



Evaluation of the Safin Pati Sports School Sports Achievement Development Program in Pati Regency in 2023

Hanif Putra Pamungkas^{1✉}, Nasuka², Hadi³

^{1,2,3,4} Semarang State University, Indonesia

Article Info

History Articles

Received:

Oktober 2024

Accepted:

November 2024

Published:

Desember 2024

Keywords:

Evaluation, Sports Achievement,
Development Program

Abstract

Football achievement coaching programs need to be evaluated comprehensively to ensure the effectiveness and efficiency of their implementation. This research aims to evaluate the Safin Pati Sports School Sports Achievement Development Program in Pati Regency in 2023 through CIPP evaluation. CIPP program evaluation is often used in sports achievement coaching. At the context stage, the evaluation of the CIPP sports achievement coaching program includes an analysis of environmental conditions that affect the implementation of the program. The research method used in this study uses a qualitative approach with data collection techniques including observation, interviews and documentation as well as the validity of the data. The results of the study obtained information that the Safin Pati Sports School (SPSS) organization has a clear and measurable vision, mission and objectives of the prestige coaching program. Human resources at Safin Pati Sports School (SPSS) are well indicated in terms of the athlete recruitment system with applicable conditions and coach recruitment with certain criteria. The training program implemented by Safin Pati Sports School (SPSS) went well. The facilities and infrastructure owned by Safin Pati Sports School (SPSS) are said to be good and complete. Findings in the field show that the source of funds for Safin Pati Sports School (SPSS) comes from social funds and the academy itself. It is hoped that the management and pelath can continue and maintain a well-programmed comprehensive football sports performance coaching program. The management of Safin Pati Sports School (SPSS) must further improve its coordination and relationship with Koni, the provincial government or the central government in order to make a contribution that results in limited opportunities for athletes to compete so that the achievements obtained are according to the opportunity to compete only.

Keywords: *Evaluation, Sports Achievement, Development Program*

© 2024 Universitas Negeri Semarang

✉ Address correspondence:

Author Correspondence Address

E-mail: ekaabdurrahman4@students.unnes.ac.id

INTRODUCTION

Football is a sport that has become popular, either as entertainment, starting from exercises to improve body condition or as an achievement to defend villages, regions and countries. Football is a team game, therefore teamwork is a need for the game of football that must be fulfilled by every team that wants to win. Victory in the game of football will only be achieved through the cooperation of the team. Victory cannot be achieved individually in a team game, besides that each individual or player must have a good physical condition, good basic techniques and a good mental competition. The modern football game today has undergone many advances, changes and rapid developments, both in terms of physical condition, techniques, game tactics and the mental condition of the players themselves (Udam, 2017).

The concept of coaching football athletes to be able to achieve high and maximum achievement must be carried out in stages and continuously until the peak achievement. A more effective sports coaching system for football achievements, including awarding potential and outstanding athletes, especially athletes and coaches, as well as the development of sports organizations and other coaching forums needs to be prioritized in the framework of maintaining and improving the quality of national sports. The success in the process of coaching talented athletes to produce outstanding athletes is highly dependent on its application into the training and coaching system (Jihad dan Annas, 2021).

The emergence of talented football athletes will not be separated from the coaching process carried out in football schools. One of the coaching processes is determined by the training programs prepared by the coaches in the football school. In addition, elements of organization, coaches, facilities and infrastructure, supporting funding, and support from the community and the government also determine achievements (Wijayanti et al., 2016).

One of the implementation of achievement coaching is the football school, in the process of coaching sports towards optimal achievement, the football school is in a strategic position, this is because the football school is in the leading position which is operational to provide direct coaching to football athletes in the form of a training process, so it can be said that the football school is the spearhead of sports achievement coaching, especially football. In the process of coaching football achievements in Indonesia, the existence of football schools is very

important, because football schools are the center of coaching and the center of achievement generation (Yulifri, 2018).

The football achievement coaching program needs to be evaluated comprehensively to ensure the effectiveness and efficiency of its implementation as expressed by . The evaluation is carried out to measure the extent to which the program can achieve the goals that have been set, as well as improve and optimize the coaching process. First, the evaluation is carried out by analyzing the aspects of the development of the technical and tactical skills of the players. This includes an assessment of mastery of basic techniques such as passing, kicking, and dribbling, as well of applying the right strategies and patterns of play (Kasih *et al.*, 2020).

