

Evaluation of The Performance of Pencaksilat Extracurriculars at State Junior High Schools in Jombang City

Frendi Nugroho^{1*}, Abdul Rachman Syam Tausikal², Heryanto Nur Muhammad³

^{1,2,3}Faculty of Sport and Health Sciences / Surabaya State University / East Java / Indonesia

^{1,2,3}Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, Kota Surabaya, Jawa Timur

¹frendi.21005@mhs.unesa.ac.id, ²rachmantuasikal@unesa.ac.id, ³heryantomuhammad@unesa.ac.id

Received: June 06, 2023; *Reviewed:* June 09, 2023; *Accepted:* June 12, 2023;

Published: June 23, 2023

ABSTRACT

The study in this paper aims to evaluate the implementation of pencaksilat extracurriculars at public junior high schools in Jombang City. The research subjects were SMPN 1 Jombang, SMPN 1 Diwek, and SMPN 1 Peterongan using a descriptive qualitative SWOT analysis method. The results of this study are the success of the implementation of the pencaksilat extracurricular at junior high schools in the Jombang district where the implementation evaluation includes planning, implementation and supervision following the school program. However, several aspects must be improved, such as in planning, it is better if the training program is adapted to the needs of the competition so that the potential for students to become champions is greater. In practice, when it rains, students should not stop practising but can borrow the classroom on condition that it is kept clean and when finished it is arranged neatly. In supervision, the authors suggest that the school pays more attention to an appreciation for both coaches and students so that they are more enthusiastic about achieving.

Keywords: *Performance Evaluation; Martial Arts Extracurricular; SWOT Analysis.*

INTRODUCTION

Schools are formal higher education institutions that oversee all aspects of the teaching process, including preparing students for success in the classroom through preparation, teaching, assessment, and feedback (D Ananzar & J Mistar, 2022). The educational process runs continuously throughout everyday life and is carried out in classrooms, households, and the general public environment (Junita et al., 2022) (Teguh Wibowo & Achmad Fandi Nur, 2022).

According to the Regulation of the Minister of National Education of the Republic of Indonesia No. 22 of 2006, page 294, concerning straight-line and single-line competency standards, "sports and health physical education is an integral part of

education as a whole, aims to develop aspects of suit fitness Physical activity cannot be separated from daily activities, every human being in their daily activities must carry out physical activities, whether active or not, according to Kareta, every physical activity has a different purpose (Sukma et al., 2022).

As a formal educational institution, schools have a responsibility to maximize the potential of their students (Junita et al., 2022) by developing their cognitive, affective and motoric abilities in a balanced and comprehensive manner (Bahtiar Hari Hardovi et al., 2022). Developing the cognitive aspect follows the ability to think logically which is created from knowledge, understanding, application, synthesis, and evaluation (Nasution et al., 2022). The development of affective aspects consists of ethics, knowledge, morality, and discipline (Arif et al., 2021). Psychomotor assimilation is associated with increased levels of glycation (Bloom in Hernawan, 2008) (Ali et al., 2022)

The above scenario can work most effectively if the school provides the necessary resources by increasing extracurricular activities (Suhada & Priyambada, 2022). Extracurriculars as a means of developing students' self-potential can make a positive contribution to character development in strengthening education (Kurniawati et al., 2021). (Permendikbud No. 62 of 2014) Therefore, extracurricular programs are a means to increase, integrate, and increase the potential and motivation of students to excel in their chosen fields of study. The sport extracurricular activity that is mostly carried out in schools is pencaksilat (Nabila et al., 2021) (Wicaksono, 2022).

Pencaksilat is a single sport that includes several categories, including Single Arts, Double Arts, Team Arts, and Competition Categories (Yakin & Hasibuan, 2021). These basic movements are very effective in maximizing the performance and efficiency of motorized rake students (Prasetiyo et al., 2021) (Latifah & Jariono, 2021). The Sports Achievement Development Program is the responsibility of the Government, Society, and Educational Institutions, namely Schools, not only the responsibility of Sports Institutions such as the Indonesian National Sports Committee (KONI) (Rhamayanti, 2021), Branch Managers. According to Law No. 3 of 2005 on the national Olympic competition system, article 25 and Article six are intended to be used to promote Olympic performance in schools, Olympic federations and other venues for training and competition. The guidance and development of educational sports at all levels of education give freedom to students to carry out sports activities according to their talents and interests, as stated in Law no. 3 of 2005 concerning the sports system (Sin & Hudayani, 2022).

