Available online at: http://journal.unj.ac.id/unj/index.php/gjik
Gladi: Jurnal Ilmu Keolahragaan 15 (03) 2024, 423-440
Permalink/DOI: https://doi.org/10.21009/GJIK.153.15

SUSTAINABLE ACHIEVEMENT SPORTS DEVELOPMENT PROGRAM

Ikroom Pranajaya, Abdul Sukur, Aan Wasan

[1, 2,] Pendidikan Jasmani, Fakultas Ilmu Keolahragaan, Universitas Negri Jakarta
Kampus B, JL Pemuda, No. 10, Rawamangun, RT.8/RW.5, Rawamangun, Kec. Pulo Gadung, Kota Jakarta Timur, Daerah Khusus Ibukota Jakarta 13220
[,3] Sports Science, Faculty of Sports Science, Jakarta State University

Correspondiing author. Email **:** ask.ikroom@gmail.com

(Submission Track: Received: 10-07-2024, Final Revision: 29-09-2024, Available Online: 31-09-2024)

Abstract Competitive performance sports require achieving maximum performance for those who pursue it either individually, in groups or as teams. This means that achievement in sports is the final goal that must be achieved in a sports activity. To achieve this, one way that can be done is through coaching efforts through the implementation of programmed training in a systematic, directed and continuous manner. DKI Jakarta Province implements the Sustainable Achievement Sports Development Program which adapts the long-term development model from Balyi. This research aims to evaluate the DKI Jakarta Province Sustainable Sports Achievement Development Program, especially in swimming in 2023. This research uses the CIPP evaluation model from Stufflebeam including Context, Input, Process and Product. This research was carried out from February to August 2024 at the Sustainable Sports Achievement Development Program at the DKI Jakarta Provincial Youth and Sports Service.

Keywords: sports development; competitive performance; swimming

INTRODUCTION

The professional and Olympic sports landscape is more competitive than ever. Big awards from the government when athletes win medals at prestigious events are quite an investment. Winning a medal is certainly not achieved in a short time. One approach that focuses on identifying and developing athlete talent from the start is developing talented young athletes (Cobley & Till, 2023; Rongen et al., 2018). In general, there are five steps for identifying and developing athlete talent; (1) talent detection, namely finding potential athletes who are not involved in the sport they play; (2) talent identification, recognizing athletes who have potential at an early age to become athletes in the future; (3) talent development, providing an appropriate coaching environment for athletes to accelerate and realize their potential; (4) talent selection, which is a continuous process for identifying individuals at various stages of development; (5) branch transfer, focusing on the movement of athletes from one sport to another that has a greater chance of success (Baker et al., 2017; MacNamara & Collins, 2015; Reilly et al., 2000). Based on the definition above, the talent identification and development process requires a long time and is well programmed so that the results obtained will be commensurate with the investment that has been made.

In the independent curriculum, extracurricular development has the function of supporting the development of potential and talent, as well as providing opportunities for character formation and leadership training. And the aim of implementing extracurricular activities must be to develop students' talents, interests and potential in an effort to develop individuals towards becoming whole humans.

In Presidential Regulation Number 86 of 2021, there are several things regulated in the national sports grand design program, including sports achievements and guidelines for developing outstanding athletes. The national sports grand design also regulates the education curriculum and its management. The programs listed in the national sports grand design are at least a basis or guideline for teachers/coaches to motivate students to pursue sports of interest from an early age. The hope is that students' enthusiasm for sports will grow.

Indonesia is one of the countries

that has also adopted the Balyi long-term athlete development framework through the National Sports Grand Design program which is regulated in Presidential Regulation Number 86 of 2021. One of the efforts to make the big goal of the National Sports Grand Design a success is to increase the number of *talent pool* throughout Indonesia. DKI Jakarta Province shows a strong commitment to developing athletes, starting from elementary school level to senior level. One of the long-term development of potential athletes at the basic level is the Sustainable Achievement Sports Development Program. This program is fostered by the DKI Jakarta Provincial Government through the Youth and Sports Department. This program, which started from 2019 to 2024, has absorbed many talented potential athletes in DKI Jakarta Province to be nurtured and developed their potential.

The Sustainable Achievement Sports Development Program focuses on developing superior sports that are in line with regional potential, DKI Jakarta Province develops thirty-seven sports including fencing, weightlifting, athletics, bicycle racing, baseball, basketball, handball, indoor volleyball, badminton , cricket, rowing, golf, wrestling, judo, karate, diving, archery, rock climbing, pencaksilat, petanque, water polo, swimming, synchronized swimming, aerobic gymnastics, artistic gymnastics, rhythmic gymnastics, football, sepak takraw, roller skating , skateboarding, water skiing, squash, taekwondo, tennis, table tennis, boxing and wushu. One of the potential sports in DKI Jakarta Province is swimming.

