

Evaluation of the Implementation of the Athletics Kids Extracurricular Program at SDN 1 Kapar, Tabalong Regency: A Descriptive Qualitative Approach

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ABSTRACT

This study aims to evaluate the implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar, Tabalong Regency, as well as to identify the inhibiting factors and their solutions. The research employed a descriptive qualitative approach, utilizing data collection techniques through observation, interviews, and documentation. The key informant was the Senior Teacher at SDN 1 Kapar, while the informants consisted of homeroom teachers, Physical Education teachers, and parents of students. Data analysis used the Miles and Huberman interactive model, which involved data reduction, data presentation, and conclusion drawing. The evaluation results showed that the program has not yet been optimal, due to low training frequency, limited facilities, lack of training variations, and inexperienced coaches, consequently impacting the low student achievement at O2SN (*Olympiade Olahraga Siswa Nasional / National Student Sports Olympiad*). This research implies the importance of improving management, facilities and infrastructure, and coach competency in order to optimize students' athletic potential.

INTRODUCTION

Basic education serves as the primary foundation for comprehensively shaping the character, skills, and potential of students. Within the context of national education, the development of student potential does not only occur through intracurricular activities but also through extracurricular activities conducted outside of regular class hours. Law on the National Sports System Number 3 of 2005, Article 25, Paragraph 4, stipulates that the fostering and development of educational sports must be carried out by taking into account the potential, abilities, interests, and talents of students in a comprehensive manner, both through intracurricular and extracurricular activities. In line with this mandate, the Minister of Education, Culture, Research, and Technology Regulation Number 12 of 2024 also regulates the various types of extracurricular activities that educational units may develop, including talent-based sports training.

One sports program relevant to the elementary school level is *Atletik Kids* or *Kids Athletics*, an athletics discipline specifically designed for children aged 6 to 12 years, integrating play elements and team competitions. This program was introduced by the International Association of Athletics Federations (IAAF) in 2001 and has been implemented in 134 member federations of World Athletics, with over 13 million child participants worldwide. In Indonesia, Kids Athletics has become part of the National Student Sports Olympiad (*Olimpiade Olahraga Siswa Nasional* – O2SN) from the sub-district to the national level, making early-stage development through elementary school extracurricular pathways highly strategic.

SD Negeri 1 Kapar, Tabalong Regency, is one of the public elementary schools that has organized the Kids Athletics Extracurricular Program as an effort to develop students' talents and interests in sports. However, based on data from the Physical Education Teacher Working Group (*Kelompok Kerja Guru Olahraga* – KKGGO) of Murung Pudak Sub-district in 2024, SDN 1 Kapar has never won any competition in the Kids Athletics branch of O2SN, whether at the sub-district, regency, or provincial level. The school still lags behind other schools in the same area, such as SD Habunallah, SDN 1.5 Belimbing, and SDN 1.2 Belimbing Raya, which consistently dominate the champion positions at the sub-district level. This condition indicates an underlying issue in the implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar that requires in-depth examination.

Empirically, the identified issues include: training frequency of only once a week, which is insufficient for intensively developing students' athletic abilities; monotonous and insufficiently varied training methods that reduce student motivation; limited standard athletic equipment such as hurdles, mats, and proper running tracks; a narrow school field that hinders optimal technical training execution; and the coaches' lack of experience in children's athletic coaching.

Several previous studies have examined the implementation of extracurricular activities in elementary schools. Wina Mustikaati (2024) found that extracurricular activities at SD Negeri Purwakarta play an important role in developing students' potential and character building, with evaluations focused on process, program, and outcome aspects. Alifa Nur Latifah et al. (2023) compared the implementation of extracurricular activities in public and private schools, concluding that although the mechanisms differ, the benefits are relatively the same for students. Farina Trias Alwasi et al. (2023) demonstrated that a greater variety of extracurricular programs proves to be more effective in facilitating the development of students' interests and talents. Ersha Meilani (2023) emphasized the importance of designing inclusive extracurricular programs that focus on each student's unique potential. Meanwhile, Wuri Chandra (2022) evaluated the sports extracurricular program at SDN Mekarjaya 11, Depok City, using the CIPP (Context, Input, Process, Product) evaluation model and found that the context and product aspects were categorized as very good, while the input and process aspects still needed improvement.

Although these studies provide a general overview of extracurricular management in elementary schools, there are several significant limitations. First, no research has specifically examined the implementation of the Kids Athletics program from the perspective of educational administration management using a descriptive qualitative approach based on in-depth interviews with all stakeholders, ranging from principals, teachers, and coaches to parents. Second, previous studies generally do not specifically examine the technical and managerial inhibiting factors that lead to students' low achievement in regional-level sports competitions. Third, evaluative studies on the conformity between available facilities and infrastructure and the required standards for the implementation of Kids Athletics remain very limited in the existing literature.

