product). Data collection through closed questionnaires, semi-structured interviews, and direct observation of 40 respondents from various high schools in Surabaya. Data analysis using multiple linear regression test. The results showed that although the sports program has been running regularly and have a positive impact on the formation of student character, its implementation is still hampered by limited means and funds. Evaluation and monitoring have also not been systematically organized. Linear regression showed that the results of the analysis showed that the understanding of policy ($\beta=0.40$, $p=0.002$), sports facilities ($\beta=0.20$, $p=0.05$), and the implementation of activities ($\beta=0.35$, $p=0.01$) significantly affect the quality of Education. Conclusion Sports Development Policy in SMAN Surabaya is generally positive and has a significant impact on character building and improving student discipline. Further research suggests that schools and policy makers should improve sports facilities and strengthen the allocation of special funds for sports development so that programs can run more optimally.

Keywords: evaluation, policy, school sports development, quality improvement, education

EVALUASI KEBIJAKAN PENGEMBANGAN OLAHRAGA SEKOLAH TERHADAP PENINGKATAN KUALITAS PENDIDIKAN

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi kebijakan pengembangan olahraga di Sekolah Menengah Atas Negeri (SMAN) Kota Surabaya dan menilai kontribusinya terhadap peningkatan kualitas pendidikan. Metode penelitian menggunakan pendekatan kuantitatif dengan model evaluasi CIPP (Context, Input, Process, Product). Pengumpulan data melalui kuesioner tertutup, wawancara semi terstruktur, dan observasi langsung terhadap 40 responden dari berbagai SMAN di Kota Surabaya. Analisis data menggunakan uji regresi linier berganda. Hasil penelitian menunjukkan bahwa meskipun program olahraga telah berjalan secara rutin dan berdampak positif terhadap pembentukan karakter siswa, pelaksanaannya masih terhambat oleh keterbatasan sarana dan dana. Evaluasi dan pemantauan juga belum disusun secara sistematis. Regresi linier menunjukkan bahwa Hasil analisis menunjukkan bahwa pemahaman kebijakan ($\beta = 0,40$, $p = 0,002$), sarana olahraga ($\beta = 0,20$, $p = 0,05$), dan pelaksanaan kegiatan ($\beta = 0,35$, $p = 0,01$) berpengaruh signifikan terhadap mutu pendidikan. Kesimpulan Kebijakan pengembangan olahraga di SMAN Kota Surabaya secara umum positif dan berdampak signifikan terhadap pembentukan karakter dan peningkatan kedisiplinan siswa. Penelitian lebih lanjut menyarankan agar sekolah dan pembuat kebijakan meningkatkan fasilitas olahraga dan memperkuat alokasi dana khusus untuk pengembangan olahraga agar program dapat berjalan lebih optimal.

Kata Kunci : evaluasi, kebijakan, pengembangan olahraga sekolah, peningkatan mutu, pendidikan

INTRODUCTION

Education is the main foundation in forming superior, competitive and characterful human resources (Bintarti et al., 2022; Wahyuni et al., 2022). The quality of education must be improved with several supporting aspects, not only the cognitive aspect that needs to be considered, but also the affective and psychomotor aspects, including through sports activities in the school environment.

School sports not only function as physical activities, but also as a means of forming discipline, cooperation, and character of students (Ardiansyah et al., 2022; Dike et al., 2023). Therefore, school sports development policy is one of the important strategies in strengthening the quality of education holistically. In Indonesia, various policies have been designed to support sports activities in schools, ranging from providing infrastructure, training sports teachers, to implementing sports events between students (Permatasari et al., 2021). However, the extent to which these policies are effective in contributing to the quality of education has not been evaluated in depth. Therefore, it is important to review the policies that have been implemented and evaluate their impact on improving the quality of education.

Several previous studies have discussed the relationship between sports and the quality of education. A study by Daulay et al., (2023) Susanto, (2021) emphasizes that participation in sports activities can improve students' academic achievement, social skills, and mental health. In Indonesia, research by Princess, (2019) Yachsie & Suhasto, (2021) shows that school sports programs can shape students' character and support academic achievement, although they are still constrained by minimal facilities and policy support. Most of these studies use a quantitative approach or limited case studies to assess the relationship between sports activities and students' academic achievement. However, this approach is still limited in examining the effectiveness of school sports development policies as a systemic intervention in improving the quality of education as a whole. However, most of these studies emphasize more on the direct benefits of sports for students, without comprehensively examining the effectiveness of sports development policies themselves in the context of national education policies.

