

## **Research on Governance of Sports Department and Training Faculty of Teacher Training and Education**

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### **Abstract**

*Governance of the Department of Sports and Coaching in the Faculty of Teacher Training and Education includes aspects of planning, implementation, evaluation, and follow-up in both academic and non-academic management. This study employed a qualitative approach with data collection techniques including interviews, observations, and document analysis. The research subjects involved department leaders, lecturers, and administrative staff. The findings reveal that the department's governance has been implemented fairly well, although some weaknesses were identified in the monitoring system and coordination among implementing units. In addition, the follow-up actions from evaluation results have not been optimal in improving the quality of academic services. Therefore, a strategy to strengthen performance-based management and a more integrated reporting system is needed.*

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## **1. INTRODUCTION**

Higher education has a strategic role in producing quality human resources, including in the fields of sports and coaching (Mulya, 2016). The Sports and Coaching Department at the Faculty of Teacher Training and Education (FKIP) is required to not only provide superior academic services, but also be able to manage resources, programs, and services effectively and sustainably. Good governance is the main prerequisite for universities to ensure the quality of education, managerial efficiency, and institutional accountability to all stakeholders (Widyaningsih, 2020). Research conducted by (Azhari, 2020; Siregar et al., 2024) has examined the importance of governance in higher education institutions, including highlighting aspects of strategic planning, accreditation systems, and quality management based on national higher education standards. However, specific studies on the governance of departments, especially those under the education program and focusing on sports and coaching, are still very limited. For example, (Taufiqurokhman & Satispi, 2018) emphasizes more on general study program management, (Ali & Al Ghazali, 2024) rather than on the internal dynamics of departments that have unique academic and professional characteristics, such as the relationship between coaching theory and practice.

The scientific novelty in this study lies in the focus of the analysis of the comprehensive governance of the department covering aspects of planning, implementation, evaluation, and follow-up with a more contextual approach to the sports and coaching department. This approach is important to understand how elements of an academic organization can work synergistically in producing graduates who are ready to face the challenges of the sport profession. The main problem in this study is how the governance of the sports and coaching department is carried out

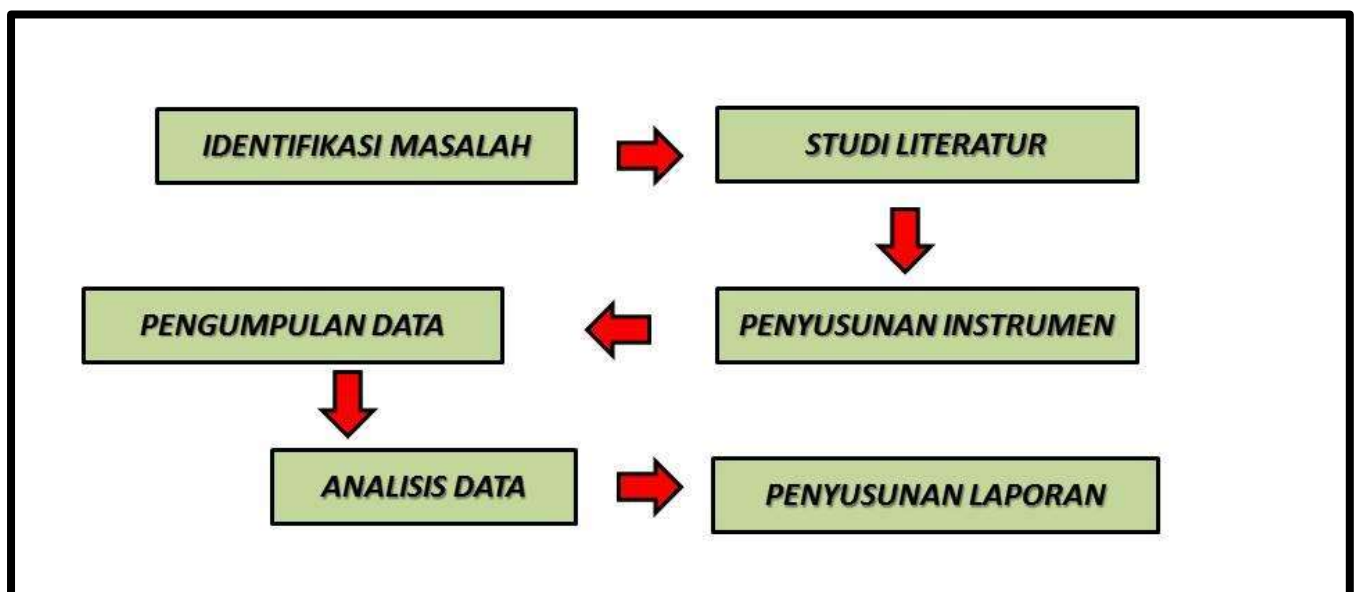
in the FKIP environment, and to what extent the process supports the achievement of institutional goals and improving academic quality. The purpose of this study is to analyze in depth the governance of the sports and coaching department at the Faculty of Teacher Training and Education, by highlighting its strengths, weaknesses, and opportunities for improvement based on a quality-based higher education management approach.