Swimming is part of the aquatic sports which is competed in every domestic, regional and international multi-event sporting event. There are no less than 42 (forty two) competition numbers to be contested including men's and women's 50 meter freestyle, men's and women's 100 meter freestyle, men's and women's 200 meter freestyle, men's and women's 400 meter freestyle, 800 meter freestyle men and women, 1500 meter freestyle men and women, 50 meter backstroke men and women, 100 meter backstroke men and women, 200 meter backstroke men and women, 50 meter breaststroke men and women, 100 meter breaststroke men and women's, men's and women's 200 meter breaststroke, men's and women's 50 meter butterfly, men's and women's 100 meter butterfly, men's and women's 200

meter butterfly, men's and women's 200 meter individual medley, 400 men's and women's individual medley relay, men's and women's 4x100 meter freestyle relay, men's and women's 4x200 meter freestyle relay, and men's and women's 4x100 meter medley relay.

Evaluation can mean assessing the achievement of goals through collecting and analyzing data, which is useful for making decisions about a program with management guidance, data collection and analysis (Mertens & Wilson, 2018; Siddaway et al., 2019). Therefore, without an evaluation process, the shortcomings of a program will not be covered. Achievement development programs require appropriate methods to obtain maximum performance, for example training programs prepared by coaches to be applied to athletes must be based on the achievement goals to be achieved (Sugiyono, 2016). Based on the research above, it can be synthesized that to achieve maximum performance results it is necessary to evaluate the program by paying attention to supporting factors such as athletes, coaches, role *stakeholder* (government and society), management organizations, facilities and infrastructure as well as science and technology.

Based on the opinion above, the implementation of the Sustainable Achievement Sports Development Program in DKI Jakarta Province needs to be evaluated considering that this activity is a long and continuous process. This is done to see the extent to which program implementation is carried out, whether it is in accordance with the objectives to be achieved, whether it is in accordance with the program being implemented or whether it is in accordance with the expected wishes.

This effort is made to realize a Sustainable Achievement Sports Development Program in DKI Jakarta Province that is in line with the desired expectations, both in terms of determining sports, athletes, coaches, supporting staff, funding, and the results achieved. Based on this, researchers want to evaluate more deeply the Sustainable Sports Achievement Development Program in DKI Jakarta Province, especially in the sport of swimming.

MATERIAL & METHODS

Research This research uses a program evaluation research design with the CIPP approach from Stufflebeam

with sequential (sequence model). Creswell (1999) states the sequential model combination method as follows: "*sequential mixed methods procedure are those in which the researcher seeks to elaborate on or expand on the finding of one methods with another methods*" (Creswell, 1999). Based on Creswell's opinion, the research method is a combination of models *sequential explanatory* characterized by data collection and quantitative data analysis in the first stage and followed by qualitative data collection and analysis in the first stage, and followed by qualitative data collection and analysis in the second stage in order to strengthen the results of the quantitative research carried out in the first stage

In general, research methods are defined as scientific ways to obtain data with specific purposes and uses (Sugiyono, 2015). The research method and design used in this research is a qualitative descriptive method. The problems discussed aim to be able to describe or explain existing conditions or phenomena or research processes to understand human problems or social problems, based on a complex order, holistic picture, arranged in words, reporting detailed views of the informants and carried out on natural or natural setting.

Daniel L. Stufflebeam: "*The CIPP evaluation model is a comprehensive framework for conducting formative and summative evaluations of programs. Basically, the model provides direction for assessing context, inputs, process and products* (Stufflebeam & Zhang, 2017b). Stufflebeam's opinion can mean that the CIPP evaluation model is a comprehensive framework for conducting formative and summative program evaluations. Basically, the model provides guidance for assessing context, input, process and product.

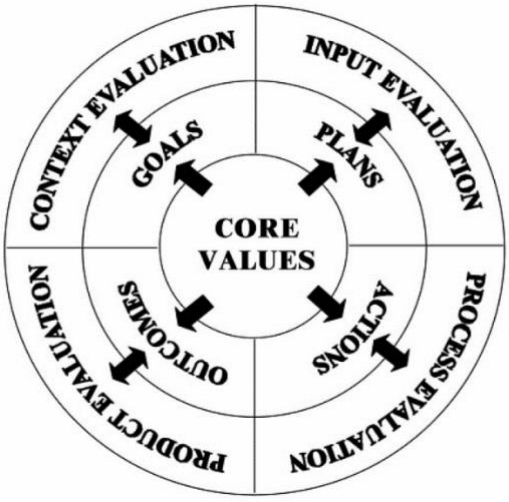


Figure 1 Key Components of CIPP Evaluation Model and Relationships Related to the Program
Source (Stufflebeam & Zhang, 2017)

The program evaluation design used in this research uses the CIPP research model (*Context, Input, Process, Product)* This model was chosen because it is comprehensive. The program evaluation design is a plan that shows the evaluation being carried out, and from whom the information or data will be collected. This design is created to ensure that the evaluation will be carried out according to an orderly organization and according to good evaluation rules.