Furthermore, the evaluation also needs to pay attention to the physical aspects of the players, such as speed, endurance, and muscle strength, which have an important role in achieving optimal performance. In addition, the evaluation also includes an analysis of the mental and psychological factors of the players, such as motivation, concentration, and confidence, which can affect the performance of athletes on the field. In this evaluation, it is necessary to make objective and measurable measurements, using relevant and valid indicators. The results of this evaluation will provide valuable input for coaches and program coaches to make the necessary improvements and adjustments to improve the quality of the football achievement coaching program (Hidayat & Rahayu, 2015).

CIPP program evaluations are often used in coaching sports achievements. The evaluation of the CIPP program in question (Context, Input, Process, Product) of sports achievement coaching is an activity that aims to measure the effectiveness and efficiency of the sports achievement coaching program that has been implemented. Evaluation is carried out in four interrelated stages, namely the context stage, input stage, process stage, and product stage. At the context stage, the evaluation of the CIPP program for sports achievement development includes an analysis of environmental conditions that affect the implementation of the program. Evaluation also includes the identification of needs and goals to be achieved through the program. The information obtained at this stage can be used as a basis for planning a more effective and relevant sports achievement coaching program (Rohman, 2017).

Furthermore, at the input stage of the evaluation of the CIPP program, sports achievement coaching involves an assessment of the resources used in the program, such as funds, manpower, equipment,

and infrastructure. The evaluation at this stage aims to find out the extent to which the available resources can support the implementation of the program and whether there are any shortcomings or excess resources that need to be improved or optimized. The process stage in the evaluation of the CIPP sports achievement coaching program involves an assessment of the implementation of the program as a whole, including the strategies, methods, and approaches used. The evaluation at this stage aims to find out whether the sports achievement coaching program has been implemented according to plan, whether there are obstacles or obstacles that affect the implementation of the program, and whether there are improvements or changes that need to be made in the sports achievement coaching process (Basuki, 2018).

Finally, at the product stage, the evaluation of the CIPP sports achievement coaching program involves an assessment of the results or products that have been achieved through this program. The evaluation at this stage aims to find out the extent to which the sports achievement coaching program has succeeded in achieving the goals that have been set, whether the program is effective in improving sports achievement, and whether there are improvements or innovations that need to be made to improve better results in the future. By evaluating the CIPP program for sports achievement coaching in a comprehensive and sustainable manner, it is hoped that it can provide valuable information for decision-makers in planning, implementing, and developing a better and more effective sports achievement coaching program. This evaluation can also be a reference to improve the quality of overall sports achievement coaching and increase the contribution of sports to national development (Fataha *et al.*, 2013).

Safin Pati Sports School (SPSS) is ready to realize the contents of Presidential Instruction No. 3 of 2019. By building a sports education-based school, which prioritizes the values of discipline, religious values, formal education including foreign language skills, and modern football-based football. Then it has supporting facilities, including fields, messes, and trusted education. Currently, there are many members of football school students at Safin Pati Sports School. Over time, Safin Pati Sports School began to focus on sports achievements.

Safin Pati Sports School's achievement data in the last 4 years is considered less proud for children and adolescents considering the number one and world-class facilities owned by Safin Pati Sports School. Safin Pati Sports School's best achievement in the championship that has been followed for the last 4

years has only been in the top 4 once in the Soeratin Cup tournament at the Central Java Province level. However, there are Safin Pati Sports School players who received the title of top 3 scores in the Soeratin Cup championship at the Central Java Province level, namely in 2020 and 2021.

As a football academy, SPSS or Safin Pati Sports School does not only teach its students how to learn to play football. According to Rudy as a coach at Safin Pati Sports School, this skill is important for students to have if they are no longer involved in football in the future. Safin Pati Sports School does not only teach football because the average footballer does not have other skills after hanging up his shoes, so here we teach other skills such as workshops, livestock, agriculture, and hospitality.

Reporting from Bola.com accessed on March 17, 2023, some of the things that distinguish SPSS from other football academies are that the academy stands in a complex body. There are already three fields, a dormitory that can accommodate 500 people, there is also a hotel and a training center. In addition to luxurious facilities, this football academy uses an international curriculum in educating its students. Therefore, students here are taught English and the learning modules used are the same as those used by International schools. The existence of luxurious facilities and competent coaches should be followed by the achievement of maximum achievements.