Based on the background and research gaps outlined above, this study aims to:

1. Analyze and evaluate the implementation of the Kids Athletics Extracurricular Program at SD Negeri 1 Kapar, Tabalong Regency, covering aspects of execution, selection of activity types, and availability of facilities and infrastructure.
2. Identify the main constraints hindering the effectiveness of the Kids Athletics Extracurricular Program at SD Negeri 1 Kapar, Tabalong Regency, along with their contributing factors.
3. Formulate recommendations based on empirical findings to sustainably improve the quality of management and implementation of the Kids Athletics Extracurricular Program at SD Negeri 1 Kapar, Tabalong Regency.

The novelty of this research lies in its focus on integrating the perspective of educational administration management with the specific context of the Kids Athletics program in a regional elementary school setting, while also involving data triangulation from four different informant groups to produce a comprehensive and credible analysis.

LITERATURE REVIEW

Analysis Concept

Analysis is a fundamental intellectual activity in scientific research. According to the Great Dictionary of the Indonesian Language (*Kamus Besar Bahasa Indonesia*), analysis is the breakdown of a subject into its various parts, as well as the examination of those parts themselves and the relationships between them, in order to obtain a precise understanding and a comprehensive grasp of the whole meaning. Conceptually, analysis refers to a systematic framework used to break down, dissect, and deeply understand a phenomenon, data, or information in order to identify patterns, relationships, meanings, and implications that are not directly apparent.

In the context of qualitative research, analysis encompasses several important dimensions. First, the conceptual framework dimension, meaning that every analytical process is based on a set of theories, models, or assumptions that guide the researcher in interpreting the data. Second, the systematic process dimension, which means that analysis is not a random activity but involves structured steps ranging from data collection, data organization, interpretation, evaluation, to synthesis. Third, the clear objective dimension, in which every analysis has a specific direction – whether to explain a phenomenon, evaluate a policy, or understand the meaning of an event. Fourth, the interpretation and meaning dimension, as the core of analysis is to connect findings with the conceptual framework to produce a logical understanding, supported by evidence, and taking into account various perspectives. Fifth, the critical and reflective dimension, which means that good analysis always questions assumptions, considers data limitations, and recognizes potential biases in interpretation (Sugiyono, 2012).

In this study, the analysis is focused on evaluating the implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar, Tabalong Regency, covering program execution, selection of activity types, availability of facilities, as well as the identification of constraints hindering the program's effectiveness.

Program Evaluation Concept

Program evaluation is a systematic process of collecting, analyzing, and using information to answer fundamental questions about a program, namely whether the program is running according to plan, achieving its stated objectives, and providing tangible benefits to its target audience. Wirawan (2011) defines program evaluation as a systematic method for collecting, analyzing, and utilizing information to answer basic questions regarding a program.

One of the evaluation models widely used in educational research is the CIPP (Context, Input, Process, Product) model developed by Stufflebeam (1971). This model comprehensively assesses a program across four components. The *context* component relates to the assessment of the program's environment, unmet needs, and opportunities that can be utilized. The *input* component concerns the assessment of resources, strategies, and the program design employed. The *process* component relates to the monitoring of the program's actual implementation in the field. The *product* component concerns the

assessment of the outcomes and impacts achieved by the program, both planned and unplanned.

In the context of this research, the program evaluation does not fully employ the quantitative approach of the CIPP model, but rather uses a descriptive qualitative approach that provides an in-depth description of the actual conditions of the implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar, based on field data obtained through observation, interviews, and documentation.

Definition of Extracurricular Activities

Extracurricular activities are character development activities aimed at optimally expanding students' potential, talents, interests, abilities, personality, cooperation, and independence, conducted under the guidance and supervision of the educational unit. The Decree of the Minister of Education and Culture Number 060/U/1993 and Number 080/U/1993 stipulate that extracurricular activities are activities carried out outside the classroom and tailored to students' interests, elements, and talents.

Sutisna (2019) defines extracurricular activities as additional activities outside school hours that are expected to help students develop their personality according to their respective interests and talents. Meanwhile, Kartika (2023) states that the organization of extracurricular activities can serve as a forum to expand students' scientific knowledge, ultimately providing a positive impact on overall learning success.

In general, extracurricular activities have the following characteristics: they are conducted outside formal class hours; they may take place either within or outside the school environment; they aim to broaden students' insights and knowledge; and they are designed to develop specific aspects related to the curriculum and the life needs of students in their surrounding environment (Yulyanti et al., 2022).

Principles of Extracurricular Activities

The implementation of extracurricular activities must be based on principles that ensure the achievement of student development goals. Shilviana and Hamami (2020) identify six main principles in the organization of extracurricular activities. First, the *individual principle*, meaning that extracurricular activities must be tailored to the potential, talents, and aspirations of each individual student. Second, the *choice principle*, meaning that student participation in extracurricular activities must be based on their own volition without any element of coercion. Third, the *active involvement principle*, meaning that the organization of activities should encourage full student participation. Fourth, the *enjoyable principle*, meaning that the activity environment must be conducive, enjoyable, and comfortable for students. Fifth, the *work ethic principle*, meaning that activities are directed toward enhancing students' desire to achieve excellence. Sixth, the *social benefit principle*, meaning that extracurricular activities must provide tangible benefits to the community.