The object of evaluation is not only the final result but also involves input and the process. Used to find out what the evaluation plan will be carried out, and know the source of the data or from whom the information will be obtained, so that the evaluation can be carried out according to an orderly organization and according to evaluation rules.

The following is the evaluation design for the Sustainable Achievement Sports Development Program in DKI Jakarta Province in Swimming:

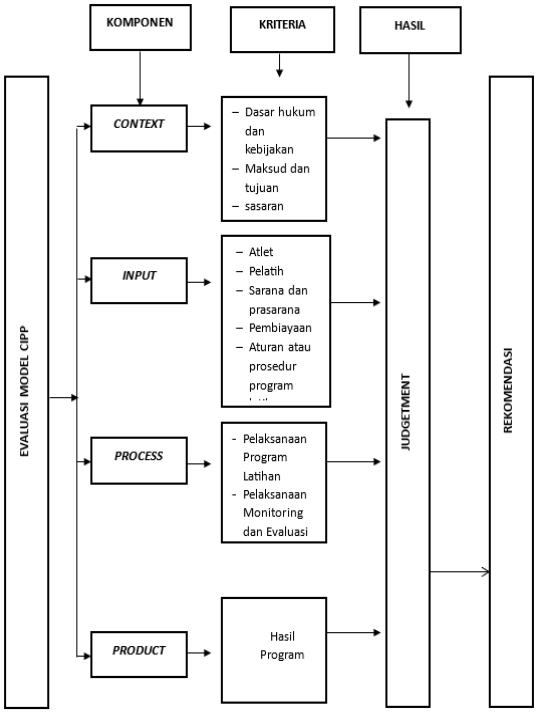


Figure 2 Research Design

Based on the picture above, it can be explained that the first step is related to the objectives that are the target of the evaluation, namely what the aims or objectives are expected by the program which will then be carried out through observations in the field on the components of context, input, process and results. The results of observations in the field will be processed and then evaluated and compared with the criteria to obtain research conclusions. The research conclusions will be presented as information material to the parties responsible for following up with the aim of increasing performance in the Sustainable Sports Achievement

Mark	**Frequency**	**Percent**	**Category**
5	38	55,88 %	Very good
4	12	17,65 %	Good
3	14	20,59 %	Pretty good
2	4	5,88%	Not so good
1	0	0,00%	Not good
Amount	**68**	**100 %**	-

Development Program in DKI Jakarta Province in Swimming.

RESULT AND DISCUSSION

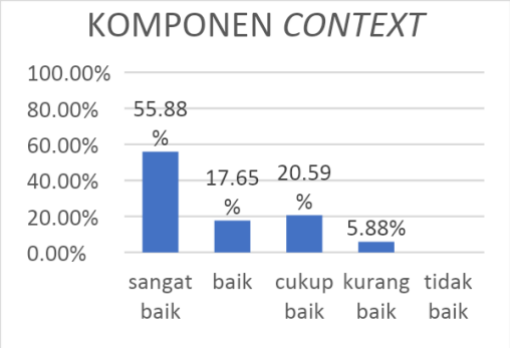
This research emphasizes the evaluation of the implementation of the DKI Jakarta Sustainable Sports Achievement Development Program (POPB). which uses the CIPP evaluation model approach which consists of components *Context*, *Input*, *Process*, and *Product.*

1. Evaluation *Context*

Evaluation *context* describe and detail environmental needs, namely clarity regarding the policies of the DKI Jakarta Sustainable Sports Achievement Development Program (POPB) including decision letters, vision and mission, goals. Based on this, the sub focus of the evaluation is *context* includes two things, namely: 1) Legal basis and policy, 2) Aims and objectives. The results are presented in Table 4.1 as follows:

Table 1. Program Evaluation Results Sub *Context*

Meanwhile, in the form of a bar chart, the sub-focus data results from the evaluation *context* can be seen in the following picture 4.1:



Based on Table 4.1 and bar diagram Figure 4.1 above regarding the research results of the sub-focus data from the evaluation *context* which includes four things, namely: 1) Legal and policy basis, 2) The aims and objectives of the DKI Jakarta Sustainable Achievement Sports Development Program (POPB), it appears that from 68 38 respondents

(55.88%) said it was very good, 12 respondents (17.65%) said it was good, 14 respondents (20.59%) said it was quite good, 4 respondents (5.88%) said it was not good, and almost no respondents said it was not good. It can be concluded that overall for the evaluation of the sub program *context* which includes two things, namely: 1) legal and policy basis, 2) the aims and objectives of the DKI Jakarta Sustainable Sports Achievement Development program are categorized as very good.