From the description of the background of the problem and previous research above, this is what makes researchers interested in knowing the cause of this happening. The researcher wanted to examine the problems and phenomena related to achievement coaching at the Safin Pati Sports School in Pati. Therefore, the researcher is interested in researching more deeply about the evaluation of the Safin Pati Sports School football achievement coaching program in Pati Regency. The evaluation of the program to be used in this study uses the CIPP model that has been used from relevant research based on existing theories.

METHODS

This research, the researcher used the CIPP (context-input-process-product) model approach. This CIPP model looks at four dimensions, namely the context dimension, input dimension, process dimension and product dimension. This means to obtain accurate and accurate information and compare what has been achieved from the Safin Pati Sports School football achievement coaching program with what has actually been achieved based on the standards

or goals that have been set. This research focuses on the aspects of place, actors, and activities that interact synergistically. This situation in Safin Pati Sports School is the management, coaches and athletes.

To obtain primary data by using data collection instruments in the form of observations or observations, and interviews, while to obtain secondary data using documentation in the form of archives. This instrument is used to obtain information on the Safin Pati Sports School athlete coaching program. This qualitative data collection measurement instrument is based on context, input, process and product aspects or often referred to as the CIPP model. The indicators that are researched in achievement coaching include organization, human resources, training programs, infrastructure, and funding.

The validity of the data in this study is carried out in two ways, namely triangulation techniques and direct observation diligence. This study uses a non-statistical qualitative analysis method, where the data reduction component, and data presentation are carried out simultaneously with the data collection process after the data is collected, then, the three analysis components (data reduction, presentation, conclusion drawn) interact triangulation and direct observation diligence. This study uses a non-statistical qualitative analysis method, where the data reduction component, and data presentation are carried out simultaneously with the data collection process after the data is collected, then, the three analysis components (data reduction, presentation, conclusion drawn).

RESULTS AND DISCUSSION

Safin Pati Sports School (SPSS) Indonesia is located on Jalan Raya Pati-Tayu KM 13 Mojoagung Village, Trangkil District, Pati Regency. This school uses a boarding school system with formal education still prioritized for its students. SPSS comes with the best facilities to support the teaching and learning process in schools, as well as training programs in the

field. The facilities provided include air-conditioned classrooms, school libraries, computer labs as well as 7 synthetic grass fields, 4 natural grass and one sand field) as well as gym centers, cafeterias, mini markets, mosques and churches. SPSS is also supported by experienced and innovative young educators as well as AFC-licensed trainers.

Safin Pati Sports School's staff and coaches also have experience at the professional level to encourage students' abilities both individually and as a team. With the school's principles centered on player development and growth, SPSS staff and coaches are committed to building the character of an athlete from an early age. The vision of Safin Pati Sports School is (1) to become the best sports school in Indonesia (2) to provide facilities for athletes to fight in International events (3) build the character of athletes to perform at the international level and (4) prepare the young generation to excel in the field of sports. Meanwhile, the mission of Safin Pati Sports School is to create players who can compete at the national and international levels.

Football achievement coaching program with CIPP (Context, Input, Process, Product) evaluation. By using the CIPP approach, sports achievement coaching programs especially football can be comprehensively evaluated from various perspectives, which can help in identifying strengths, weaknesses, and opportunities for improvement. This approach is applied to the achievement development program at Safin Pati Sports School (SPSS) Pati Regency.

The success of the sports achievement coaching program can be measured through various aspects of institutions or organizations, human resources, training programs, infrastructure and funding. Some of the aspects referred to above can help sports institutions or organizations to measure the success of their achievement coaching programs comprehensively and sustainably. The achievement and coaching program can be seen in the following table.

Table 1. Achievement of the Sports Achievement Development Program

Aspects	Sub Indicator	Achievement Criteria
Institutions	Vision dan Mision	Good
	Program objectives	Moderate
	AD/ART	Good
	Management	Moderate
Human Resource	Athletes	Good
	Coach	Good

	Administrators	Moderate
	Government support	Good
	Parental support	Good
Training program	Training program	Good
Infrastructure	Infrastructure	Good
Financial	Financial	Moderate

Source : Primary data processed, 2024.