Functions and Objectives of Extracurricular Activities

Rohmat Mulyana (2004) states that the core of developing extracurricular activities is the development of students' personality. A mature personality profile is the primary objective of extracurricular activities. More operationally, the objectives of extracurricular program activities include: deepening and broadening students' knowledge; recognizing relationships between various subjects; channeling talents and interests; and complementing efforts toward the holistic development of individuals.

From a functional perspective, extracurricular activities serve four main functions: the function of developing individual potential, the social function of training communication and cooperation skills, the recreational function of making learning more enjoyable, and the career preparation function through the introduction and training of various fields of expertise (Mutohar, as cited in Munir & Hamdi, 2023).

Implementation of Extracurricular Activities

The effective implementation of extracurricular activities requires thorough planning stages. The first stage is identifying students' interests and needs through discussions and surveys to determine the potential that needs to be developed. The second stage is setting goals and objectives that align with the school's vision and mission. The third stage is preparing a semester activity plan that includes schedules, duration, venue, and activity descriptions. The fourth stage is selecting mentors or coaches who possess competencies in the relevant fields. The fifth stage is implementing activities according to the established plan. The sixth stage is conducting periodic evaluation and monitoring to ensure the smooth progress and success of the program (Nurhasanah et al., 2016).

The assessment of extracurricular activities covers aspects of student involvement and participation, individual progress and achievement, mastery of technical skills, leadership and cooperation, as well as attitudes and ethics during participation. A comprehensive and balanced evaluation is necessary to ensure the holistic development of students in social, skill, and character aspects.

Facilities and Funding for Extracurricular Activities

Regulation of the Minister of National Education Number 50 of 2007 concerning National Education Standards stipulates that every educational unit is obliged to provide facilities and infrastructure according to minimum service standards. Schools with adequate supporting facilities for extracurricular activities are proven to be more in demand and more capable of motivating students to achieve. Oteng Sutisna (1987) states that extracurricular activity supervisors are among the important elements in school administration that must be professionally managed by the principal.

Regarding funding, Suharsimi Arikunto, as cited by Suryosubroto, states that sources of education financing can come from the central and regional governments, parents of students, the community, and foreign aid. The management of extracurricular activity funds must be conducted transparently and accountably, with allocation prioritized for the procurement of physical and technical equipment such as field improvements, sports equipment, and other supporting supplies.

Definition and Characteristics of Kids Athletics

Kids Athletics is an athletics sports program specifically adapted for children aged 6 to 12 years, emphasizing play elements, enjoyment, and team competitions. According to the *Journal of Physical Education, Health and Sport*, Kids Athletics is a children's sports activity that contains the basic movement elements of running, jumping, and throwing, adapted from adult athletics. This program is designed not only to improve physical fitness but also to develop children's endurance, strength, speed, agility, and movement coordination.

Unlike adult athletics, which tends to be individualistic and strictly competitive, Kids Athletics emphasizes the spirit of togetherness through team competitions, thus not placing excessive pressure on participants. This approach makes athletics easier, more enjoyable, and more accessible to children from various physical ability backgrounds.

History and Development of Kids Athletics

The idea for Kids Athletics began in 2001 when the IAAF Kids Athletics Working Group took the initiative to develop a concept for athletics events that truly suited children's developmental needs. In 2005, the IAAF established a global athletics policy for youth aged 7 to 15 with two main objectives: to make athletics the most widely practiced individual sport in schools worldwide, and to prepare children for their future as athletes and healthy citizens. To date, Kids Athletics has been implemented in 134 member federations of World Athletics, with over 13 million child participants worldwide.

In Indonesia, Kids Athletics is known as *Atletik Kids* and has been integrated into the National Student Sports Olympiad (*Olimpiade Olahraga Siswa Nasional - O2SN*) from the sub-district to the national level. The Indonesian Athletics Association (*Persatuan Atletik Seluruh Indonesia - PASI*), together with the Ministry of National Education, has designated Kids Athletics as an official sport branch socialized to elementary schools throughout Indonesia through the Student Athletics Development Center (*Pusat Pembinaan Atletik Pelajar - PPAP*).

Events in Kids Athletics Competitions

The Kids Athletics program consists of four main competition events designed according to the motor skills of elementary school children. First, the *Sprint/Hurdles Shuttle Relay*, also known as *Kanga's Escape*, which is a relay race passing over light and safe hurdle obstacles for children. Second, the *Forward Squat Jumps*, or *Loncat Katak*, which involves a series of repeated forward jumps measuring leg strength and coordination. Third, the *Kids Javelin Throwing*, or *Lempar Turbo*, which is a throw using a lightweight and safe turbo-shaped implement as a substitute for the adult javelin. Fourth, *Formula One*, which is a circuit race combining sprinting, obstacles, and slalom in sequence. In recent developments, since 2020, the events contested in O2SN have been simplified to two main events: *Kanga's Escape* and *Formula One*.