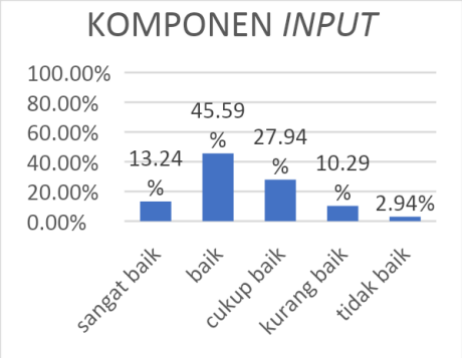
Mark	**Frequency**	**Percent**	**Category**
5	9	13,24 %	Very good
4	31	45,59 %	Good
3	19	27,94 %	Pretty good
2	7	20,29 %	Not so good
1	2	2,94 %	Not good
Amount	**68**	**100 %**	-

2. Evaluation *Input*

Based on this, the sub focus of the evaluation is *input* includes five things, namely: 1) athlete recruitment system for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 2) DKI Jakarta Sustainable Achievement Sports Development (POPB) coach recruitment system, 3) support for facilities and infrastructure for the Sustainable Achievement Sports Development (POPB) program DKI Jakarta, 4) financing for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 5) training program procedures for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program. The results are presented in table 4.5 as follows:

Table 2 Sub Program Evaluation Results *Input*

While in the form of a stem diagram can be seen in the following picture 4.2:



Based on Table 4.5 and bar diagram Figure 4.2 above regarding the research results of the sub-focus data from the evaluation *input* includes five

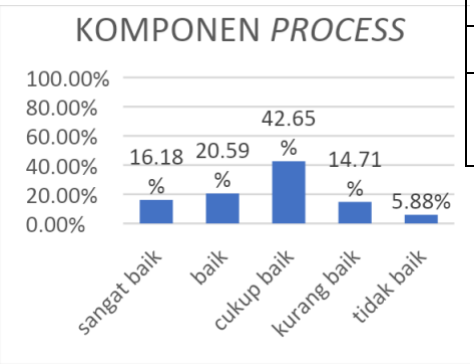
things, namely: 1) athlete recruitment system for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 2) DKI Jakarta Sustainable Achievement Sports Development (POPB) coach recruitment system, 3) support for facilities and infrastructure for the Sustainable Achievement Sports Development (POPB) program DKI Jakarta, 4) funding for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 5) training program procedures for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, it appears that out of 68 respondents, 9 respondents (13.24%) said it was very good , 31 respondents (45.59%) said it was good, 19 respondents (27.94%) said it was quite good, 7 respondents (10.29%) said it was not good, and 2 respondents (2.94%) said it was not good. Thus, it can be concluded that the results of the sub-input program evaluation include six things, namely 1) the athlete recruitment system for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 2) the DKI Jakarta Sustainable Achievement Sports Development (POPB) coach recruitment system, 3) support for facilities and infrastructure for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 4) financing for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 5) training program procedures for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program are categorized as good.

3. Evaluation *Process*

On the evaluation results *process* The planning, implementation, assessment and monitoring stages will be discussed. Planning is a basic program and an important initial stage in every program, the preparation of careful planning will influence the results to be achieved. Meanwhile, implementation is a management function that is no less important because it is not easy to mobilize the resources owned by the DKI Jakarta Sustainable Achievement Sports Development Program (POPB) to achieve the set goals.

Table 4.13. Program Evaluation Results Sub *Process*

Whereas in the form of a stem diagram can be seen in the following picture 4.3:



Based on Table 4.12 and bar diagram Figure 4.3 above regarding the research results of the sub-focus data from the evaluation *process* includes two things, namely: 1) the process of implementing the DKI Jakarta Sustainable Sports Achievement Development (POPB) training program for swimming, 2) the role of the monitoring and evaluation team for the DKI Jakarta POPB swimming training program. Evaluation result *input* of the 68 respondents said 11 respondents (16.18%) said it was very good, 14 respondents (20.59%) said it was good, 29 respondents (42.65%) said it was quite good, 10 respondents (14.71%) said it was not good , and 4 respondents (5.88%) said it was not good. Thus, it can be concluded that the results of the sub-process program evaluation include two things, namely: 1) the process of implementing the DKI Jakarta Sustainable Sports Achievement Development (POPB) training program for swimming, 2) the role of the monitoring and evaluation team for the DKI Jakarta POPB swimming training program categorized as quite good.

