

Evaluation of National Training Management (Puslatda) Special Region of Yogyakarta

Lismadiana¹, Agung Nugroho¹, Ria Lumintarso¹

¹Faculty of Sport Science, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

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Abstract: This study aims to evaluate the implementation of the management of Yogyakarta Special Region training center by using the CIPP (Contexts, Input, Process, and Product) evaluation model. This research is an evaluation research. The subjects of this study were 50 people who were the management, trainers, and athletes of Yogyakarta's Puslatda. The data were collected through observation, interviews, questionnaires, and documentation. The data were analyzed using quantitative and qualitative descriptive analysis. The results showed that the evaluation of the management of Puslatda in DIY in terms of contexts had been going well. In terms of inputs related to facilities and infrastructure is still lacking. In terms of input, there are trainers, athletes and parental support as expected. In terms of the process, it has been going well because the implementation of the training program and monitoring and evaluation which has been carried out in accordance with the provisions and the implementation of the training program. In terms of product, generally, the achievements show a good result.

1 INTRODUCTION

Sports achievements are something that is visible and measurable, meaning that sport coaching is carried out with a scientific approach starting from scouting talent to the coaching process. Sports training must start from an early childhood so that one's body and mind can be developed progressively and systematically. This must be done with program planning and management that is truly mature and does not only for short periods of time (Dikdik, 2008 : 30).

Sports achievements are the culmination of sports coaching. In an effort to reach the peak of achievement, it requires a continuous coaching model or a coaching pyramid model. In theory, the coaching model is a systematic, tiered and continuous coaching process. This pattern of sports coaching must be understood as a whole perspective in understanding programs that include massive actions, nurseries and achievement coaching programs. According to KONI (2012: 42) to gain an achievement, the sports coaching system of the Office of the Ministry of Youth and Sports should be arranged in a set of government policies in the field of sports, the process of sports coaching towards optimal achievement.

Structuring a national sports coaching system includes a system of massive actions, nurturing, scouting and developing talented athletes. One of the supporting factors to achieve maximum sports achievement is from the coaching and development of the sport itself, because to achieve optimum sport achievements could affect competition results both in a national and international scope. Development of sport achievements was carried out and directed to achieve sports achievements at the regional, national and international levels. Coaching is carried out by the parent organization of sports both at the regional and national levels. Coaching is also carried out by empowering sports associations, fostering national and regional sport coaching centers and continuously holding competitions with certain stages (Law No. 3/2005).

The long-term achievement sport coaching system that illustrates the synergy of coaching between the Ministry of National Education and sports organizations can be described systematically, with a continuous and progressive coaching stage, interrelated, as shown in the following figure:

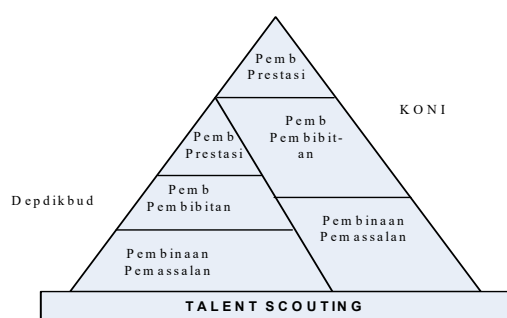


Figure 1: Proyek Garuda Emas (1997-2007:28)

The main problem in the sports coaching system is lack of seriousness of sport coaching itself. Medals must be considered as a logical consequence of sports organized and integrated in an established system, even though the quality and quantity of trophies or medals obtained could be an indicator of sport progress and an indicator of the nation's character or mentality. The purpose of sport is not only to win a trophy or medal, but to build the nation's character and mentality (Alisjahbana, 2008)

There are four government programs that will be implemented in the national sports agenda, namely the Sports Development Program and Harmony Policy; the Sports Correctional and Physical Fitness Program; Talent Guidance and Sports Nursing Programs; and Sports Performance Improvement Program. The development programs are carried out frequently, systematically and are integrated for all levels of society throughout the country by adjusting the nation's geographical and cultural conditions. The programs should also involve all national's potential and strength so that a family, community, and nation that has sports ability can be realized. The programs can ultimately improve the quality of life and sporting achievements at the national, regional and international levels (Law No. 25/2000).