Based on the background above, the authors are interested in evaluating the implementation of pencaksilat extracurricular activities at public junior high schools in the Jombang district.

METHOD

The study in this paper analyzes the utilization of pencaksilat extracurriculars at Jombang City Public Middle School using a qualitative descriptive research methodology. Count the data In this qualitative research, the key data are words/sentences (oral narratives) and actions. The remaining data is time-based data, such as documents and other information. 2011 (Moleong). The strengths and weaknesses of existing resources, external opportunities and challenges and threats faced by an activity or organization can be assessed using a SWOT analysis, while the swot components are as follows.

RESULTS AND DISCUSSION

Results

SWOT *analysis* is the systematic identification of various factors to formulate a strategy. This analysis is based on the relationship or interaction of internal states owned, namely strengths and weaknesses, to external circumstances faced, namely opportunities and threats. Strengths and weaknesses are internal factors that need to be identified in a specific organizational environment, while opportunities and threats are external factors that need to be identified outside the organization.

SWOT *analysis in* evaluating the extracurricular implementation of pencaksilat at public junior high schools in Jombang Regency is carried out on all components of planning, implementation and supervision in detail the SWOT analysis pattern has been described in the previous chapter as follows:

1. SMP Negeri 1 Jombang

a. SWOT analysis of planning

Table 1.
SWOT Analysis of Planning

Strength (S)	Weakness (W)
1.Already have a program plan that has been determined at the beginning of the new school year.	1. The infrastructure for pencaksilat extracurricular activities owned by the school is quite good
2.Have a written exercise program or work program.	

3. The recruitment of students who take part in extracurricular pencaksilat has gone through a mechanism.	2. There is less interest in students participating in extracurricular martial arts
4. Recruitment of coaches through coordination and consideration of background experience.	
5. Pencaksilat extracurricular needs are estimated annually	
6. There is an achievement target every time there is an event.	
Opportunities (O)	Threats (T)
1. In every event or championship held by the agency, the school always supports and supports.	1. Schools depend on BOS (School Operational Assistance)
2. The trainer already has a trainer certificate	

b. SWOT analysis of the implementation

Table 2
SWOT analysis of the implementation

Strength (S)	Weakness (W)
1. The distribution of extracurricular schedules has been well arranged by the school.	1. The implementation of extracurricular activities is only limited to 3 years in school so that achievement cannot be optimal.
2. Extracurricular activities are well monitored to monitor the attendance of trainers and students who participate in pencaksilat extracurricular activities	2. Absence of indoor space for exercise when it rains
Opportunities (O)	Threats (T)
1. The frequency of training is increased 2-3 times in one week if approaching the championship.	1. The obstacle can not exercise if the rain arrives

c. SWOT analysis of surveillance

Table 3.
SWOT analysis of surveillance

Strength (S)	Weakness (W)
1. Regular evaluations are carried out at the beginning of each new school year.	1. The compatibility between planning has not been maximized.
2. With extracurricular activities, pencaksilat can shape the personality of students who are disciplined, and responsible inside and outside school.	
Opportunities (O)	Threats (T)
1. Students from coaching pencaksilat extracurricular activities can be accepted in high school / vocational school through the achievement path.	1. There is no appreciation program for outstanding coaches so it slightly affects the motivation and enthusiasm of coaches.
2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Jombang and affects School Accreditation.	