Mark	Frequency	Percent	Category
5	11	16,18%	Very good
4	14	20,59%	Good
3	29	42,65%	Pretty good
2	10	14,71%	Not so good
1	4	5,88%	Not good
Amount	**68**	**100 %**	

4. Evaluation *Product*

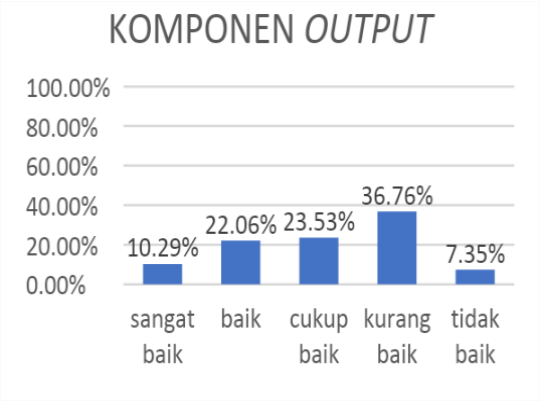
Evaluation *product* describe and detail environmental needs, namely the performance of swimming athletes. The results are presented in Table 4.20 as follows:

Table 4.20. Program Evaluation Results Sub *Product*

Mark	Frequency	Percent	Category
5	7	10,29 %	Very good
4	15	22,06 %	Good
3	16	23,53 %	Pretty good

2	25	36,76 %	Not so good
1	5	7,35%	Not good
Amount	**68**	**100 %**	**-**

Meanwhile, in diagram form, it can be seen in Figure 4.4 below:



Based on Table 4.20 and diagram Figure 4.4 above regarding the research results of the sub-focus data from the evaluation *product* includes athlete achievements in the DKI Jakarta Sustainable Achievement Sports Development Program (POPB). Evaluation result *product* of the 68 respondents said 7 respondents (10.29%) said it was very good, 15 respondents (22.06%) said it was good, 16 respondents (23.53%) said it was quite good, 25 respondents (36.76%) said it was not good , and 5 respondents (7.35%) said it was not good. Thus, the research results are the sub-focus of the evaluation data *product* Athletes' achievements in the DKI Jakarta Sustainable Sports Achievement Development Program (POPB) are categorized as poor.

DISCUSSION

The Sustainable Sports Performance Development Program (POPB) is part of an integral sports performance development system. This system has a strategic position in laying the foundation for developing sports achievements in Indonesia at a potential age (*the golden age*) in the context of developing talent in the field of sports. One link in the chain of early childhood sports development is sports nursery. Paying attention to the pyramid theory of sports development, sports cultivation through sports centers such as the Sustainable Achievement Sports Development Program (POPB) is the main foundation for sports development which must be carried out carefully, accurately and requires joint commitment in order to achieve maximum results in producing prospective athletes. The future is hoped to be able to become an ambassador for the country in the international sports arena.

To make it easier to interpret the evaluation results more clearly, a summary table of the evaluation results of the DKI Jakarta Sustainable Sports Achievement Development Program (POPB) program has been created, as follows:

1. Evaluation *Context*

Management of the national sports system is the responsibility of the Minister. In his position as person responsible for managing the national sports system, the minister carries out management, sports planning, sports organization, financing and supervision. The second part is sports planning. National sports planning is made by the minister. National sports planning includes national sports strategic plans and national sports operational plans. The national sports strategic plan includes, among other things, vision, mission, goals, objectives, strategic analysis, policy direction, programs, implementation patterns and coordination of sports management. National sports operational plans are made in accordance with the provisions of the Laws and Regulations. Provincial level sports planning is made by the governor. Provincial level sports planning includes provincial sports strategic plans and provincial sports operational plans.

2. Evaluation *Input*

The next evaluation of the program for the implementation of the DKI Jakarta Athlete Sports Education and Training Center Program for Sustainable Achievement Sports Development Program (POPB) is the evaluation *input.* Evaluation *input* intended to identify the objective conditions of resource support owned by the DKI Jakarta Sustainable Sports Achievement Development Program (POPB).

Based on the research results of the sub-focus data from the evaluation *input* includes five things, namely: 1) athlete recruitment system for the DKI Jakarta Sustainable Achievement Sports Development (POPB) program, 2) DKI Jakarta Sustainable Achievement Sports Development (POPB) coach recruitment system, 3) support for facilities and infrastructure for the swimming sport branch, 4) branch financing swimming sports, 5) swimming training program procedures.

After knowing the results of data calculations using a quantitative approach, the next step is to check the data based on the results of document

studies and interview results. The results of the quantitative calculations will be checked for the validity of the data to see whether they are in accordance with the results of document studies and interview results. The results of the document study and interviews will explain in detail the indicators to obtain correct data.