## 2. RESEARCH METHOD

This research uses an approach **descriptive qualitative**, which aims to describe and analyze in depth the governance of the Sports and Coaching Department at the Faculty of Teacher Training and Education. This research design is exploratory because it focuses on understanding phenomena comprehensively through direct interaction with research subjects (Waruwu, 2023).

### 2.1 Research Procedure

The research steps are carried out according to systematic procedures as shown in **Figure 1**. This process includes the planning stage, data collection, data analysis, and reporting of results (Creswell & Creswell, 2018).



**Figure 1.** Research Procedures for Departmental Governance

### 2.2 Data Collection Techniques

Data were collected through three main methods (Mustafa et al., 2022), namely:

1. **In-depth interview**, conducted on the Head of Department, Secretary of Department, lecturers, and educational staff, to obtain information about current governance practices.
2. **Direct observation**, used to view the implementation of policies and operational management of the department.
3. **Documentation study**, carried out on official documents such as annual work plans, meeting minutes, academic guidelines, and performance evaluation reports.

### 2.3 Data Analysis Techniques

Data analysis was carried out using an interactive model (Miles & Huberman, 1994), which consists of three main stages:

- **Data reduction**, by compiling and simplifying data from the field to focus more on the main issues.
- **Data presentation**, in the form of tables or narratives to facilitate drawing conclusions.
- **Conclusion drawing and verification**, based on important patterns or findings that emerge during the analysis process.

### 2.4 Data Validity Test

To ensure data validity, triangulation of sources and techniques was carried out (Moleong, 2019). Comparisons were made between interview data, observations, and documentation. In

addition, confirmation to key informants was also carried out to strengthen the interpretation results.

**Table 1.** Techniques and Data Sources

No	Data Collection Techniques	Data source
1	Interview	Head of Department, Lecturers, Educational Staff
2	Observation	Operational activities of the department
3	Documentation	Work plan, evaluation report

This research was conducted for three months, starting from data collection in January to March 2025. Each stage was carried out gradually and continuously to obtain objective and scientifically accountable results.

### 3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

#### 3.1 Research Results

Based on the results of interviews, observations, and documentation studies, it was found that the governance of the Sports and Coaching Department at the Faculty of Teacher Training and Education (FKIP) already has a formal structure and a clear annual work plan. However, in its implementation there are still several challenges, especially in cross-unit coordination and the implementation of program monitoring and evaluation.

The organizational structure of the department includes the Head of Department, Secretary of Department, Laboratory Coordinator, and administrative staff. In addition, planning documents such as the Department's Strategic Plan (Renstra), Operational Plan, and annual accountability report are available.