Educational Administration Management in the Context of Extracurricular Activities

Educational administration management is the process of planning, organizing, directing, and controlling educational resources to achieve educational goals effectively and efficiently. In the context of organizing extracurricular activities, management functions include systematic program planning, organizing human resources and facilities and infrastructure, directing activity implementation, as well as controlling and evaluating program outcomes.

The Team of Lecturers in Educational Administration at the Indonesia University of Education (*Universitas Pendidikan Indonesia – UPI*) (2009) emphasizes that good educational management will have a direct impact on the quality of educational processes and outputs, including in the development of students' interests and talents through extracurricular activities. The principal, as the leader of educational administration, bears the primary responsibility for ensuring the availability of resources, the competence of supervisors, and the sustainability of extracurricular programs in the educational unit they lead.

Table 1. Previous Research

N o	Research er & Year	Title	Method	Main Findings	Similarities	Differences
1	Wina Mustikaati (2024)	Strategy for Implementing Extracurricular Activities at SD Negeri in Purwakarta	Descriptive Qualitative	Extracurriculars play an important role in developing student potential and character; evaluation focused on program aspects: process, outcomes, and effective feedback.	Studies extracurriculars at SD Negeri; qualitative method.	Location and context differ; not specific to Athletics Kids.
2	Alifa Nur Latifah et al. (2023)	Implementation of Extracurricular Programs at SD Negeri and Private Elementary Schools	Qualitative Comparative	Public schools have mandatory extracurriculars; private schools offer more variety without obligation, but benefits are relatively equal for both.	Studies extracurricular implementation at SD Negeri; qualitative method.	Comparative across two types of schools; not focused on a single specific program.
3	Farina Trias Alyasi et al. (2023)	Analysis of Extracurricular Implementation at SD Negeri and Private Schools	Descriptive Qualitative	Greater program variety is evidenced to be more effective in facilitating the development of student interests and talents.	Analysis of extracurricular implementation at SD Negeri; qualitative method.	Different research location; not specific to the Athletics Kids branch.
4	Azka Salma Salsabillah et al. (2023)	Implementation of Extracurricular Activities at	Qualitative	Planning, organizing, and evaluation processes vary between public and private SD; types of extracurriculars	Studies extracurricular implementation at SD Negeri;	Different location; general/broad study, not specific to athletics.

		Elementary Schools		aligned with mandatory and elective categories.	qualitative method.	
5	Ersha Meilani (2023)	Analysis of Extracurricular Activity Programs in Developing the Interests and Talents of Elementary School Students	Descriptive Qualitative	Successful programs have clear goals, active student participation, and parental support; inclusive programs focusing on each student's unique potential are essential.	Analysis of extracurricular programs; development of student interests and talents; qualitative method.	Not specific to Athletics Kids; different school context.
6	Wuri Chandra (2022)	Evaluation of Sports Extracurricular Programs at SDN Mekarjaya 11 Depok City	Evaluative with CIPP Model	Context, input, and product aspects are well-categorized; process aspects are categorized as good; the sports extracurricular program runs effectively overall.	Evaluation of sports extracurricular programs at SD Negeri.	Uses the CIPP quantitative model; does not specifically examine Athletics Kids.

Source: Processed Data

Research Position and Novelty

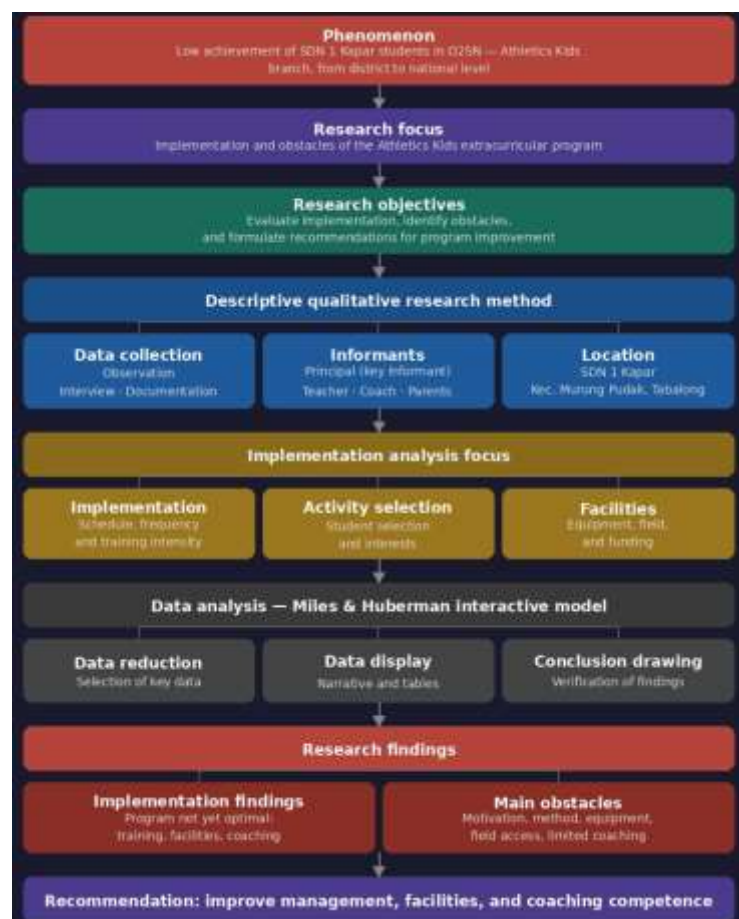
Based on the review of previous studies, it can be identified that research specifically examining the implementation of the Kids Athletics program in elementary schools from the perspective of educational administration management using a descriptive qualitative approach that involves data triangulation from four groups of informants—namely principals, homeroom teachers, extracurricular coaches, and parents—remains very limited in the existing literature. Previous studies generally examine extracurricular activities broadly without delving into specific sports programs, or they use quantitative evaluation models that are not fully capable of capturing the complexity of implementation issues at the school level.

