

The Need Analysis of the Professional Coach for the Implementation of Extracurricular Programs

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Abstract—This article aims to analyze the needs of coach for the implementation of extracurricular programs. The research is conducted by using a mixed-method; qualitative and quantitative methods. The results of the research show that students need the professional coach for extracurricular programs in schools. 90% of parents, guardians of students, communities, teachers and students agree that the activity should be fostered by experts. Schools should collaborate with local governments in the context of providing regional athletes as coaches for extracurricular activities in schools.

Keywords—coach; extracurricular programs; analysis

I. INTRODUCTION

Extracurricular programs are very important in shaping the character of students in the school environment. Extracurricular becomes a vehicle in forming good characters. This is because educational activities outside the subject area can help the development of students following their needs, potential, talents, and interests through activities specifically organized by the school through the proper guidance of reliable trainers in their fields. Extracurricular programs in sports have a deterrent ability to Drugs. In fact, in the implementation of extracurricular programs students are directed to choose one sport that is following their interests, talents, and abilities. Through this activity, sportsmen can be fostered to face events such as Regional Student Sports Week, the Province Sports Week and other competitions. The school has the authority to sort and determine the appropriate and possible sports branches to be implemented through its extracurricular programs such as Basketball, Karate, Taekwondo, Silat, Softball, etc. [1-6].

Based on field observations, interviews with students, teachers, coaches and the community for almost 2 months, the biggest problem in the field is that many schools do not have appropriate coaches according to their expertise to prepare and organize extracurricular programs in schools. Schools tend to only have one teacher as a coach for all extracurricular fields and branches implemented by the school. With this condition, schools can't make extracurricular programs as a place to foster and develop superior talent in every field, such as sports athletes, arts and so forth. Even if there is a coach in every field, he is not an expert as expected. So that extracurricular activities in schools tend to run as usual routines as a

fulfillment of school obligations. Therefore, the purpose in this article to analyze the needs of coach for the implementation of extracurricular programs.

II. METHODS

This is a descriptive quantitative. The population in this study is 416 administrative staff of Junior High Schools in Padang City. The sample of this study was determined using the Cluster technique. The number of samples in this study was 200 Students. The instrument used in data collection was a questionnaire. The questionnaire used was a closed questionnaire where the answer was provided and the respondent only had to choose one of the alternative answers. Questionnaire use Likert scale. There are five choices in this instrument. Questionnaire have validity and reliability. Data analysis use references.

III. RESULTS AND DISCUSSION

The results showed that the analysis of students need for coaches with skills following their fields was very high. This can be seen in the following graph;

A. The Needs Analysis of Professional Coach for Extracurricular Program (based on Student's expectations and opinions)

The following is data about the needs analysis of extracurricular activities.

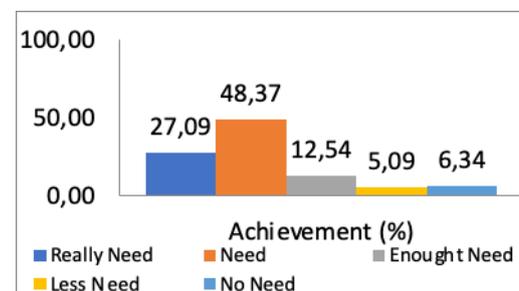


Fig. 1. The need analysis of extracurricular activities.

The data above shows that 27.09% of students are categorized as really need. 48.37% of students are categorized as need. 12.54% of students are categorized as need enough, 5.09% of students are categorized as need less. 6.34% of

students are categorized as no need for coaches with high skills and abilities following their fostered fields. The data illustrates that (sample data; Pariaman City Junior High Schools), in principle, more than half 75.46% of students need qualified coaches to forge their skills and abilities in the chosen field of extracurricular programs. Students have great expectations that extracurricular activities at school are no longer routine and must be carried out. Even field data shows that more than 21% of students hope they can make the school extracurricular program a place to advance and develop their sports and art skills to the level of experts, athletes and generate profits and pride in the community.