Based on table 1, The success of the sports achievement coaching program can be measured through various aspects of the institution or organization. Some of the aspects referred to in the table above can help sports institutions or organizations to measure the success of their achievement coaching programs comprehensively and sustainably. This reminds us that the vision and mission of the organization are components of the context aspect. Vision is the view of the future that the organization wants to achieve, while mission is the main goal that the organization wants to achieve. In this situation, the sports excellence development organization has a firm view, namely to become an organization that is able to produce qualified and outstanding sports athletes at the national and international levels. Meanwhile, the mission is to provide quality coaching and training to athletes to achieve optimal achievements. The goal of this organization is to achieve proud success for the country and produce athletes with good integrity.

The success of the sports achievement coaching program can be measured in terms of human resources. Some of the aspects referred to in the table above are benchmarks for the success of their achievement coaching programs comprehensively and sustainably through human resources. The achievement coaching program is also supported by experienced and innovative young educators as well as AFC-licensed trainers. This reminds that human resources in the parent sports organization are an important component for the agency. With the school's principles centered on player development and growth, SPSS staff and coaches are committed to building the character of an athlete from an early age. Safin Pati Sports School's staff and coaches also have experience at the professional level to encourage students' abilities both individually and as a team.

The contribution of the training program in the football achievement coaching program is very significant. Overall, a comprehensive and sustainable

training program is a key foundation in the coaching of football achievements, allowing players to develop and reach their maximum potential. Some important aspects obtained with a good training program include physical development, basic techniques, tactics, strategies, mentality, and improvement.

The training program made by the staff and coaches is in the form of a master plan (program plan), the suitability of the training program, the quality of the training, the intensity of the training and the level of difficulty of the training. The process of a football training program usually consists of several stages that are systematic and planned. By participating in a structured and planned training program, football athletes can achieve maximum development in skills, physically, and mentally, and be ready to excel at various levels of competition.

The contribution of infrastructure facilities in the football achievement coaching program is very significant. In addition, the application of science and technology to support the coaching and development of athletes in science and technology football schools will be easily achieved. In addition, news related to Safin Pati Sports School has been released for a long time in the mass media and social media.

The completeness of infrastructure facilities and the application of science and technology have an effect on the Safin Pati Sports School sports achievement development program. The synergy of infrastructure and news media The combination of adequate infrastructure and news media support creates a conducive environment for the development of sports achievements. Good facilities ensure the quality of training and the comfort of athletes, while the news media provides the necessary exposure and support for the sustainability of the program. Thus, both play an important role in ensuring that coaching programs can run effectively, efficiently, and sustainably, producing outstanding athletes who can compete at the national and international levels.

Sports achievement coaching programs require adequate financial support to run effectively and sustainably. With good financial management, sports achievement coaching programs can run more effectively and sustainably. Sufficient financial support allows the program to provide the best facilities, professional coaches, and competition opportunities necessary to develop outstanding athletes.

Funding plays a crucial role in coaching sports achievement, allowing the program to run smoothly and effectively. The following are the main contributions of funding for the development of sports achievements, including improving the quality of training, procurement of facilities and equipment, participation in competitions, transportation and accommodation, as well as physical development and health of athletes. Good fund management can also be applied to educational and social support, organizing events and promotions, and research and development. With adequate funding, sports achievement coaching programs can provide an optimal environment for athletes to develop and reach their maximum potential. Strong financial support ensures that all important aspects of coaching, from training to athlete well-being, can be fulfilled efficiently and effectively.

CIPP (Context, Input, Process, Product) evaluation is one of the evaluation methods that can be used to evaluate the performance of an organization. The sports achievement coaching organization is one of the organizations that can be evaluated using the CIPP method, namely Safin Pati Sports School. In the CIPP evaluation, there are four aspects that are analyzed, namely context, input, process, and product. First, look at the context aspect.

The vision, mission, and goals of the organization are part of the context aspect. Vision is a long-term view that the organization wants to achieve, while mission is the main goal that the organization wants to achieve. Organizational goals are targets to be achieved to achieve this vision and mission. In this case, the sports achievement coaching organization has a clear vision, which is to become an organization that is able to produce quality and outstanding sports athletes at the national and international levels. Meanwhile, the mission is to provide quality coaching and training to athletes to achieve optimal achievements. Furthermore, from the input aspect, sports achievement coaching organizations have quite complete resources. There are competent trainers, adequate training facilities, and sufficient funds to support athlete development activities. However, there are still shortcomings in terms of marketing and cooperation with related parties such as sponsors.