The novelty of this research lies in three aspects. **First**, the specific focus on the Kids Athletics program as a sport with national and international standards, yet its implementation in regional elementary schools has not been widely studied. **Second**, the use of a descriptive qualitative approach with the Miles and Huberman interactive model of analysis, which is capable of producing an in-depth understanding of the dynamics of program implementation in the field. **Third**, the research context is grounded in a concrete problem, namely the low achievement of SDN 1 Kapar students in O2SN as an objective indicator of the program's success or failure. Therefore, the findings of this research are expected to provide practical recommendations that can be directly implemented by the school and relevant stakeholders.

Research Framework

Based on the background, theoretical foundation, and review of previous studies, the research framework can be formulated as follows. The phenomenon of the low achievement of SDN 1 Kapar students in the O2SN Kids Athletics event serves as the starting point of this research. This phenomenon is suspected to originate from program implementation issues encompassing three main dimensions, namely the implementation of extracurricular activities, the selection of activity types, and the availability of facilities and infrastructure. These three dimensions are examined in depth through a descriptive qualitative approach involving all stakeholders as data sources. The analysis results are expected to produce a comprehensive identification of constraints, which will subsequently serve as the basis for formulating improvement recommendations to enhance program effectiveness, strengthen extracurricular administration management, and ultimately improve students' athletic achievement sustainably. The research framework is presented in the following diagram/figure.

Figure 1. Research Framework



Source: Processed Data

METHODOLOGY

This study employs a descriptive qualitative approach, a method aimed at describing and portraying systematically, factually, and accurately the phenomena occurring in the field (Sugiyono, 2012). This approach was chosen because the research intends to gain an in-depth understanding of the phenomenon of the implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar, Tabalong Regency, including the obstacles faced and the solutions that can be offered. Strauss and Corbin (2011) assert that qualitative methods are used to understand a phenomenon and gain insights into something that is not yet well known, which aligns with the context of this research that has not been extensively examined specifically at the regional elementary school level.

The research was conducted at SD Negeri 1 Kapar, Jalan Monalisa RT 07, Kapar Village, Murung Pudak Sub-district, Tabalong Regency, South Kalimantan Province. The location was selected based on the consideration that SDN 1 Kapar is a school that has organized the Kids Athletics Extracurricular Program but has never achieved any success in O2SN, thus necessitating an in-depth examination of the contributing factors.

Informants were selected using a *purposive sampling* technique, which is a selection method based on the consideration that the informants possess knowledge, experience, and authority relevant to the research focus (Sugiyono, 2007). The informants in this study consisted of:

1. The Principal of SDN 1 Kapar,
2. Homeroom Teachers,
3. The Kids Athletics Extracurricular Coach, and
4. Parents/Guardians of Students.

Data collection was conducted through three complementary techniques, namely Observation, In-depth Interviews, and Documentation. The operational definition of the Kids Athletics Extracurricular Program in this research is the activity of developing athletic talents and interests for students of SDN 1 Kapar, organized outside of class hours, encompassing the four official competition events, namely *Kanga's Escape*, *Formula One*, *Turbo Javelin Throw*, and *Forward Squat Jumps*. The program implementation is operationalized through three indicators, namely: (1) the frequency and structure of the training schedule; (2) the mechanism for selecting and recruiting participants; and (3) the availability of supporting facilities and infrastructure.

Data analysis utilized the Miles and Huberman (1984) interactive model, which consists of three stages that occur simultaneously and continuously throughout the research process, namely: Data Reduction, Data Presentation, and Conclusion Drawing and Verification.

To ensure data validity, this study employed a source triangulation technique, which involves cross-checking and comparing data obtained from the key informant, informant 1, informant 2, and informant 3 to ensure the consistency and credibility of the findings.

RESEARCH FINDINGS

The research findings are presented based on the three research objectives. Data were obtained through in-depth interviews, observation, and documentation involving the key informant (the Principal), informant 1 (Homeroom Teacher), informant 2 (Extracurricular Coach), and informant 3 (Parents of Students).