This study has significant differences compared to previous studies. First, in terms of method, this study combines an evaluative approach to public policy with a descriptive qualitative approach through in-depth interviews, policy document analysis, and data triangulation from various education stakeholders. Second, in terms of instruments, this study develops an integrated evaluation framework based on education quality indicators (such as curriculum relevance, learning processes, and graduate competencies). Third, in terms of subjects, this study involves school principals, sports teachers, regional policy makers, and students, thus providing a more comprehensive multilevel view. Fourth, this study not only analyzes the implementation of activities, but also assesses their relationship to achieving education quality systematically.

The urgency of this research lies in the fact that although school sports development policies have been launched in various forms, such as the Healthy School Program or Extracurricular Development, there has been no study that directly and systematically evaluates its impact on the quality of education at the school level. Thus, without data-based and contextual evaluation, existing policies risk becoming symbolic without measurable results. Therefore, this research is important to provide an empirical basis for the formulation of policies that are more effective and responsive to school needs.

The main contribution of this study is to provide a deeper understanding of the relationship between sports development policies and education quality, which has not been widely studied in an integrated manner. This study will not only enrich the literature on education policy evaluation, but can also be a practical reference for policy makers, principals, and other stakeholders in optimizing sports as part of a strategy to improve education quality.

Policy evaluation from a public policy perspective is an important instrument for assessing the extent to which a policy achieves its intended goals. Policy evaluation theory according to Muslim & Paradise, (2025) emphasizes the importance of assessing the effectiveness, efficiency, and relevance of a policy. In addition, the concept of school sports development according to Fathan et al., (2022)

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Satria et al., (2023) highlights the importance of a systemic approach, which includes curriculum, educators, infrastructure, and school management support. In the context of education, the quality of education according to Permendiknas No. 63 of 2009 is measured by various indicators, including graduate competencies, learning processes, and school management. Therefore, it is important to assess whether sports development policies have contributed significantly to these indicators.

Several studies have shown the benefits of sports for students, there is a research gap in comprehensively evaluating school sports development policies in relation to improving the quality of education. There are not many studies that integrate the evaluative approach of public policy with the holistic impact on the quality of education. This study attempts to fill this gap by systematically reviewing school sports development policies and linking them directly to indicators of education quality at the school level. The uniqueness of this study lies in its approach that combines policy analysis with evaluation of education quality, and considers the perspectives of practitioners and stakeholders in schools.

This study aims to comprehensively evaluate the school sports development policy towards improving the quality of education. This study specifically aims to analyze how the policy is implemented in schools. Assess its contribution to education quality indicators. Identify inhibiting and supporting factors in policy implementation and compile policy recommendations based on field findings.

METHOD

This study uses a qualitative descriptive approach with an evaluative method, which aims to evaluate school sports development policies and their impact on the quality of education. The evaluation model used is CIPP (Context, Input, Process, Product), because it is able to provide a comprehensive picture of the implementation of policies in schools (Fika et al., 2021; Ilham et al., 2022; Satria, Septiano, et al., 2023).

The subjects of the study were state senior high schools (SMAN) in Surabaya City. The sample was selected purposively, with the criteria of schools that actively implement sports programs. The number of participants was 40 people, consisting of 10 principals, 10 sports teachers, 10 students, and 10 officials from the Surabaya Education Office and Youth and Sports Office. This composition was chosen to represent all important elements in policy implementation.

Data collection was conducted through semi-structured interviews, closed questionnaires, and direct observation at schools (Abinaskholani & Nurrachmad, 2024). The instrument was designed based on the CIPP model and education quality indicators from Permendiknas No. 63 of 2009. Validation was carried out through expert testing, and data precision was maintained through triangulation of techniques and sources.

Indicators of policy success are measured through student involvement, availability of sports facilities, teacher roles, and the contribution of sports activities to student discipline and achievement. Data analysis was conducted thematically for qualitative data, and descriptive statistics for questionnaire data, in order to systematically display patterns and trends in research results.