Meanwhile, from the process aspect, the sports achievement coaching organization has taken the right steps in the athlete coaching process. However, it should be noted that training and monitoring programs must still be improved so that they can be more effective and efficient in achieving organizational goals and vision. Finally, from the product aspect, sports achievement coaching organizations have succeeded in producing athletes who have achieved achievements at the national and international levels. Overall, it can be said that sports achievement coaching organizations have been successful in achieving their vision, mission, and goals. There are still several aspects that need to be improved so that this organization can be more optimal in achieving better achievements in the future. This CIPP evaluation can be a guide for this organization in improving its performance and achieving larger goals (Azmi & Sunarno, 2017).

CIPP evaluation of human resources in sports achievement programs, with a review of the acceptance of athletes, coaches, and administrators of the academy organization, can be carried out as follows: Context, Review the context of the sports academy organization, including the vision, mission, and goals of achievement coaching. Evaluate the needs of human resources to support the achievement coaching program, in accordance with the organization's vision and mission. Consider external factors such as trends in athlete development, competition, and sports regulation that affect the acceptance of human resources. The input is reviewed the process of accepting athletes, coaches, and administrators of the academy organization, including selection criteria and registration procedures. Evaluate the compatibility between the profiles of athletes, coaches, and administrators accepted with the aim of achievement coaching. Consider feedback from relevant stakeholders, such as existing athletes, coaches, and administrators, on the quality of the human resources received (Rizqanada et al., 2022).

Process reviews the development and management of the coaching team, including their qualifications, experience, and skills in supporting achievement coaching. Evaluate the use of training methods and athlete development approaches adopted by coaches in the program. Consider the quality of the management of the sports academy organization and the communication between the administrators, coaches, and athletes. Product reviews the results of the acceptance of human resources in the achievement coaching program, including athletes' achievements in competitions and their individual development.

Evaluate the impact of the contribution of coaches and administrators on the achievement of athletes' achievement and welfare development goals. Consider the program's success in attracting and retaining quality human resources that support the organization's vision and mission. By using the CIPP approach, human resource evaluation in sports achievement programs can provide comprehensive insights into the effectiveness of accepting athletes, coaches, and administrators in achieving achievement coaching goals. It also helps in identifying areas for further improvement and development that can improve the overall quality of the program (Wahyudi et al., 2020).

The CIPP evaluation of the sports achievement coaching training program, with a review of the suitability of the program, intensity, and difficulty of the exercise, can be carried out as follows: Review the organizational context and goals of the training program, including the achievement targets and needs of the athletes. Evaluate the availability of resources and infrastructure to support the training program. Consider external factors such as weather conditions and competition schedules that affect the design of the program. Review the needs and expectations of athletes in skill development and achievement. Evaluate the compatibility between the training program with the goal of coaching the achievements and individual needs of athletes. Review the human, financial, and material resources available to support the implementation of the exercise program (Badaruddin et al., 2023).

Process evaluation of the design and structure of the training program, including the timing, frequency, and duration of the training sessions. Review the training methods, techniques, and strategies used in the training sessions. Evaluate the intensity of training and difficulty levels to ensure appropriate challenges and optimal progress for athletes. The products were reviewed for training results, including the improvement of the technical, physical, and tactical skills of athletes. Evaluate the athletes' response to the training program and their level of readiness for competition. Review the impact of training programs on athlete achievement in local, regional, and national competitions. Using the CIPP approach, the evaluation of the sports achievement coaching exercise program can provide comprehensive insight into the effectiveness of the program and assist in identifying areas for further improvement and development, including adjustments to the fit, intensity, and difficulty of the exercise (Hafidz, 2023).

Evaluation of CIPP (from infrastructure facilities in sports achievement coaching, with a review of training equipment, the implementation of IPTEK (Science and Technology), and media support, can be carried out as follows: Review the organizational context and goals of sports achievement coaching, as well as the specific needs of athletes in terms of facilities and infrastructure. Evaluate the availability of financial resources and infrastructure for the procurement and maintenance of infrastructure. Consider external factors such as the latest technological developments and trends in the use of media to support the development of sports achievements. Input reviews the needs of athletes and coaches related to the training equipment needed to improve performance and achieve achievement goals. Evaluate the availability and quality of existing training equipment, as well as the need for updates or upgrades. Review relevant IPTEK applications, such as the application of technology in the analysis of athlete performance data or the use of advanced tools in training (Pratama et al., 2024).