2. SMP Negeri 1 Diwek

a. SWOT analysis of planning

Table 4.
SWOT Analysis of Planning

Strength (S)	Weakness (W)
1. Already have a program plan that has been determined at the beginning of the new school year. 2. Have a written exercise program or work program. 3. The recruitment of students who take part in extracurricular pencak silat has gone through a mechanism. 4. Recruitment of coaches through coordination and consideration of background experience. 5. Pencak silat extracurricular needs are estimated annually 6. There is an achievement target every time there is an event	1. The infrastructure for pencak silat extracurricular activities owned by the school is quite good but poorly maintained. 2. There is less interest in students participating in martial arts extracurriculars.
Opportunities (O)	Threats (T)
1. In every event or championship held by the agency, the school always supports and supports 2. The trainer already has a trainer certificate	1. Schools depend on BOS (School Operational Assistance)

b. SWOT analysis of the implementation

Table 5.
SWOT analysis of the implementation

Strength (S)	Weakness (W)
1. The distribution of extracurricular schedules has been well arranged by the school. 2. Extracurricular activities are well monitored to monitor the attendance of trainers and students who participate in pencak silat extracurricular activities	1. The implementation of extracurricular activities is only limited to 3 years in school so that achievement cannot be optimal.
Opportunities (O)	Threats (T)
1. The frequency of training is increased 2-3 times in one week if approaching the championship.	1. The obstacle can not exercise if the rain arrives

c. SWOT analysis of surveillance

Table 6.
SWOT analysis of surveillance

Strength (S)	Weakness (W)
1. Regular evaluations are carried out at the beginning of each new school year. 2. With extracurricular activities, pencak silat can shape the personality of students who are disciplined, and responsible inside and outside school.	1. The compatibility between planning has not been maximized.
Opportunities (O)	Threats (T)
1. Students from coaching pencak silat extracurricular activities can be accepted in high school / vocational school through the achievement path. 2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Jombang and affects School Accreditation.	1. There is no appreciation program for outstanding coaches so it slightly affects the motivation and enthusiasm of coaches.

3. SMP Negeri 1 Peterongan

a. SWOT analysis of planning

Table 7.
SWOT Analysis of Planning

Strength (S)	Weakness (W)
1. Already have a program plan that has been determined at the beginning of the new school year. 2. Have a written exercise program or work program. 3. The recruitment of students who take part in extracurricular pencaksilat has gone through a mechanism. 4. Recruitment of coaches through coordination and consideration of background experience. 5. Pencaksilat extracurricular needs are estimated every year 6. There is an achievement target every time there is an event	1. The infrastructure for pencaksilat extracurricular activities is incomplete 2. There is less interest in students participating in extracurricular martial arts
Opportunities (O)	Threats (T)
1. In every event or championship held by the agency, the school always supports and supports 2. The trainer already has a trainer certificate	1. Schools depend on BOS (School Operational Assistance) funds

b. SWOT analysis of the implementation

Table 8.
SWOT analysis of the implementation

Strength (S)	Weakness (W)
1. The distribution of extracurricular schedules has been well arranged by the school. 2. Extracurricular activities are well monitored to monitor the attendance of trainers and students who participate in pencaksilat extracurricular activities	1. Interest in extracurriculars is few 2. Trainers use older programs so that they are less updated or interesting for learners
Opportunities (O)	Threats (T)
1. The frequency of training is increased 2-3 times in one week if approaching the championship.	1. Cannot do additional activities outside the school extracurricular schedule.

c. SWOT analysis of surveillance

Table 9.
SWOT analysis of surveillance

Strength (S)	Weakness (W)
1. Regular evaluations are carried out at the beginning of each new school year. 2. With extracurricular activities, pencaksilat can shape the personality of students who are disciplined, and responsible inside and outside school.	1. The compatibility between planning has not been maximized.
Opportunities (O)	Threats (T)
1. Students from coaching pencaksilat extracurricular activities can be accepted in high school /	1. There is no appreciation program for outstanding coaches so it

vocational school through the achievement path.	slightly affects the motivation and enthusiasm of coaches.
2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Peterongan and has an impact on School Accreditation.	

Formulating Strategies Using SWOT Matrix

Furthermore, the results of identifying strengths, weaknesses, opportunities and threats that have been incorporated into the SWOT analysis pattern will be summarized by formulating recommended strategies to deal with weaknesses and threats, including problem-solving, improvement and development of the evaluation of the extracurricular implementation of pencaksilat owned by SMP Negeri 1 Jombang, SMP Negeri 1 Diwek and SMP Negeri 1 Peterongan on an ongoing basis.