Success in coaching is of course achieved through a series of efforts and performance from management and the training process which are carried out together in a programmed and tiered manner. KONI DIY started the initial stage of preparation for XX National Sports Week (PON) in Papua in 2020. This stage was carried out by administering a regional training center (Puslatda) involving 168 athletes and 57 trainers from 26 sports. This Puslatda is utilized to prepare the athletes as candidates for DIY representatives in the event.

The management evaluation of the local training center can also be utilized to improve the management process for coaching athletes who have

not implemented systematic, sustainable and sustainable management.

2 CIPP EVALUATION

The CIPP concept evaluates the CIPP model (context, input, process and product) offered by Stufflebeam who believes that the important purpose of evaluation is not to prove, but to improve. Evaluation of the CIPP model can be applied in various fields such as education, management, companies as well as in various levels of projects, programs and institutions (Eko, 2014: 181).

In terms of Stufflebeam's CIPP evaluation model, a very useful approach to educational evaluation is known as the CIPP, or Context, Input, Process, Product approach. Basically, the CIPP evaluation model requires that a series of questions be asked about the four different elements of the model in context, input, process, and product (Tiantong & Tongchin, 2013: 159).

The CIPP evaluation model belongs to the improvement/accountability category, and is one of the most widely applied evaluation models (Zhang, Guili, et al, 2011: 59). CIPP evaluation is included in the category of improvement/accountability, and has been one of the most widely used evaluation models. Classifying the evaluation model based on its purpose, the CIPP evaluation includes a management analysis model that aims to evaluate a manager's decisions/policies. The CIPP evaluation model is carried out comprehensively to understand program activities ranging from the emergence of program ideas to the results achieved upon the program completion.

The CIPP evaluation model is carried out systematically to evaluate whether the program has been implemented with the correct steps. Context evaluation is carried out to review the considerations that underlie a proposed program so that it could identify whether the proposed program is appropriate to the athletes' needs and whether the objectives of the program address the needs. Input evaluations are conducted to learn whether program design has considered available resources. Process evaluation is carried out to learn whether the program implementation follows the plan. Product evaluation (product) is carried out to determine whether the program objectives have been achieved well (Mulyatiningsih, 2012: 124).

3 METHODOLOGY

3.1 Evaluation Model

The evaluation model that will be used in this research is the CIPP Model because the CIPP Model is a complex evaluation that includes Context, Input, Process, and Product. The CIPP model is seen as a very comprehensive evaluation model. Based on the various evaluation models available, the CIPP model is an evaluation model that functions to see whether the program has been running as desired and produce products as planned. In the CIPP model, the evaluators do not usually relate directly to the program to be evaluated, but they can work with one of the people in the program. In addition, evaluators must be able to work together with people who work as staff in the implementation of the program. This needs to be done so that the evaluators can determine and obtain all information and also draw data interpretation that will be considered for decision making. The CIPP model will have maximum implementation if there is good collaboration between the program evaluator and the executors.

3.2 Research Participants

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied. The population of this research comprises Puslatda athletes, trainers, DIY KONI administrators. The subjects of this study were KONI DIY Management, athletes and Puslatda trainers.

3.3 Research Instruments

In this study, the instruments used were questionnaires, interview guidelines, observation sheets and documents.

3.4 Data Analysis

The data analysis technique used in this evaluation research is quantitative and qualitative descriptive analysis. It was conducted by describing and interpreting data from each evaluated component in both quantitative and qualitative data. Data from the questionnaires were analyzed quantitatively and data from the interviews will be analyzed qualitatively.

3.5 Success Criteria

Based on the data, the successful criteria will be determined through a Likert scale. The basic principle of a Likert scale is to determine the location of one's position on a continuum of attitudes toward the object of attitude, ranging from very negative to very positive. To determine someone's responses, the researchers calculate and quantify respondents' answer on the item questions/statements provided. With a Likert scale, the variables to be measured are translated into indicator variables. Then the indicator is used as a starting point to compile the instrument items in the form of questions/statements.