3. Evaluation *Process*

On the evaluation results *process* The planning, implementation, assessment and monitoring stages will be discussed. Planning is a basic program and an important initial stage in every program. The preparation of careful planning will influence the results to be achieved. Meanwhile, implementation is a management function that is no less important because it is not easy to mobilize the resources owned by the DKI Jakarta Sustainable Achievement Sports Development Program (POPB) to achieve the set goals. On the other hand, the supervisory function is also very important in order to control and direct the program to better things, prevent errors, create comfortable conditions, make corrections to failures that arise and provide a way out if an error occurs. Based on the research results of the sub-focus data from the evaluation *process* includes five things, namely: 1) the process of implementing the DKI Jakarta Sustainable Sports Achievement Development (POPB) training program for swimming, 2) the role of the monitoring and evaluation team for the swimming sports training program.

The results of the document study and interviews will explain in detail the indicators to obtain correct data. Sub indicators in evaluation *process* including: 1) the process of implementing the DKI Jakarta Sustainable Achievement Sports Development (POPB) training program for swimming, 2) the role of the monitoring and evaluation team for the swimming sport training program. The DKI Jakarta Sustainable Achievement Sports Development (POPB) program is categorized as quite good.

4. Evaluation *Product*

Evaluation *product* describe and detail environmental needs, namely clarity regarding athlete performance. Based on the results of research using a quantitative approach, the next step is to check the data based on the results of document studies, interviews and field studies to determine suitability. The results of the document study and interviews will explain in detail

according to the indicators. The researchers described the results as follows:

CONCLUSION

The CIPP evaluation shows that the DKI Jakarta Sustainable Sports Achievement Development Program (POPB) for swimming has a strong legal and policy basis, adequate resource support, and a good planning and implementation process. However, there are several areas that need to be improved, such as consistent training schedules, recruiting quality coaches, and optimizing the use of facilities and infrastructure. Implementing a comprehensive and continuous evaluation will help achieve program goals more effectively and efficiently.

REFERENCE

Akbar, M. A., Hayati, L., Kurniawan, E., & Hikmah, N. (2022). Analysis of student errors in solving mathematics story problems based on the Newman procedure. *Griya Journal of Mathematics Education and Application*, *2*(3), 700–707.

Amanov, A. Q. (2019). TESTING AND EVALUATION. *Innovative Technologies in Science and Education*, 278–281.

Ananda, R., & Tien Rafida, M. hum. (2017). Introduction to Educational Program Evaluation. In *Medan: Perdana Publishing*. https://doi.org/10.1017/CBO9781107415324.004

Anandia, P. R., & Wahidi, R. (2016). The Influence of Training Methods on Improving Freestyle Swimming Skills. *Champion*, *1*(1), 28–38.

Arikunto, S., & Jabar, C. S. A. (2004a). Evaluation of educational programs: a practical theoretical guide for educational practitioners. *Jakarta: Bumi Literacy*.

Arikunto, S., & Jabar, C. S. A. (2004b). Evaluation of educational programs: a practical theoretical guide for educational practitioners. *Jakarta: Bumi Literacy*.

Armen, M. (2020). Basic Swimming Learning Theory. *Padang: LPPM Bung Hatta University*.

Ávila-Moreno, F., Chirosa-Ríos, L. J., Ureña-Espá, A., Lozano-Jarque, D., & Ulloa-Díaz, D. (2018). Evaluation of tactical performance in invasion team sports: a systematic review. *International Journal of Performance Analysis in Sport*, *18*, 195–216.

Baker, J., Cobley, S., Schorer, J., & Wattie, N. (2017). *Routledge handbook of talent identification and development in sport*. Taylor & Francis.

Bradley, K. D., Peabody, M. R., Akers, K. S., & Knutson, N. (2015). Rating Scales in Survey Research: Using the Rasch model to illustrate the middle category measurement flaw. *Survey Practice*, *8*(1).

Budi, B., & Lismadiana, L. (2020). Evaluation of the Athletic Development Program at Pengcab PASI Kuningan

Regency. *CHAMPION: Sports Journal*, *5*(2), 209–221.

Cobley, S., & Till, K. (2023). Talent identification, development, and the young rugby player. In *The science of rugby* (pp. 222–238). Routledge.

Creswell, J. W. (1999). Mixed-method research: Introduction and application. In *Handbook of educational policy* (pp. 455–472). Elsevier.

Daud, W. (2023). *Evaluation of the Youth Catechism Program Using the Formative-Summative Evaluation Model at GMIT Mata Congregation Efata Deme*. Indonesian Christian University.