To be able to understand the performance of the evaluation of extracurricular pencaksilat implementation at SMP Negeri 1 Jombang, SMP Negeri 1 Diwek and SMP Negeri 1 Peterongan can be seen using the SWOT matrix which has been described in the following series of tables:

1. SMP Negeri 1 Jombang

a. Strategy on planning

Table 10.
Strategy on Planning

Internal Factors	Strength(S)	Weakness (W)
	1. Already have a predetermined program plan ahead of the new school year 2. Have an exercise program created at the beginning of the new school year 3. The recruitment of students who take part in extracurricular activities has been followed by mechanisms, starting with the introduction of extracurriculars extracting talent interests and exemptions from trainers. 4. Pencaksilat extracurricular funding needs have been budgeted from BOS funds every year	1. The infrastructure for pencaksilat extracurricular activities owned by the school is incomplete. 2. The interest of students who participate in pencaksilat extracurricular activities is less.
External Factors	SO Strategy	WO Strategy
Opportunities (O) 1. In every event and championship held by the agency, the school always supports and supports. 2. The trainer already has	1. Improve the quality of program planning, extracurricular work programs, training programs, school budget plan programs and student and trainer recruitment systems to maximize pencaksilat extracurricular	1. Establish cooperation with extracurriculars between schools (sparring partners) 2. Establish cooperation with IPSI Regency for

a trainer certificate.	activities. 2. Seeking the recruitment of pencaksilat extracurricular trainers who have a trainer competency certificate	the development and update of the latest information about pencaksilat
Threats (T) 1. Lack of financial support from outside the school	ST Strategy 1. Allocate the activity budget to the maximum. 2. Holding alumni meetings so that alumni can help both in terms of budgeting and facilities and infrastructure	WT Strategy 1. Trainers can improve student achievement to make parents fully support extracurricular activities

b. Strategy on execution

Table 11.
Strategy on Execution

Internal Factors	Strength(S) 1. Schedule extracurricular activities appropriately and regularly 2. Extracurricular activities are well monitored by the school to monitor the attendance of students and coaches	Weakness (W) 1. The implementation of coaching is only limited to 3 years in school so achievement is not optimal 2. It does not have indoor space so exercise is limited only when the weather is favorable
External factors		
Opportunities (O) 1. The frequency of training can be increased 2-3 times in one week if it is close to the championship	SO Strategy 1. Maintain an attendance monitoring system carried out as a form of discipline for trainers and students	WO Strategy 1. Maximizing the human resources of existing trainers
Threats (T) 1. Cannot do additional activities outside the school extracurricular schedule.	ST Strategy 1. Maximizing the available time (3 years) so that the coaching of pencaksilat extracurricular activities carried out is as expected.	WT Strategy 1. Motivate students and try to establish cooperation with parents of students, so that they play a more important role in helping to pay attention during training and mentoring during competitions.

c. Strategy on Supervision

Table 12.
Strategy on Surveillance

Internal Factors	Stength(S) 1. Routine evaluations are carried out at the end of each school year or at the beginning of a new school to determine the development of extracurricular achievements in pencaksilat 2. The existence of extracurricular pencaksilat	Weakness (W) 1. The compatibility between planning and implementation has not been maximized.
-------------------------	---	---

External factors	will be able to shape the personality of students who are disciplined, and responsible inside and outside school.	
Opportunities (O) 1. Students from coaching pencak silat extracurricular activities can be accepted in high school / vocational school through the achievement path. 2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Jombang and has an impact on School Accreditation	SO Strategy 1. Awarding coaches when winning championships is also necessary so that coaches can maintain their achievements	WO Strategy 1. Awarding coaches when winning championships is also necessary so that coaches can maintain their achievements
Threats (T) 1. There is no appreciation program for outstanding coaches so it slightly affects the motivation and enthusiasm of coaches.	ST Strategy 1. Give awards to coaches and students when winning games to maintain their achievements.	WT Strategy 1. Trainers are also required to improve skills and knowledge about pencak silat such as attending seminars and training.