The process was reviewed for the use of facilities and infrastructure in the implementation of the training program, including the frequency, duration, and effectiveness of use. Evaluation of the application of technology and IPTEK in training and monitoring of athlete performance. Review media support provided in the form of event promotion, coverage, or documentation to increase public awareness and support for sports achievement coaching. The product was reviewed as a result of the use of facilities and infrastructure, including improving athlete performance and efficiency in the implementation of training programs. Evaluate the impact of the implementation of IPTEK in achievement coaching, such as improving performance analysis or reducing injury risk. Review the effectiveness of media support in promoting and improving the image of sports achievement coaching programs. Using the CIPP approach, the evaluation of infrastructure facilities in sports achievement development can provide comprehensive insight into the effectiveness of resource use, technology application, and media support in supporting achievement development goals. It also helps in identifying areas for further improvement and development (Sinaga et al., 2022).

The evaluation of CIPP from finance in sports achievement coaching, with a review of funding sources, sponsors, budget needs, and budget adequacy, can be carried out as follows: The context is reviewed the organizational context and goals of sports

achievement coaching, as well as the role of finance in achieving these goals. Evaluate market and economic conditions that affect the availability of funding sources and sponsors for achievement coaching. Consider the organization's priorities and the needs of athletes in terms of financial resources. Inputs reviewed the sources of funds available for sports achievement coaching, including government funds, donations, and income from sponsors. Evaluate the availability of existing sponsors and sponsorship contracts, as well as the potential to increase revenue from sponsors. Review budget needs to finance various aspects of achievement coaching, including training, facilities, equipment, and travel (Wijaya et al., 2019).

The process reviews the allocation and use of funds in coaching sports achievements, including budget management and financial reporting. Evaluate the efficiency and effectiveness of financial management in supporting training programs, athlete development, and participation in competitions. Review additional revenue development or cost savings strategies to ensure budget adequacy. The product is reviewed as a result of the use of funds in achievement coaching, including athletes' achievements in competitions and improvements in athlete development. Evaluate the impact of sponsorship and other financial support on sports achievement coaching. Review the adequacy of the budget and its possible impact on the achievement of long-term performance coaching goals. Using the CIPP approach, financial evaluation in sports achievement coaching can provide comprehensive insights into financial management, budget adequacy, and its impact on the achievement of achievement coaching goals. It also helps in identifying areas for further improvement and development, including strategies to improve revenue and financial management efficiency.

CONCLUSION

The Safin Pati Sports School (SPSS) organization has a clear and measurable vision, mission and goals of the performance coaching program. Human resources at Safin Pati Sports School (SPSS) are indicated both from the athlete recruitment system with applicable conditions and the recruitment of coaches with certain criteria. For the management of Safin Pati Sports School (SPSS), it is carried out by direct appointment by the organization's leaders. The training program implemented by Safin Pati Sports School (SPSS) went well. Judging from the implementation of the training program according to

the plan such as training load, training difficulty level and training intensity. The implementation of the training program has been going well. The facilities and infrastructure owned by Safin Pati Sports School (SPSS) are said to be good and complete. The finances managed by Safin Pati Sports School (SPSS) are running quite well.

ACKNOWLEDGEMENT

This research might be completed much obliged to help from various parties. In this manner, the analyst would like to precise his most noteworthy much obliged and appreciation to the parties who have made a difference the analyst in completing this inquire about and who have given course and direction in this inquire about.

REFERENCES

- Azmi, C., & Sunarno, A. (2017). Intensive Training Program Evaluation of the Indonesian National Sports Committee of North Sumatera. *International Journal of Science and Research (IJSR)*, 6(4), 33–36. <https://doi.org/10.21275/23031702>
- Badaruddin, I., Kristiyanto, A., & Liskustyawati, H. (2023). Evaluation Of The CIPP Model Of School Football Development Early Children In Karanganyar District. *Asian Journal of Management Entrepreneurship and Social Science*, 03(01), 360–368.
- Basuki, R. (2018). Evaluasi Program Pembinaan Sepakbola Pusat Pendidikan Dan Latihan Olahraga Pelajar Daerah (Pplpd) Kabupaten Bogor (Aplikasi Evaluasi Model CIPP). *Jurnal Evaluasi Pendidikan*, Vol 9 No 2 (2018): *JURNAL EVALUASI PENDIDIKAN*, 112–117. <http://journal.unj.ac.id/unj/index.php/jep/article/view/2248/8735>
- Fataha, I., Rahayu, T., & Soegiyanto. (2013). Evaluasi Program Pembinaan Sepakbola Klub Persigo Di Provinsi Gorontalo. *Journal of Educational Research and Evaluation*, 2(1), 56–62. <http://journal.unnes.ac.id/sju/index.php/jere>
- Gata Wijaya, R., Nurhasan, M., & Mintarto, E. (2019). Evaluation Program for Special Class of Sport in Senior High School Level. *Atlantis Press: Advances in Social Science, Education and Humanities Research (ASSEHR)*, 278(YISHPESS), 247–251. <https://doi.org/10.2991/yishpess-cois-18.2018.61>
- Hafidz, A. (2023). Implementation of CIPP Model as an Evaluation of Achievement Development Programs in Petanque Sport. *IJCAH*, 2(2), 878–890. https://doi.org/10.2991/978-2-38476-008-4_93
- Hidayat, W., & Rahayu, S. (2015). Evaluasi Program