Divayana, D. G. H., Sappaile, B. I., Pujawan, I. G. N., Dibia, I. K., Artaningsih, L., Sundayana, I. M., & Sugiharni, G. A. D. (2017). An evaluation of instructional process of expert system course program by using mobile technology-based CSE-UCLA model. *International Journal of Interactive Mobile Technologies*, *11*(6), 18–31. https://doi.org/10.3991/ijim.v11i6.6697

Djuanda, I. (2020). Implementation of the CIPP model character education program evaluation (context, input, process and output). *Al Amin: Journal of the Study of Islamic Knowledge and Culture*, *3*(01), 37–53.

Dowling, M., Mills, J., & Stodter, A. (2020). Problematizing the Adoption and Implementation of Athlete Development 'Models': A Foucauldian-Inspired Analysis of the Long-Term Athlete Development Framework. In *Journal of Athlete Development and Experience* (Vol. 2, Issue 3). Bowling Green State University Libraries. https://doi.org/10.25035/jade.02.03.03

Fitriyati, N. F. (2021). THE CONTRIBUTION OF TWO PHYSICAL COMPONENTS, THE LEG MUSCLES AND THE BACK MUSCLES TO THE ACHIEVEMENT OF THE START SLIDE IN BACKSTYLE ATHLETES. *Journal of Sports Performance*, *4*(3), 45–48.

Güllich, A., & Emrich, E. (2006). Evaluation of the support of young athletes in the elite sports system. *European Journal for Sport and Society*, *3*(2), 85–108.

Henry, I. (2016). The meta-evaluation of the sports participation impact and legacy of the London 2012 Games: Methodological implications. *Journal of Global Sport Management*, *1*(1–2), 19–33.

Hidayah, T., Akhiruyanto, A., Yudhistira, D., & Kurnianto, H. (2023). The Effects of LTAD-Based Programming on Fundamental Skills and Physical Abilities of Basketball Players Aged 11-12 Years. *Physical Education Theory and Methodology*, *23*(6), 909–917. https://doi.org/10.17309/tmfv.2023.6.13

Irmansyah, J. (2017). Evaluation of the beach volleyball performance development program. *Sports Journal*, *5*(1), 24–38.

Ishak, M., Hasmarita, S., & Harja, A. A. (2020). The Relationship between Motor Ability and Backstroke Swimming Skill Results. *Physical Education & Sports Master Journal*, *1*(1), 39–46.

MacDonald, G., Starr, G., Schooley, M., Yee, S. L., & Klimowski, K. (2001). *Introduction to program evaluation for comprehensive tobacco control programs*.

MacNamara, Á., & Collins, D. (2015). Second chances: investigating athletes' experiences of talent transfer. *PloS One*, *10*(11), e0143592.

Mashud, M. (2019). Development of Interactive Multimedia Based Freestyle Swimming Learning. *Gladi: Journal of Sports Science*, *9*(2).

Mashuri, H. (2019). Evaluation of the PELTI Field Tennis Development Program in Palembang City. *JOSSAE : Journal of Sport Science and Education*, *4*(1), 7. https://doi.org/10.26740/jossae.v4n1.p7-13

Maulana, Y., MUDIAN, D., & AL-HADIST, G. (2018). THE RELATIONSHIP OF ARM POWER, ABDOMINAL MUSCLE ENDURANCE AND LEG POWER TO SWIMMING SPEED OF 50 METERS BACKSTYLE IN SUBANG UNIVERSITY STUDENTS. *Biomatics: Scientific Journal of the Faculty of Teacher Training and Education*, *4*(02), 235–243.

Mertens, D. M., & Wilson, A. T. (2018). *Program evaluation theory and practice*. Guilford Publications.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

Muryadi, A. D. (2017). PROGRAM EVALUATION MODELS IN EVALUATION RESEARCH. *PENJAS SCIENTIFIC JOURNAL (Research, Education and Teaching)*, *3*(1 SE-Articles).

Nuryani, N., & Subagyo, S. (2019). Students' Perceptions of Swimming Learning in Class X of Sma N 1 Imogiri 2017/2018 Academic Year. *Physical Education Health and Recreation*, *8*(6).

Pelamonia, S. P. (2017). Development of a backstroke swimming reversal learning VCD for coaches and beginner athletes of Malang Regency swimming clubs. *Buana Pendidikan: Journal of the Faculty of Teacher Training and Education, Unipa Surabaya*, *13*(23), 64–75.

Priana, A. (2019). The Effect of Pull Buoy Training Aids on Breaststroke Swimming Performance. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, *3*(1), 9–14.