2. SMP Negeri 1 Diwek

a. Strategy on Planning

Table 13.
Strategy on Planning

Internal Factors	Stength(S) 1. Already have a program plan that has been determined at the beginning of the new school year. 2. Have a written exercise program or work program. 3. The recruitment of students who take part in extracurricular pencak silat has gone through a mechanism. 4. Recruitment of coaches through coordination and consideration of background experience. 5. Pencak silat extracurricular needs are estimated annually 6. There is an achievement target every time there is an event	Weakness (W) 1. The infrastructure for pencak silat extracurricular activities owned by the school is quite good 2. There is less interest in students participating in extracurricular martial arts
External Factors		
Opportunities (O) 1. In every event or championship held by the agency, the school always	SO Strategy 1. Establish cohesiveness between schools, trainers and students	WO Strategy 1. Have internal media to share information and extracurricular

supports and supports 2. The trainer already has a trainer certificate		activities of pencaksilat
Threats (T) 1. Schools depend on BOS (School Operational Assistance)	ST Strategy 1. Optimize the budget of existing funds.	WT Strategy Meet alumni so that alumni can help both with budget and infrastructure.

b. Strategy on execution

Table 14.
Strategy on Execution

Internal Factors	Stength(S) 1. The distribution of extracurricular schedules has been well arranged by the school. Extracurricular activities are well monitored to monitor the attendance of trainers and students who participate in pencaksilat extracurricular activities	Weakness (W) 1. The implementation of extracurricular activities is only limited to 3 years in school so that achievement cannot be optimal.
	External Factors	
Opportunities (O) 1. The frequency of training is increased 2-3 times in one week if approaching the championship.	SO Strategy 1. Keep exercising activities at home	WO Strategy 1. Optimize activities during training 2. More maximized martial arts techniques and strategies in the race
Threats (T) 1. The obstacle can not exercise if the rain arrives	ST Strategy 1. The school facilitates indoor space for all extracurricular activities.	WT Strategy 1. Occasionally exercise in different places so that the training atmosphere is not saturated

c. Strategy on Supervision

Table 15.
Strategy on Surveillance

Internal Factors	Stength(S) 1. Regular evaluations are carried out at the beginning of each new school year. With extracurricular activities, pencaksilat can shape the personality of students who are disciplined, and responsible inside and outside school.	Weakness (W) 1. The compatibility between planning has not been maximized.
	External Factors	
Opportunities (O) 1. Students from coaching pencaksilat extracurricular activities can be	SO Strategy 1. The importance of cultivating cooperation and cohesiveness between schools, trainers and students to support in any activities	WO Strategy 1. Giving awards to both trainers and students to maintain their achievements

accepted in high school / vocational school through the achievement path.	such as competitions, etc.	
2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Jombang and affects School Accreditation.		
Threats (T)	ST Strategy	WT Strategy
1. There is no appreciation program for outstanding coaches so it slightly affects the motivation and enthusiasm of coaches.	1. Training of trainers to improve the quality of teaching	1. Sparring partners with other schools

3. SMP Negeri 1 Peterongan

a. Strategy on Planning

Table 16.
Strategy on Planning

Internal Factors	Stength(S)	Weakness (W)
	1. Already have a program plan that has been determined at the beginning of the new school year. 2. Have a written exercise program or work program. 3. The recruitment of students who take part in extracurricular pencaksilat has gone through a mechanism. 4. Recruitment of coaches through coordination and consideration of background experience. 5. Pencak silat extracurricular needs are estimated annually 6. There is an achievement target every time there is an event	1. The infrastructure for pencaksilat extracurricular activities is incomplete 2. There is less interest in students participating in martial arts extracurriculars.
External Factors	SO Strategy	WO Strategy
Opportunities (O) 1. In every event or championship held by the agency, the school always supports and supports 2. The trainer already has a trainer certificate.	1. Improve the quality of program planning, extracurricular work programs, training programs, school budget plan programs and student and trainer recruitment systems to maximize pencaksilat extracurricular activities. 2. Seeking the recruitment of pencaksilat extracurricular trainers who have a trainer competency certificate	1. Establish cooperation with extracurriculars between schools (sparring partners) 2. Establish cooperation with IPSI Regency for the development and update of the latest information about pencaksilat