**Table 2.** Governance Conditions of the Sports and Coaching Department

Governance Aspects	Present condition
Strategic Planning	Arranged in the form of Departmental Strategic Plan (2021–2025)
Program Implementation	Running but not yet integrated across activities
Evaluation and Monitoring	Still incidental, not yet systematic
Documentation and Reporting	Has been implemented periodically
Stakeholder Engagement	There is still minimal involvement of alumni and external partners

From the observation results, it is known that department activities such as seminars, training, and field practice programs have been carried out routinely. However, the evaluation mechanism for the effectiveness of activities is still not standardized.

In addition, data from meeting documents show that even though there is a division of tasks, coordination between parties in managing activities is often less than optimal. This has implications for the effectiveness of the implementation of the department's work program.

#### 3.2 Discussion

The results of the study show that in general the Sports and Coaching Department has fulfilled the basic elements of good governance, namely planning, implementation, evaluation, and reporting. However, integration between sections and the effectiveness of the management system are still major challenges.

In terms of planning, the existence of the Renstra document shows an initial commitment to plan-based management. However, this planning has not always been the main reference in decision making. This is in line with the findings of (Mousa et al., 2024), which emphasize that strategic planning in higher education institutions will only have a significant impact if it is carried out with a consistent and structured system of coordination and follow-up between units.

The implementation of programs in the department is active, but activities often run sectorally. Laboratory activities, community service, and coaching practices have not been integrated into a holistic work system. This indicates weak internal synergy that can affect the quality of the department's output. Research by (Setyaningsih et al., 2019) shows that the lack

of integration between work units in the faculty environment causes resource inefficiency and low innovation in learning programs.

In terms of monitoring and evaluation, the limitations of the digital system and the lack of management training for department managers also contribute to the lack of data-based performance measurement. According to (Novardy, 2025), the success of higher education governance is highly dependent on a measurable evaluation system based on relevant indicators. This finding is reinforced by research (Komarudin et al., 2023; Mewengkang et al., 2024), which highlights that the use of digital dashboards and big data-based evaluations contribute to accountability and more targeted decision-making in academic management.

The involvement of external stakeholders such as alumni, the sports industry, and other partners is also not optimal. In fact, their participation is very important in strengthening the curriculum based on field needs and improving the quality of graduates. The results of a study by (Isbah et al., 2023) show that strategic partnerships with the sports industry have a significant impact on curriculum adjustments, provision of practice facilities, and increasing the competitiveness of graduates in the job market.

Thus, the results and findings of this study provide an overview that improvements in departmental governance need to be directed at:

- Strengthening internal coordination between work units.
- Implementation of a data-based program evaluation system.
- Increased engagement of external stakeholders.

This effort is in line with the principle *Good University Governance* (GUG) which emphasizes transparency, participation, accountability, and effectiveness in the management of higher education institutions.

#### 4. CONCLUSION

This study aims to identify and analyze the governance of the Sports and Coaching Department at the Faculty of Teacher Training and Education (FKIP). Based on the results of the analysis, it can be concluded that the governance of the department has an adequate basic structure in the form of strategic planning, program implementation, and reporting system. However, in its implementation, several weaknesses are still found, especially in internal coordination, limited data-based evaluation, and minimal involvement of external stakeholders such as alumni and sports industry partners.

This finding shows that there is a match between the formulation of the problem and the objectives of the study presented in the introduction with the results obtained in the results and discussion chapters. This means that what is expected in this study can be answered and proven through the empirical data collected. The prospects for developing the results of this study are quite wide open. The implementation of a data-based management system and increasing the involvement of external stakeholders are the direction for strengthening the governance of the department in the future. In addition, the development of an integrated digital monitoring and evaluation system can be a long-term solution to creating transparent, effective, and accountable department governance.

Further research is recommended to examine in more depth the implementation model of information technology-based governance and the measurement of academic and non-academic performance of departments as indicators of the success of managing study program-based higher education institutions.

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of department governance and become a reference in making strategic policies in the higher education environment.

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