4 RESULT

The results of the study will be discussed in detail from the used evaluation model. In this case, what will be done is to explain the quantitative and qualitative analysis of the data from all aspects used in the study and all the factors that support to produce the actual research data. The results of the data analysis are summarised as follows.

Table 1: The results of the data analysis

Aspects	Achievement		
	Category	Mean	Note
Coach	Good	3.175	Good Input
Athlete	Good	3.165	Good Input
Sarana Dan Prasarana	Kurang	3.077	Sarana Dan Prasarana Masih Kurang
Pendanaan	Baik	3,176	Sudah Baik
Dukungan Orangtua	Baik	3.270	Dukungan Yang Positif Dari Orangtua

4.1 Contexts Evaluation

In this case there are several aspects used in evaluating contexts. Based on the results of interviews/qualitative data, it can be explained that the management of DIY Puslatda has been going well according to the existing background and objectives.

Table 2: Evaluation Results on *Contexs*

Aspects <i>Contexs</i>	Achievement		
	Category	Mean	Note
Background of Puslatda Programs	Good	3.263	Developed as Puslatda program
Objectives of Puslatda programs	Good	3.261	Achieved golas
Management Program of Puslatda	Good	3.258	Arranged as the athletes' needs

4.2 Input Evaluation

Based on the results of interviews/qualitative data from several respondents, it can be concluded that the role of administrators, trainers, athletes and parents is very important in developing and improving all aspects of KONI DIY Puslatda management. The management of KONI DIY in the procurement of facilities and infrastructure as well as funding issues must be in accordance with the needs of the training center. The trainers should also be able to carry out his obligations as a mentor for the athletes they coach. Parents should also motivate his children to continue to practice and to improve their abilities and get their best achievement.

Table 3: Evaluation Result on *Input*

Aspects <i>Input</i>	Achievement		
	Category	Mean	Note
Coach	Good	3.175	Good Input
Athlete	Good	3.165	Good Input
Sarana Dan Prasarana	Kurang	3.077	Sarana Dan Prasarana Masih Kurang
Pendanaan	Baik	3,176	Sudah Baik
Dukungan Orangtua	Baik	3.270	Dukungan Yang Positif Dari Orngtua

Based on the results of the interview and the input evaluation above, it can be concluded that all aspects revealed have been implemented well, except for facilities and infrastructure.

4.3 Process Evaluation

The process in this evaluation includes aspects of the training programs, the training program and monitoring and evaluation (monitoring and evaluation). The exercise program has been going well. Coaching and monitoring and evaluation

programs (monitoring and evaluation) run well by scheduling monitoring and evaluation to every kind of sports. The results of the evaluation on the DIY Puslatda management comprise several aspects of processes, namely (1) training ground, (2) training schedule, (3) giving allowance, (4) facilities and infrastructure, (5) field rental, (6) training constraints, (7) implementation of coaching, (8) planning and implementation of training programs, (9) competitions/try outs that are joined before PON.

Table 4: Evaluation Results on *Process*

Aspects <i>Process</i>	Achievement		
	Category	Mean	Note
Training programs	Good	3.296	Good implementation
Puslatda programs	Good	3.267	Good implementation
Monev (Monitoring & Evaluation)	Good	3,169	Comprehensive monitoring and evaluation

4.4 Product Evaluation

Product evaluation discusses the achievements of athletes, both from the local level to the national level. Achievement is a measure of the success in a coaching program that has been carried out by each sport event. It is often implied that the more achievements are achieved, the better the coaching program. Achievement also marks a pride for all stakeholders connected to and support the athletes and the sport events.

Table 5: Evaluation Results on *Product*

Aspect <i>Product</i>	Achievement		
	Category	Mean	Note
Achievement	Good	3.187	Good Athletes' Achievement

Evaluation on the DIY Puslatda management is needed so that the targeted achievements can be better. The KONI DIY management should have a good guiding management reference. It aims to be a benchmark of success in achieving the champion's target. Benchmark of success that can be used as a reference for achievement is Jakarta because it can retain the champion at the competition.

5 DISCUSSION

The discussion here involves a summary of the overall analysis and evaluation results in contexts, inputs, processes and products in all the results as benchmarks to improve performance of Puslatda management.