Implementation of the Kids Athletics Extracurricular Program

The first finding indicates that the program implementation has not been running optimally across three dimensions, namely training activities, participant selection, and facilities and infrastructure.

Training Activities

Training is conducted only once a week without a structured schedule, without measurable development targets, and without periodic evaluation. Monotonous training methods have caused student enthusiasm to decline over time. The key informant stated:

"The Kids Athletics extracurricular program has been running, but its implementation has not been fully optimal. We are still constrained in terms of time and coaching staff. The activities are still weekly, and they often clash with other school activities. We also do not yet have a truly structured and measurable schedule for student development." (Interview, November 20, 2024)

This was corroborated by informant 2 (the coach):

"A training schedule of only once a week is also less effective for significantly improving their abilities. With limited equipment and a narrow field, the available variations of training exercises are not extensive." (Interview, November 20, 2024)

Participant Selection

Enrollment is open without strict selection. As a result, some participants join due to peer influence rather than genuine interest and talent in athletics. Informant 1 stated:

"Sometimes children join only because they are following their friends, not because of an intrinsic interest in athletics. This becomes a challenge in maintaining their motivation." (Interview, November 20, 2024)

Facilities and Infrastructure

SDN 1 Kapar does not possess adequate standard Kids Athletics equipment. The school field is narrow, and there are no proper running tracks, children's hurdles, mats, or sufficient turbo javelins for throwing. Informant 2 stated:

"Facilities are our main constraint. We do not have standard athletic equipment. The narrow school field also hinders technical training for sprinting or turbo javelin throwing, which require a wide area." (Interview, November 20, 2024)

The three issues above are interrelated and collectively contribute to the program's suboptimal performance and the students' low achievement in O2SN competitions.

Impact of the Kids Athletics Extracurricular Program

The second finding reveals an ambivalent impact. On the positive side, students who actively train show improvements in physical fitness, agility, and self-confidence. Informant 1 observed that participating students appeared more disciplined and easier to collaborate with compared to before.

In terms of competitive achievement, the program's impact remains very limited. Based on data from the KKGO (*Kelompok Kerja Guru Olahraga / Physical Education Teacher Working Group*) of Murung Pudak Sub-district for the year 2024, SDN 1 Kapar has never won an O2SN title in the Kids Athletics category, even at the sub-district level, lagging behind SD Habunallah, SDN 1.5 Belimbing, and SDN 1.2 Belimbing Raya. The key informant acknowledged:

"Throughout our participation in O2SN, students from SDN 1 Kapar have never won, whether at the sub-district, regency, provincial, or national level. This is due to a lack of student interest and talent, suboptimal training methods, limited equipment, insufficient training variations, narrow field facilities, and coaches with minimal experience."* (Interview, November 20, 2024)

Furthermore, student enthusiasm tends to decline as the program progresses due to the lack of progressive development in training.

Benefits of the Kids Athletics Extracurricular Program

The third finding indicates that the program provides tangible benefits at three levels. For students, the program serves as a positive outlet for channeling energy, building motor foundations, and fostering sportsmanship and discipline. The key informant emphasized that the program's objective is to develop students affectively, cognitively, and psychomotorically. For the school, the program fulfills the regulatory obligation for developing educational sports as mandated by Law on the National Sports System Number 3 of 2005, Article 25, Paragraph 4, while also providing positive activities for students outside of study hours. For the regional sports ecosystem, this program has the potential to serve as a pathway for identifying athletic talent from an early age, supporting the regeneration of athletes in Tabalong Regency.

DISCUSSION

Discussion on Program Implementation

The first finding indicates that the program implementation has not met the principles of effective extracurricular management. Shilviana and Hamami (2020) establish six basic principles of extracurricular activities, namely individual, choice, active involvement, enjoyable, work ethic, and social benefit. At least three of these principles have not been fulfilled at SDN 1 Kapar: the *enjoyable* principle is compromised by monotonous methods, the *work ethic* principle is hindered by very low training frequency, and the *active involvement* principle is weakened by the absence of structured selection. This condition aligns with Sutisna's (2019) view that extracurricular activities that are not well-planned will not be able to optimally develop students' potential.

From the perspective of educational administration management, this condition reflects weaknesses in the program planning and controlling functions. The Team of Lecturers in Educational Administration at UPI (2009) emphasizes that good educational management directly impacts the quality of educational processes and outputs. When compared to the study by Wina Mustikaati (2024) at SD Negeri Purwakarta, a clear contrast emerges. Mustikaati found that program success was determined by integrated evaluation that considered aspects of process, program, outcomes, and students' affective factors—a mechanism that SDN 1 Kapar does not yet possess.

Comparison with the study by Wuri Chandra (2022), which evaluated sports extracurricular activities at SDN Mekarjaya 11, Depok, using the CIPP model, also provides a relevant perspective. Chandra found that the *input* aspect, consisting of facilities and coach competency, was the most critical component. At SDN Mekarjaya 11, good *input* aspects (average score of 37) resulted in excellent *product* outcomes (average score of 41.3). Conversely, the very weak *input* aspects at SDN 1 Kapar theoretically result in low quality of both process and product. This reinforces that without meeting the minimum standards for facilities and coach competency, the program cannot run effectively. This finding is further strengthened by Salsabilah et al. (2023), who found that high-achieving schools carry out extracurricular planning, organizing, implementation, and assessment in a structured and continuous manner.

