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Evaluation of the Achievement Development Program of Perserikatan Paguyuban Sepak Bola Magelang (PPSM) Club in League 4 Central Java

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Abstract

This study aims to evaluate the football achievement development program of the PPSM Magelang Club using the CIPP (Context, Input, Process, Product) evaluation model. The research employed a qualitative approach with data collected through observation, interviews, and documentation. Data were analyzed using data reduction, data presentation, and conclusion drawing techniques. The results showed: (1) Context: PPSM Magelang has a clear historical background, vision, mission, and objectives for athlete development. (2) Input: human resources, infrastructure, and recruitment systems are adequate, although limitations in facilities still exist. (3) Process: training programs were carried out according to plans, yet they remain short-term due to limited preparation and time constraints. (4) Product: the welfare of players and coaches is relatively well fulfilled through salaries and bonuses; however, performance achievements remain suboptimal, marked by relegation from League 3 to League 4 and the absence of promotion to League 1. In conclusion, the PPSM Magelang development program has been well-implemented in terms of context, input, and process. However, inadequate facilities and financial support continue to hinder optimal achievements.

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INTRODUCTION

Sports achievement plays a significant role in national development, reflecting both individual and collective efforts to enhance national prestige on regional and international stages (Irmansyah, 2017). Football, as the world's most popular sport, demands structured and systematic development strategies to identify talent, nurture athletes, and achieve optimal results.

In Indonesia, football development has often faced challenges related to management, funding, infrastructure, and athlete welfare (Wibowo et al., 2017). Clubs at the regional level play a vital role in grassroots and competitive football development. One such club is Perserikatan Paguyuban Sepak Bola Magelang (PPSM), a historic football club established in 1919 and recognized as one of the founders of PSSI. Despite its historical legacy and strong community support, PPSM has struggled to achieve higher league promotions, with recent years marked by relegation from League 2 (2017) to League 3, and currently competing in League4.

The lack of consistent funding, inadequate infrastructure, and short-term training programs have limited PPSM's ability to compete at higher levels. This study applies the CIPP evaluation model (Context, Input, Process, Product) to comprehensively assess PPSM's development program, highlighting both strengths and weaknesses while providing recommendations for future improvement.

METHODS

This study employs a qualitative descriptive approach. The primary data were obtained from interviews with the PPSM Magelang manager, coaching staff, and athletes, complemented by documentation and field observations. The validity of the data was ensured through triangulation and member checking. Data were analyzed using the interactive model consisting of data reduction, data display, and conclusion drawing. The evaluation was conducted through four dimensions of the CIPP model:

1. Context: Analysis of club background, goals, and vision-mission.
2. Input: Evaluation of human resources, infrastructure, and funding.
3. Process: Assessment of program implementation, recruitment, coordination, and training.
4. Product: Evaluation of achievements and welfare of athletes and coaches.

RESULTS AND DISCUSSION

1. Context Evaluation

PPSM Magelang has a clear vision and mission focused on football achievement and community engagement. However, the absence of a structured long-term development plan limits program continuity. The club's short-term objectives focus on competing at the regional level, without clear strategic planning for promotion to higher leagues.

2. Input Evaluation

Human resources in PPSM Magelang consist of competent personnel, including licensed coaches (B AFC) and experienced management staff. Nevertheless, the lack of professional administrative structure reduces organizational efficiency.The availability of facilities and infrastructure is limited—training is held on rented fields, and the club lacks a permanent training center and player dormitory. Funding sources primarily come from club owners, private sponsors, and ticket sales, indicating the absence of stable financial support from the local government.

3 Process Evaluation

Training programs are conducted routinely and follow a short-term planning model. However, there is no medium- or long-term training framework. Coordination between management, coaches, and athletes runs effectively, but the lack of modern training tools

and support staff constrains technical and tactical development.

4 Product Evaluation

The club's achievements remain below expectations. PPSM Magelang has participated in Liga 2 and Liga 3 but has since been relegated to Liga 4. Despite this, the welfare of coaches and athletes is relatively well-maintained, including regular salaries, bonuses for match results, and health insurance. The overall evaluation indicates that the club's management and financial limitations hinder optimal performance development. According to the CIPP model, improvements should emphasize strengthening program planning, upgrading facilities, and securing sustainable funding4. Product

Discussion

The findings indicate that PPSM Magelang's development program demonstrates strengths in vision, mission, and human resource management. Nevertheless, weaknesses in infrastructure, financial sustainability, and program continuity hinder overall success.

From a CIPP perspective:

Context is relatively strong, rooted in history and clear objectives.

Input highlights significant limitations in facilities and funding.

Process reflects short-term, reactive approaches to training rather than long-term athlete development strategies.

Product shows limited competitive success and unstable league positioning.

These results align with previous studies indicating that inadequate funding, facilities, and program design remain primary challenges for regional sports clubs in Indonesia (Natal, 2020; Sulistiyo & Rahayu, 2017). For PPSM to achieve sustainable progress, key interventions are needed:

1. Establishing a youth academy or football school to develop a structured pipeline of players.

2. Securing long-term funding partnerships with local government and private sponsors.

3. Investing in permanent training facilities to ensure consistent athlete preparation.

4. Transitioning from short-term competition preparation to long-term athlete development programs focusing on physical, technical, tactical, and psychological aspects.

CONCLUSION

The evaluation of PPSM Magelang's development program reveals that while the club maintains strong contextual foundations and adequate human resources, shortcomings in funding, infrastructure, and long-term planning prevent optimal achievements. Recommendations:

Strengthen partnerships with government and private sponsors for financial sustainability. Establish youth academies to create a continuous development pathway. Invest in permanent facilities and structured training programs.With these improvements, PPSM Magelang has the potential to restore its historical status and achieve higher competitive success in Indonesian football.

Right Level (TaRL)-based learning method, particularly the peer tutoring approach (TaRL A), significantly improves PJOK learning outcomes with a 37.7% improvement compared to 32.5% for the parallel learning approach (TaRL B). However, students' motivation level emerged as the dominant factor, accounting for 18.1% of learning outcome variance compared to 3.6% for the teaching method, indicating that motivation is approximately five times more influential in determining PJOK achievement. The absence of significant interaction between TaRL method and motivation level demonstrates that both factors operate independently and additively, suggesting that schools can confidently implement peer tutoring-based differentiation universally without requiring specialized adaptations based on motivation profiles.

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