Threats (T)	ST Strategy	WT Strategy
1. Schools depend on BOS (School Operational Assistance) funds	1. Allocate the activity budget to the maximum. 2. Holding alumni meetings so that alumni can help both in terms of budgeting and facilities and infrastructure	1. Trainers can improve student achievement to make parents fully support extracurricular activities

b. Strategy on execution

Table 17.
Strategy on Execution

Internal Factors	Stength(S)	Weakness (W)
	1. The distribution of extracurricular schedules has been well arranged by the school. 2. Extracurricular activities are well monitored to monitor the attendance of trainers and students who participate in pencaksilat extracurricular activities	1. Interest in extracurriculars is few 2. Trainers use older programs so that they are less updated or interesting for learners
External Factors	SO Strategy	WO Strategy
Opportunities (O) 1. The frequency of training is increased 2-3 times in one week if approaching the championship.	1. Maintain an attendance monitoring system carried out as a form of discipline for trainers and students	1. Maximizing the human resources of existing trainers
Threats (T)	ST Strategy	WT Strategy
1. Cannot do additional activities outside the school extracurricular schedule.	1. Maximizing the available time (3 years) so that the coaching of pencaksilat extracurricular activities carried out is as expected.	1. Motivate students and try to establish cooperation with parents of students, so that they play a more important role in helping to pay attention during training and mentoring during competitions.

c. Strategy on Supervision

Table 18.
Strategy on Surveillance

Internal Factors	Stength(S)	Weakness (W)
	1. Regular evaluations are carried out at the beginning of each new school year. 2. With extracurricular activities, pencaksilat can shape the personality of students who are disciplined, and responsible inside and outside school.	1. The compatibility between planning has not been maximized.
External factors	SO Strategy	WO Strategy
Opportunities (O) 1. Students from coaching pencaksilat	1. Improve the quality of program planning, extracurricular work	1. Involve trainers in seminars and training

extracurricular activities can be accepted in high school / vocational school through the achievement path.	programs, training programs, school budget plan programs and student and trainer recruitment systems to maximize pencaksilat extracurricular activities.	on pencaksilat to improve skills and gain insight
2. With the achievements achieved by students, the community respects the existence of SMP Negeri 1 Peterongan and has an impact on School Accreditation		
Threats (T)	ST Strategy	WT Strategy
1. There is no appreciation program for outstanding coaches so it slightly affects the motivation and enthusiasm of coaches.	1. A culture of appreciation when achieving is very necessary and must be carried out by schools and coaches	1. Giving prizes to coaches who succeed in bringing students to win the game.

Discussion

Based on the results of the research above, an evaluation can be put forward consisting of planning, implementation and supervision which is analyzed based on *strengths, weaknesses, opportunities* and *threats* that exist in SMP Negeri 1 Jombang, namely:

1. Planning. There are already planning programs that include student programs, budget planning, training programs and extracurricular student recruitment based on students' talents.
2. Actuating. The distribution of extracurricular schedules has been arranged 1 time in 1 week and is well monitored by the school and sufficient facilities and infrastructure.
3. Controlling. Routine evaluations are carried out at the beginning of each new school year, with extracurricular pencaksilat activities that can shape the personality of students.

Meanwhile, the extracurricular evaluation of pencaksilat at SMP Negeri 1 Diwek shows that:

1. Planning. One of the planning programs, which is extracurricular pencaksilat is included to advance children to be more disciplined, the selection pattern is based on the interests of students and the infrastructure is quite good.

2. Actuating. Pencaksilat extracurricular activities are carried out 2 times a week
3. Controlling. The school evaluates pencaksilat extracurricular activities at the beginning of the new school year and gives appreciation to outstanding students and trainers. Students who take part in pencaksilat extracurricular activities have better character.