Discussion on Program Impact

The ambivalent impact found can be explained through the perspective of Rohmat Mulyana (2004), who asserts that the core of extracurricular development is the development of students' personality, not merely competition achievement. From this standpoint, the positive impact on students' character and physical condition at SDN 1 Kapar already constitutes a meaningful achievement, although it has not yet reached the expected level.

The positive impact on physical and motor skills aligns with the basic philosophy of Kids Athletics developed by the IAAF since 2001. According to the *Journal of Physical Education, Health and Sport*, this program is designed to develop children's endurance, strength, speed, agility, and coordination in an enjoyable manner. Meanwhile, the positive impact on character aligns with the findings of Ersha Meilani (2023), who stated that inclusive extracurricular programs provide space for interest exploration and build character skills that are no less valuable than competition achievements.

As for the absence of O2SN achievements, it can be analyzed through the research of Farina Trias Alwasi et al. (2023), which proved that programs with minimal variation fail to optimize students' potential. The situation at SDN 1 Kapar closely parallels this finding: limited training variations due to inadequate facilities result in students' athletic abilities not developing to a competitive level. The decline in student motivation is also relevant to the view of Aoyagi et al. (2016) that the benefits of sports extracurricular activities, such as increased self-esteem and social skills, can only be fully realized when the program is managed with consistent and progressive stimulation.

Discussion on Program Benefits

The program's benefits at various levels align with Mutohar's view, as cited in Munir and Hamdi (2023), that extracurricular activities indirectly support classroom learning and develop students' cognitive, affective, and psychomotor dimensions. The research by Alifa Nur Latifah et al. (2023) also reinforces this finding by concluding that the benefits of extracurricular activities in public and private schools are relatively similar and significant, regardless of differences in implementation mechanisms. From a regulatory perspective, the program's implementation is in accordance with the mandate of the Minister of Education, Culture, Research, and Technology Regulation Number 12 of 2024 and Law on the National Sports System Number 3 of 2005, Article 25, Paragraph 4, which encourages the development of educational sports through extracurricular pathways starting from the elementary school level.

Overall, all the findings of this research indicate a significant *implementation gap* between the potential benefits of the Kids Athletics Program and the actual conditions in the field. This gap is systemic and multidimensional, encompassing weak coach competency, inadequate facilities and infrastructure, the absence of structured planning and evaluation, and limited institutional support. Closing this gap requires coordinated intervention from all stakeholders—the principal, coaches, parents, and the Tabalong Regency Education Office—as a prerequisite for realizing an effective, impactful, and sustainably beneficial Kids Athletics Extracurricular Program.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The implementation of the Kids Athletics Extracurricular Program at SDN 1 Kapar, Tabalong Regency, has not been running optimally. This is evidenced by three interrelated main findings.

- a. *Inadequate Training Frequency and Structure.* Training activities are conducted only once a week without a structured schedule, without measurable development targets per student, and without a periodic evaluation mechanism. This frequency is far from the standard of effective athletic development and is the primary cause of students' athletic abilities not progressing progressively and competitively.
- b. *Weak Recruitment Mechanism.* Participant enrollment is conducted openly without structured selection, resulting in most participants joining not because of genuine interest and athletic talent, but rather due to peer influence. This condition makes it difficult to build and maintain students' intrinsic motivation in the long term.
- c. *Limited Facilities and Infrastructure.* SDN 1 Kapar does not possess adequate standard athletic equipment such as children's hurdles, Formula One mats, zig-zag poles, and a sufficient number of turbo javelins. The narrow school field does not allow for optimal distance running and technique training. This facility limitation is the most critical structural barrier that directly restricts the variation and quality of training that can be provided.

Impact of the Kids Athletics Extracurricular Program

The impact of the Kids Athletics Extracurricular Program at SDN 1 Kapar is ambivalent, being positive in terms of students' personal development but not yet optimal in terms of competitive achievement.

- a. *Positive Impact.* The program provides a positive impact on students' basic physical and motor development, particularly in terms of speed, agility, and movement coordination. Additionally, the program successfully internalizes the values of sportsmanship, discipline, and hard work, which contribute meaningfully to student character formation.
- b. *Impact on Competition Achievement.* In terms of achievement, SDN 1 Kapar has never won a competition in the O2SN Kids Athletics event, even at the sub-district level, based on data from the KKGO of Murung Pudak Sub-district for the year 2024. This is a cumulative effect of all the implementation problems found, namely low training frequency, monotonous methods, and inadequate facilities.
- c. *Impact on Student Motivation.* The students' initial high enthusiasm tends to decline as the program progresses due to the absence of tangible progress felt by the students, which is caused by stagnant and non-varied training methods.