The coach in question is not just the person in charge of ensuring that the extra activities take place according to the schedule set, but the school must understand it is a person who teaches science consciously, planned, organized, directed, and is responsible for empowering the abilities exists in students' personalities with all its aspects to obtain better results [7]. It was even further explained that the effectiveness and benefits of extracurricular program activities in schools are largely determined by the presence or absence of the coach, how great the skills the coaches have and how expert they improve in their fields. The coach is the main key to changing the behavior of their students and solving problems. The instructor teacher has a role as a mediator to bridge students to build and develop their knowledge so that they are qualified and become experts in their fields. The extracurricular coaches should be the ones who can see, develop and even produce athletes, arts workers, and champions in their fields of work. Coaches ultimately can develop the spiritual intelligence of students through extracurricular activities [8-10]. Therefore it can be concluded that each type of extracurricular program should be fostered by coaches and professionals in their fields, can educate, develop, prepare students to become prospective athletes and champions which then ultimately provide benefits for schools either good name profits and material profits.

B. The Needs Analysis of Professional Coach for Extracurricular Program Following Its Fields (based on teacher's expectations and opinions)

Based on the results of observations and interviews with teachers about the needs of professional coach for extracurricular program following its fields can be seen in the graph below:

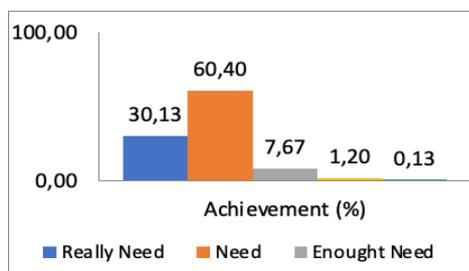


Fig. 2. The needs of professional coach for extracurricular program

The data above shows that 30,13% of teachers are categorized as really need. 60,40% of teachers are categorized as need. 7,6% of teachers are categorized as need enough. 1,20% of teachers are categorized as less need. 0,13% of

teachers are categorized as no need for coaches with high skills and abilities following their fostered fields. The data above illustrates that (source data; Junior High Schools in all cities) almost 90% agree that schools and students need the presence of people who can foster them in every field chosen in the extracurricular program.

Interview results and field facts indicate that the teacher agreed to recognize that students should be fostered by the right people in the extracurricular program. This means that to find and develop students who are talented in the field of sports and coached by the coach following their fields. For example, silat program should be guided by silat athletes, to produce swimming athletes students should be guided by coaches who are experts about swimming programs and strategies as well as other fields. The teacher believes that if this is carried out by each school, athletes, basketball players, karate athletes, professional writers, professional singers, and others may be born through the school extracurricular program.

C. The Needs Analysis of Professional Coach for Extracurricular Program Following Its Fields (based on Student Guardians Expectations and opinions)

From interviews and field facts, parents of students and the community also indicated the same opinion, namely the need for the emergence of mentors and coaches with qualified skills following their fostered fields to assist students in developing their talents and expertise according to the chosen field. The results of the analysis can be seen in the following graph;

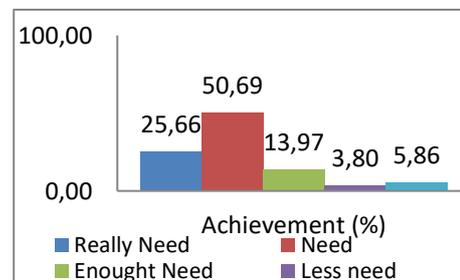


Fig. 3. The need for the emergence of mentors and coaches with qualified skills

The data above shows that 25,66% of parents are categorized as really need. 50,69% of parents are categorized as need. 13,97% of parents are categorized as need enough. 3,80% of parents are categorized as less need. 5,86% of parents are categorized as no need for coaches with high skills and abilities following their fostered fields. In general, the data shows that 90.53% of parents and the community agreed that the school extracurricular program should be guided by a reliable supervisor in their field. Parents hope that through the school extracurricular program, their sons and daughters can be trained to explore and develop their talents and abilities in the chosen field. Parents even really hope that their children can become great athletes who make their school and region proud

IV. CONCLUSION

Based on the results of the study, it can be concluded that the extracurricular programs implemented by schools should be fostered and guided by the right people, namely coaches who have the skills and abilities in their respective fostered fields. The results showed that more than 90% of parents, guardians of students, communities, teachers, and students agreed that the activity should be fostered by experts.

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