Meanwhile, the extracurricular evaluation of pencaksilat at SMP Negeri 1 Peterongan shows that:

1. Planning. There is a planning program at the beginning of each new school year while the recruitment of students for pencaksilat extracurricular activities for all interested students according to the talents of student interests. For the recruitment of trainers through coordination with the principal by considering the background of the coach.
2. Actuating. The exercise is carried out 2 times a week and does not interfere with the learning process because it is carried out in the afternoon and carried out at school.
3. Controlling. The suitability is following the program made by the trainer and the training time of the school is often supervised, for evaluation we carry out at the beginning of each new school year. And Alhamdulillah has received achievements from extracurricular activities, while the appreciation given by the school is to invite parents of students and delivered the time of the flag ceremony. This activity has a positive impact on students who are more captive and not arrogant and give a positive value to school accreditation.

CONCLUSIONS AND SUGGESTIONS

The results of this study are the success of the implementation of the pencaksilat extracurricular at junior high schools in the Jombang district where the implementation evaluation includes planning, implementation and supervision following the school program. However, several aspects must be improved, such as in planning, it is better if the training program is adapted to the needs of the competition so that the potential for students to become champions is greater. In practice, when it rains, students should not stop practising but can borrow the classroom on condition that it is kept clean and when finished it is arranged neatly. In supervision, the authors suggest that the school pays more attention to appreciation for both coaches and students so that they are more enthusiastic about achieving.

REFERENCES

- Ali, A., Salabi, M., & Jamaluddin, J. (2022). Pengaruh Latihan Resistance Band terhadap Kecepatan Tendangan Samping Atlet Pencak Silat. *Gelora : Jurnal Pendidikan Olahraga Dan Kesehatan IKIP Mataram*, 9(2), 75. <https://doi.org/10.33394/gjpok.v9i2.6580>
- Arif, M., Aimang, H. A., & Nurhikmah, N. (2021). Pengaruh Latihan Plyometric Terhadap Kecepatan Tendangan T Atlet Pencak Silat Tapak Suci. *Damhil Education Journal*, 1(1). <https://doi.org/10.37905/dej.v1i1.521>
- Bahtiar Hari Hardovi, Rizki Apriliyanto, & Ahmad Bahriyanto. (2022). Pengaruh Latihan Standing Jump Dan Interval Sprint Terhadap Peningkatan Kekuatan Dan Kecepatan Tendangan “T” Pencak Silat Al-Ikhwan Jember. *Jurnal Kejaora (Kesehatan Jasmani Dan Olah Raga)*, 7(2), 192–198. <https://doi.org/10.36526/kejaora.v7i2.2118>
- D Ananzar, & J Mistar. (2022). Pengaruh Latihan Menggunakan pemberat kaki Terhadap Kecepatan Tendangan Sabit Atlet Pencak Silat Kota Langsa. *Jurnal Olahraga Rekreasi Samudra (JORS) : Jurnal Ilmu Olahraga, Kesehatan Dan Rekreasi*, 5(2), 9–19. <https://ejurnalunsam.id/index.php/jors>
- Junita, E., Manurizal, L., & Sinurat, R. (2022). Pengaruh Latihan Menggunakan Karet Ban Dalam dan Pemberat Kaki terhadap Kecepatan Tendangan Sabit Atlet Putra Pencak Silat Persuadaraan Setia Hati Terate Kecamatan Tambusai Utara. *JOSET : Sport Education and Health Journal*, 3(2), 135–146. <https://journal.upp.ac.id/index.php/joset/article/view/1433>
- Kurniawati, N., Salsabila, G. D., & Sariana, E. (2021). Pengaruh Latihan Core Stability Terhadap Keseimbangan Dinamis Dan Kecepatan Tendangan Anggota Pencak Silat Smp Negeri 35 Bekasi. *Jurnal Fisioterapi Dan Kesehatan Indonesia*, 1(2), 84–92. <https://ifi-bekasi.e-journal.id/jfki/article/view/59>
- Latifah, F. U., & Jariono, G. (2021). Physical Fitness Of Extracurricular Students Pencak Silat Tanding Category Reviewed From Endurance And Body Mass Index. *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani*, 5(3), 503–511. <https://doi.org/10.33369/jk.v5i3.17326>
- Nabila, Y., Malinda, M. S., Maulana, Y. I., & Panggraita, G. N. (2021). Pengaruh Latihan Tendangan Menggunakan Ban Karet Terhadap Hasil Tendangan Sabit Pencak Silat. *Halaman Olahraga Nusantara (Jurnal Ilmu Keolahragaan)*, 4(1), 77. <https://doi.org/10.31851/hon.v4i1.5074>
- Nasution, P. M. G., Simatupang, W., & Syukri, M. (2022). Basic Concepts Of Education Policy And Innovation In Mtsn-2 Tapanuli Tengah. *Jurnal Mantik*, 6(36), 1664–1671. <https://ejournal.iocscience.org/index.php/mantik/article/view/2591>
- Prasetyo, A., Setia, W., Putri, K., & Cahyani, O. D. (2021). Pengaruh Latihan Interval Terhadap the Effect of Interval Training on Fitness in Pencak Silat. *CITIUS: Jurnal Pendidikan Jasmani, Olahraga Dan Kesehatan*, 1(1), 5–8. <https://journal.unugiri.ac.id/index.php/citius/article/view/186>
- Rhamayanti, R. F. (2021). Evaluasi program ekstrakurikuler di SMP Negeri 1 Legok Kabupaten Tangerang [Universitas Islam Negeri Syarif Hidayatullah]. In *Repository.Uinjkt.Ac.Id*. <https://repository.uinjkt.ac.id/dspace/handle/123456789/58775>