5.1 Context Evaluation

Based on the results above, context evaluation shows that Puslatda management must have clear objectives so that each indicator can work according to the established procedures. Context evaluation presents data about the reasons for setting program goals and priority goals. According to Borg & Gall (2004: 89), "context evaluation involves the identification of problems and needs that occur in a specific educational setting, which provides an essential basis for developing objectives whose achievement results in program improvement". Contextual evaluation involves identifying problems and needs in special education settings, which could provide an important basis for developing goals that excel in improving the programs.

5.2 Input Evaluation

Input evaluation is the initial ability of a situation to support a program. Input evaluation explains aspects related to the problems encountered by coaches, athletes, facilities and infrastructure, funding and parental support. Achievements can be achieved through the relationship of all the indicators that exist in a coaching program. Stufflebeam (Fitzpatrick, Sanders & Worthen, 2004: 89) explained that: *"Input evaluations, to serve structuring decisions: after defining needs and considering organizational assets and potential interventions, using input evaluation help managers to select a particular strategy to implement and to resolve the problem and make decisions about how to implement it"*. Input evaluation is an activity to analyze resources, in this case athletes, coaches, funds, facilities and infrastructure needed to achieve the program objectives.

5.3 Process Evaluation

Process evaluation serves as material to implement a decision, in this case whether or not the implementation of a program follows the determined process. Process evaluation explains about how the training program is implemented and how it is

monitored and evaluated. The implementation of a puslatda program belongs to a process to achieve its objectives and this program serves as a reference material for the coaching program that has been prepared, so that it can determine how far the Puslatda program goes.

As explained by Suharsimi & Cepi (2009: 47), the process evaluation is directed at the extent to which the activities within the program is carried out based on the plan. Stufflebeam (Fitzpatrick, Sanders & Worthen, 2004: 89) proposes that: *"Process evaluation, to serve implementing decisions: once the programs has begun, the important decisions concern how to modify its implementation. Key evaluation questions are: is the program being implemented as planned? What change have been made? What barriers threaten its success? What revisions are needed? As these questions are answered, procedures can be monitored, adapted, and refined"*.

5.4 Product Evaluation

Product evaluation explains about the results that have been achieved from a coaching program. Every sport event has gained excellent achievements. Such achievements cannot be easily achieved, but it requires athletes' hard work, guidance of qualified coaches, and government support for progress and mutual pride. In this case, Borg & Gall (2004: 89) explain that: *"Product evaluation involves determining the extent to which the goals of the program have been achieved. In this type of evaluation, measures of the goals are developed and administered, and the resulting data are used to make decisions about continuing or modifying the program"*.

6 CONCLUSIONS

Based on the discussion pertaining to data analysis and evaluation on KONI DIY Puslatda management, the conclusions are presented as follows. 1) Overall evaluation according to the CIPP management model at Yogyakarta Special Region training center demonstrated that it has been carried out well, proven by accessible funding, good training programs and good monitoring and evaluation; 2) Evaluation of Puslatda management in terms of existing contexts has been carried out well and the evaluation of all aspects showed the positive results; 3) Evaluation of Puslatda management in terms of input, analysis and evaluation of Puslatda

management in DIY showed the lack of facilities and infrastructure; 4) Evaluation of the achievement training program showed that the process undertaken by the DIY Puslatda has been carried out based on procedures. Training, monitoring and evaluation programs have been well implemented, and it implies that the programs set by the Puslatda management has been optimally carried out; 5) Evaluation of achievement training programs in terms of products showed good achievements at the national and international levels for several sport events.

7 SUGGESTION

Based on the results of the KONI DIY puslatda management evaluation, some suggestions/recommendations are presented as follows. 1) The Regional Government, in this case KONI DIY, must provide a more maximum contribution, especially in terms of providing funding, infrastructure, and facilities for achieving the expected results; 2) Managers and trainers in sports must improve the implementation of the Puslatda program and improve its performance; 3) Recruitment of Puslatda athletes must be carried out in accordance with the established procedures; 4) The relationship between administrators, coaches, athletes and parents of KONI DIY puslatda can be better established so they can work together to progress training and achievement at a higher level.

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