Purnomo, T. J., Prasetyo, W. E., Lupita, M. N., & Abdulrahman, S. (2023). Evaluation of Sports Coaching Programs in Indonesian Using the Countenance Model. *Journal of Coaching and Sports Science*, *3*(1), 1–13. https://doi.org/10.58524/002024324100

Rahayuningsih, A. P., & Jariono, G. (2022). Taekwondo Sports Coaching Patterns During the Adaptation Period to New Habits Seen from Context, Input, Process and Product. *Porkes Journal*, *5*(1), 12–22. https://doi.org/10.29408/porkes.v5i1.5443

Rahmadani, W., & Haryanto, J. (2024). CIPP Based Martial Arts College Pencak Silat Athlete Development Program. *Gladiator*, *4*(1), 129–141.

Reilly, T., Williams, A. M., Nevill, A., & Franks, A. (2000). A multidisciplinary approach to talent identification in soccer. *Journal of Sports Sciences*, *18*(9), 695–702.

Rifqi, S. N. (2021). *IMPLEMENTATION OF I-KURMA BANK BRI SYARIAH DIGITAL SERVICES KCP PURBALINGGA IN DISTRIBUTION OF MICRO MSME FINANCING DURING THE COVID-19 PANDEMIC*. IAIN Purwokerto.

Rongen, F., McKenna, J., Cobley, S., & Till, K. (2018). Are youth sport talent identification and development systems necessary and healthy? *Sports Medicine-Open*, *4*(1), 1–4.

Scriven, M. (2019a). Student ratings offer useful input to teacher evaluations. *Practical Assessment, Research, and Evaluation*, *4*(1), 7.

Scriven, M. (2019b). The nature of evaluation part II: Training. *Practical Assessment, Research, and Evaluation*, *6*(1), 12.

Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: a best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual Review of Psychology*, *70*, 747–770.

Siwik, M., Lambert, A., Saylor, D., Bertram, R., Cocchiarella, C., & Gilbert, W. (2015). Long Term Program Development (LTPD): An interdisciplinary framework for developing athletes, coaches, and sport programs. *International Sport Coaching Journal*, *2*(3), 305–316.

Stake, R. E. (2000). Program evaluation, particularly responsive evaluation. In *Evaluation models: Viewpoints on educational and human services evaluation* (pp. 343–362). Springer.

Stake, R. E. (2011). Program evaluation particularly responsive evaluation. *Journal of MultiDisciplinary Evaluation*, *7*(15), 180–201.

Stufflebeam, D. L. (2003). *The CIPP Model for Evaluation BT - International Handbook of Educational Evaluation* (T. Kellaghan & D. L. Stufflebeam, Eds.; pp. 31–62). Springer Netherlands. https://doi.org/10.1007/978-94-010-0309-4_4

Stufflebeam, D. L. (2004). A note on the purposes, development, and applicability of the Joint Committee Evaluation Standards. *American Journal of Evaluation*, *25*(1), 99–102.

Stufflebeam, D. L., & Zhang, G. (2017a). The CIPP Evaluation Model. In *The CIPP Evaluation Model: How to Evaluate for Improveability and Accountability*. https://doi.org/10.1007/978-94-007-6869-7

Stufflebeam, D. L., & Zhang, G. (2017b). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications.

Sugiyono. (2015). *Educational Research Methods Quantitative, Qualitative and R&D Approaches, Alfabeta Publishers*. Alphabet.

Sugiyono. (2016). *Quantitative, Qualitative, and R&D Research Methods* (23rd ed.). Alphabeta.

Suharto, T. H. (2017). The Influence of Training Methods and Anxiety on Backstroke Swimming Skills. *Multilateral: Journal of Physical Education and Sports*, *16*(2).

Thanabalan, T. V., Siraj, S., & Alias, N. (2015). Evaluation of a digital story pedagogical module for the indigenous learners using the stake countenance model. *Procedia-Social and Behavioral Sciences*, *176*, 907–914.

Twersky, F., Arbreton, A., & Trivedi, P. (2019). Evaluation of Principles and Practices. In *William and Flora Hewlett Foundation* (First, Issue March). https://doi.org/10.4324/9781315131733-24

Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago press.

Wenger, B. (2010). *of the Federal Ministry for European and International Affairs and the Evaluation Unit of the Austrian Development Agency and conducted by*.

Widoyoko, E. P. (2017). Evaluation of training programs. *Yogyakarta: Student Library*.

Yagusta, R. A. B., Widiastuti, W., Puspitorini, W., & Pradityana, K. (2019). RETRACTED: Evaluation of the 2017 Village Gala Program at the Ministry of Youth and Sports. *Journal Sport Area*, *4*(1), 248–257.

Youker, B. W. (2019). What, how, and why? A comparative analysis of 12 goal-free evaluations. *Journal of MultiDisciplinary Evaluation*, *15*(33), 16–29.