- Sin, T. H., & Hudayani, F. (2022). Evaluation of motivation of pencak silat athletes In Padang City. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 8(1), 6. <https://doi.org/10.29210/020221397>
- Solihin, Ismail. 2012. *Manajemen Strategik*. Jakarta: Penerbit Erlangga
- Stanley, Gillian Peiser and Grant. "Free access to the concert hall: widening university students' participation in extracurricular activity?" *Journal of Music Education*, 2020: 43–54.
- Suhada, S. N., & Priyambada, G. (2022). Evaluasi Program Latihan Ekstrakurikuler Tapak Suci. *BSR: Boneo Studies and Research*, 4(1), 67–68. <https://journals.umkt.ac.id/index.php/bsr/article/view/3463>
- Sukma, I., Zurweni, & Ali, M. (2022). Pengembangan Model Latihan Memanah Berbasis Permainan F-One Archery Pada Peserta Didik Sekolah Dasar. *JMPIS: Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(2), 1219–1230. <https://repository.unja.ac.id/35240/>
- Teguh Wibowo, R. A., & Achmad Fandi Nur. (2022). Pengaruh Latihan Plyometric Single Leg Bound Dan Circuit Training Terhadap Peningkatan Kecepatan Tendangan Sabit Pada Siswa Pencak Silat Persaudaraan Setia Hati Terate Rayon Wiyoro Ranting Ngadirojo Pacitan Tahun 2021. *Jurnal Ilmiah Spirit*, 22(1), 86–99. <https://doi.org/10.36728/jis.v22i1.1828>
- Wahyudi, D. (2017). Evaluasi Manajemen Olahraga Dalam Meningkatkan Prestasi Olahraga. *Jurnal Iptek Olahraga*, Vol. 15 No 1, Januari-April 2013 : 78-96
- Wibowo, Y.A & Andriyani, F.D. (2015). *Pengembangan Ekstrakurikuler Olahraga Sekolah*. Yogyakarta: UNY Press.
- Wicaksono, Y. A. (2022). Evaluasi Program Ekstrakurikuler SMA Muhammadiyah 18 Jakarta. *ULIL ALBAB: Jurnal Ilmiah Multidisiplin*, 1(7), 2071–2076. <http://www.ulilalbabinstitute.com/index.php/JIM/article/view/496>
- Yakin, R. B., & Hasibuan, M. N. (2021). Pengaruh Latihan Speed dan Agility Terhadap Peningkatan Kecepatan Tendangan Samping Pada Atlet Pencak Silat Putra Perguruan Persilatan Salam tahun 2020. *Jurnal Ilmiah STOK Bina Guna Medan*, 9(1), 15–23. <https://doi.org/doi.org/10.55081/jsbg.v9i1.250>