Table 1. School Sports Development Policy Evaluation Instrument
(CIPP Model)

Grid	Statement	1	2	3	4	5
A. CONTEXT – Relevance and Objectives of Policy	My school has a clear understanding of sports development policies. Sports programs in schools are in line with the national education vision and mission.					

	Sports programs support the formation of student character.
B. INPUT – Resources and Support	The school has adequate sports facilities. Sports teachers have appropriate competencies. Schools receive financial support for sports development.
C. PROCESS – Program Implementation	Sports activities are carried out regularly at school.
D. PRODUCT – Results and Impact	Students are actively involved in school sports activities. The school periodically evaluates sports activities. Sports activities help improve student discipline. Sports programs have a positive impact on students' academic achievement. Sports programs increase students' self-confidence and cooperation.

RESULTS AND DISCUSSION

This study aims to evaluate the policy of developing school sports towards improving the quality of education at SMAN Kota Surabaya. Data were collected through semi-structured interviews, closed questionnaires, and direct observation, with instruments compiled based on the CIPP model and indicators of educational quality from Permendiknas No. 63 of 2009.

**Table 2. Summary of Results of the Evaluation of Sports Development Policy
Senior High School of Surabaya City**

Aspects of CIPP	Indicators / Statements	Average	Key Findings
Context	Understanding sports development policies	3.85	Awareness is quite high, but there is no clear technical guidance at school level.
	Program conformity with the national education vision and mission	4.10	The sports program is considered to be in line with the national education vision.
Input	School sports facilities	3.23	Most schools have basic facilities, complete facilities are still limited
	Competence of sports teachers	4.03	Teachers are quite competent, but training still needs to be improved
	Funding support	3.00	Limited funding support affects program implementation
Process	Implementation of routine activities	4.10	Sports activities run routinely, student participation is high
	Periodic program evaluation	3.13	Evaluation is still less than optimal, only a few schools do it
Products	Improving student discipline	4.33	Significant positive impact on student discipline
	The impact of sports on academic achievement	2.85	The impact on academic achievement is still low
	Increased self-confidence and cooperation	4.28	Sports help to increase students' self-confidence and cooperation.

Based on the results of the interviews in Table 2 on the Context aspect with 10 school principals and 10 officials from the Education Office and Youth and Sports Office, the majority (80%) stated that sports development policies have become part of the education agenda in the city of Surabaya. However, 60% of school principals said that there was no clear technical guidance in implementing this policy at the school level, so that its implementation was highly dependent on the initiative of each school. The questionnaire to 40 respondents showed an average score of 3.85 for understanding sports development policies in schools, and 4.10 for the suitability of the program with the national

education vision and mission. This indicates a fairly high awareness of the importance of sports in the context of education.

Observation and questionnaire data on the Input aspect revealed that sports facilities in SMAN in Surabaya are still diverse. Of the 10 schools observed, 70% have basic sports facilities (basketball courts, volleyball courts), but only 30% have complete facilities such as gyms and fitness rooms. The questionnaire noted that the average score for adequate sports facilities was 3.23, while school funding support for sports development only scored 3.00, which is considered low. Several principals also acknowledged that limited funds have an impact on the lack of sports teacher training; this is also reflected in the relatively good sports teacher competency score (4.03), but still requires further development.

The implementation of sports activities in the Process aspect in schools generally runs routinely with a frequency of once a week, and involves extracurricular activities and inter-school competitions. Observations show that 90% of schools carry out these activities consistently. The questionnaire on student participation showed an average score of 4.10, indicating a high level of student involvement. However, periodic evaluation of sports programs is still less than optimal, with a score of 3.13. From interviews, only 40% of schools routinely document and evaluate sports activities as material for program evaluation.

The impact of sports policy on the quality of education in the product aspect was also measured. The average score of student discipline improved by sports was 4.33, and students' self-confidence and cooperation scored 4.28. However, the score for the direct impact of sports on students' academic achievement was relatively low, at 2.85. The principal stated that although sports have not had a significant impact on academic grades, they have been proven to help improve discipline, enthusiasm for learning, and shape students' positive character. This is in line with the statement of 70% of students who feel that sports help manage their study time.