- Pembinaan Prestasi Sepakbola Klub Persibas Banyumas. *Journal of Sport Sciences and Fitness*, 4(2), 10–15.
- Jihad, M., & Annas, M. (2021). Pembinaan Prestasi Olahraga Sepak Bola pada SSB 18 di Kabupaten Jepara Tahun 2021. *Indonesian Journal for Physical Education and Sport (INAPES)*, 2(2), 46–53.
- Kasih, A. M., Hidayatullah, M. F., & Doewes, M. (2020). Ketercapaian pelaksanaan program pembinaan prestasi olahraga boccia dengan menggunakan evaluasi CIPP di Pelatnas Boccia NPC Indonesia tahun 2019/2020. *Seminar Nasional KeIndonesiaan V Tahun 2020 "Negara Dan Tantangan Kenegaraan Kontemporer"*, 2(1), 247–252. <http://conference.upgris.ac.id/index.php/snk/article/view/1115>
- Pratama, T. G., Yuliarto, H., Soebagyo, S., Ngatman, N., & Ma'ruf, A. I. (2024). Context, Input, Process, Product (CIPP) Model Evaluation of the Sports, Health and Physical Education Learning Program at Senior High School 1 Tanjungpandan, Indonesia. *International Journal of Multidisciplinary Research and Analysis*, 07(05), 2406–2411. <https://doi.org/10.47191/ijmra/v7-i05-70>
- Rizqanada, A., Prasetyo, Y., Hutami, D. T., & Darma, G. P. (2022). Evaluation of the coaching program for petanque sports in Kediri District. *International Journal of Physical Education, Sports and Health*, 9(3), 103–114. <https://doi.org/10.22271/kheljournal.2022.v9.i3b.2520>
- Rohman, U. (2017). Evaluasi Kompetensi Pelatih Sepakbola Usia Dini Di Sekolah Sepakbola. *Jurnal Pendidikan Jasmani Dan Olahraga*, 2(2), 92. <https://doi.org/10.17509/jpjo.v2i2.8186>
- Sinaga, H. B., Nasuka, N., & Setiawan, I. (2022). Evaluation Program of Development Achievement on Taekwondo Sport Training and Education Center for Students of Central Java Province. *Journal of Physical Education and Sports*, 11(4), 488–492.
- Udam, M. (2017). Pengaruh Latihan Shuttle-Run dan Zig-zag terhadap Kemampuan Dribbling Bola pada Siswa Sekolah Sepakbola (SSB) Imanuel USia 13-15 di Kabupaten Jayapura. *Jurnal Pendidikan Jasmani Olahraga Dan Kesehatan*, 3(1), 58–71.
- Wahyudi, H., Setijono, H., & Mintarto, E. (2020). The evaluation of the international sportsman special school coaching program. *Sport i Turystyka*, 3(3), 69–80. <https://doi.org/10.16926/sit.2020.03.21>
- Wijayanti, D. G. S., Soegiyanto, & Nasuka. (2016). Pembinaan olahraga untuk penyandang disabilitas di National Paralympic Committee Salatiga. *Journal of Physical Education and Sport*, 5(1), 17–23. <http://journal.unnes.ac.id/sju/index.php/jpes>
- Yulifri, Y. (2018). Pembinaan Prestasi Sekolah Sepakbola Di Kabupaten Padang Pariaman. *Jurnal STAMINA*, 1(1), 451–457.