Benefits of the Kids Athletics Extracurricular Program

Despite the various implementation limitations, the Kids Athletics Extracurricular Program at SDN 1 Kapar provides tangible benefits at three levels.

- a. *For Students.* The program serves as a positive outlet for channeling energy and talent in sports, building long-term motor foundations, fostering values of sportsmanship, discipline, and self-confidence, as well as providing valuable competitive experience.
- b. *For the School.* The program fulfills the regulatory obligation for developing educational sports as mandated by Law on the National Sports System Number 3 of 2005, Article 25, Paragraph 4, and the Minister of Education, Culture, Research, and Technology Regulation Number 12 of 2024, while also providing positive activities for students outside of study hours.
- c. *For Regional Sports.* The program has the potential to serve as a pathway for identifying athletic talent from an early age, supporting athlete regeneration and improving sports achievement in Tabalong Regency at the regional and national levels.

Overall, this research finds a significant *implementation gap* between the potential benefits of the Kids Athletics Program and the actual conditions of its implementation at SDN 1 Kapar. This gap is systemic and multidimensional, encompassing weak coach competency, inadequate facilities and infrastructure, the absence of structured planning and evaluation, as well as limited institutional and budgetary support.

Recommendations

Based on the conclusions above, the researcher offers the following recommendations to stakeholders.

Recommendations for the Principal

- a. *Increasing Training Frequency and Structure.* The training schedule should be increased to a minimum of twice per week, accompanied by a written semester training program containing development targets per student and a monthly periodic evaluation mechanism.
- b. *Implementing Structured Selection.* Designing a selection mechanism based on genuine athletic potential and interest to ensure that program participants possess strong intrinsic motivation, enabling the development process to run more effectively and purposefully.
- c. *Gradual Procurement of Facilities and Infrastructure.* Developing a phased plan for procuring standard Kids Athletics equipment, including children's hurdles, Formula One mats, zig-zag poles, and turbo javelins. Additionally, efforts should be made to utilize alternative fields outside the school, such as village or sub-district fields, for training sessions requiring a larger area.
- d. *Special Budget Allocation.* Allocating funds from the BOS (School Operational Assistance) budget specifically to support the operations, equipment procurement, and development of the Kids Athletics Extracurricular Program as a school priority program.

Recommendations for Mentors and Coaches

- a. *Improving Coaching Competency.* Coaches are expected to participate in Kids Athletics coaching training and workshops organized by PASI or the Education Office in order to obtain certification and update their training methods in accordance with applicable standards.
- b. *Developing Varied Training Programs.* Developing varied training programs that cover all four official Kids Athletics events, namely *Kanga's Escape*, *Formula One*, *Turbo Javelin Throw*, and *Forward Squat Jumps*, by integrating a play-based approach to keep students enthusiastic about training.
- c. *Setting Achievement Targets.* Establishing clear and measurable achievement targets per student as a motivational stimulus, including intensive preparation leading up to O2SN competitions through additional training sessions for students with potential.

Recommendations for Parents of Students

- a. *Moral and Motivational Support.* Parents are expected to actively provide moral support for their children to train consistently, encourage light independent practice at home, and establish good communication with coaches and the school regarding their children's athletic development.
- b. *Physical and Nutritional Support.* Ensuring that children's nutritional needs and rest time are adequately met as prerequisites for optimal physical development and athletic performance.

Recommendations for the Tabalong Regency Education Office

- a. Assistance with Facilities and Equipment.
- b. Facilitation of Certified Training.
- c. Inter-school Friendly Competitions.
- d. Sports Extracurricular Budget Policy.

Recommendations for Future Researchers

This research still has limitations in terms of scope and approach. Future researchers are advised to: (1) conduct research using quantitative or evaluative approaches employing the CIPP model to measure program effectiveness measurably; (2) conduct comparative research between SDN 1 Kapar and schools that consistently achieve in O2SN to identify best practices that can be adapted; (3) specifically examine the influence of coach competency on student achievement in the Kids Athletics program at the regency level; and (4) develop a contextual sports extracurricular management model appropriate to the conditions of elementary schools in regional areas.

FURTHER RESEARCH

This research recommends several directions for further research that need to be developed to deepen understanding of the management of the Kids Athletics Extracurricular Program in elementary schools. First, research using a quantitative or evaluative approach employing the CIPP (Context, Input, Process, Product) model needs to be conducted to measure program effectiveness more measurably and objectively. Second, comparative research between SDN 1 Kapar and schools that consistently achieve in O2SN in the Kids Athletics event in Tabalong Regency needs to be carried out to identify differentiating factors and best practices that can be adapted. Third, a specific study on the influence of coach competency and experience on student achievement development in the Kids Athletics program at the regency level is highly necessary, given that the findings of this research indicate the coaches' lack of experience as one of the main constraints. Fourth, developmental research aimed at designing a contextual and applicable sports extracurricular management model suitable to the conditions of elementary schools in regional areas needs to be conducted immediately as a policy foundation for the Tabalong Regency Education Office in systematically and sustainably improving the quality of Kids Athletics development.

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