Based on the variable score data, multiple linear regression analysis was conducted with the dependent variable of education quality (discipline, achievement, and cooperation) and independent variables in the form of policy understanding, sports facilities, financial support, activity implementation, and program evaluation. The results of the analysis showed that policy understanding ($\beta = 0.40$, $p = 0.002$), sports facilities ($\beta = 0.20$, $p = 0.05$), and activity implementation ($\beta = 0.35$, $p = 0.01$) had a significant effect on education quality. Meanwhile, financial support was not significant ($p = 0.37$). The regression model explained 62% of the variation in education quality ($R^2 = 0.62$).

Table 3. Results of Multiple Linear Regression Analysis

Independent Variables	Coefficient (β)	t-value	p-value	Significance
Policy Understanding (X1)	0.40	3.33	0.002	Significant ($p < 0.01$)
Sports Facilities (X2)	0.20	2.00	0.05	Significant ($p = 0.05$)
Fund Support (X3)	0.10	0.91	0.37	Not significant
Implementation of Activities (X4)	0.35	2.69	0.01	Significant ($p < 0.05$)
R^2 (Coefficient of Determination)				0.62 (62%)

The main problem faced in implementing the school sports development policy at SMAN Kota Surabaya is the imbalance between the school's understanding and commitment to the policy and the availability of supporting resources. On the one hand, there is a high awareness of the importance of sports as part of character education.(Dadan & Widodo, 2020; Permata et al., 2024). However, on the other hand, limited facilities, funding, and unstructured evaluation systems are still obstacles in realizing optimal and sustainable programs. The findings in this study indicate that sports

activities in schools can provide real contributions to the formation of student character, such as discipline, self-confidence, and cooperation. This is in line with the theory of holistic education (Rohani & Susetyo, 2024; Thohari, 2024) which states that student development does not only cover academic aspects, but also affective and psychomotor aspects. This finding also strengthens the results of the study (Widodo, 2018; Zainuddin, 2024) which emphasizes that sports programs integrated into education can be an effective means for value and social education. However, the contribution of sports programs to students' academic achievement is still not significantly visible. This is different from the study conducted by (Jacobson, 2021) showed a positive correlation between physical activity and academic performance. This difference can be explained by the context of the implementation of sports programs in schools, which in this study were not supported by a strong management and funding system. Therefore, this result can be considered as a correction to the excessive optimism in the literature that sports will automatically improve academic achievement. In practice, this contribution is highly dependent on how the program is designed, implemented, and evaluated.

An important aspect that is a new contribution of this study is the emphasis on the disconnect between school commitment and systemic support. Many previous studies only highlight the effectiveness of sports activities from the perspective of students, but this study shows that institutional factors (such as financial support, facilities, and monitoring) play a crucial role in bridging policy goals with real results on the ground. (Aliriad et al., 2024; Pradana, 2021). This study broadens the understanding that the effectiveness of sports programs in schools depends not only on student participation, but also on the organizational capacity of the school itself.

This study has practical implications for educational policy makers and school principals to build a more systematic evaluation framework and prepare a gradual facility development strategy. In addition, these findings can be the basis for formulating technical guidelines for implementing school sports policies that have not been available comprehensively. However, this study also has limitations. First, the data were collected in a limited area, namely the city of Surabaya and only covered the SMAN level, so generalization to the context of other areas or other levels of education needs to be done carefully. Second, the survey and interview approaches used were descriptive and did not explore in depth the dynamics of sports program implementation in each school. Therefore, further research is recommended using an in-depth qualitative case study approach or educational experiment to test sports program interventions in more detail.

CONCLUSION

The sports development policy at SMAN Kota Surabaya is generally positive and has a significant impact on building character and improving student discipline. However, limited sports facilities and funding support are the main obstacles that hinder the optimal implementation of the program. In addition, evaluation and monitoring of the implementation of sports activities are still not intensive enough so that their contribution to improving the quality of education cannot be measured optimally. Further research is recommended for schools and policy makers to improve sports facilities and strengthen the allocation of special funds for sports development so that the program can run more optimally. Strengthening the structured and routine evaluation and monitoring system also needs to be done to ensure that the implementation of the program is in accordance with the expected objectives. In addition, training and capacity development for sports teachers and program managers are very important so that the program can be designed and implemented effectively and sustainably. Further research is expected to be carried out with a wider scope and

using mixed methods, as well as adding variables related to the psychological impact of sports on academic achievement and student welfare to get a more comprehensive picture.

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