



Evaluation of the Futsal Development Program at SMP Negeri 10 Medan in 2023

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Abstract: This study aims to evaluate the context, input, process, and product (CIPP) components of the futsal development program at SMP Negeri 10 Medan. Employing a descriptive qualitative approach, the research involved 25 participants, including coaches, players, and futsal observers. Data were collected using observation sheets and interviews. The findings reveal that: (1) the context evaluation, covering the background and planning of the development program, was rated fairly good with a score of 57; (2) the input evaluation, including information dissemination, facilities and infrastructure, government and community support, and human resources, was fairly good with a score of 104; (3) the process evaluation, concerning program implementation, coordination, selection of athletes and coaches, and facility feasibility, was fairly good with a score of 180; and (4) the product evaluation, focusing on achievements, was fairly good with a score of 20. The study concludes that the futsal program at SMP Negeri 10 Medan is generally adequate but still requires improvement in terms of player quality, budget allocation, structured coaching programs, and institutional support to enhance performance in interschool competitions.

Keywords: Evaluation; Futsal Development Program; CIPP Model; Coaching; Physical Education

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INTRODUCTION

Sports development plays a strategic role in improving the physical, mental, and social quality of students, especially during adolescence. In recent years, futsal has emerged as one of the most popular sports among Indonesian youth due to its dynamic gameplay, compact field, and high level of teamwork required. The increasing popularity of futsal in schools has encouraged the establishment of structured futsal coaching and development programs that aim to identify, train, and nurture young talents at an early stage. However, not all educational institutions implement these programs effectively, leading to disparities in athlete performance and the sustainability of school-based futsal clubs.

In Indonesia, various studies have examined the effectiveness of school sports programs using different evaluation models. For instance, Putra (2020) evaluated football training programs using the Goal-Oriented Evaluation Model, while Ramdani & Siregar (2021) applied the CIPP (Context, Input, Process, Product) framework to assess volleyball coaching performance. Although these studies have contributed significantly to understanding sports education management, few have focused on futsal development

within junior high school settings, particularly in Medan, where futsal is rapidly evolving as an extracurricular and competitive sport.

Given the rising expectations for school-based futsal performance and the limited empirical evidence regarding its management and evaluation, there is a pressing need to conduct a comprehensive assessment of existing futsal coaching programs. The urgency of this research lies in the need to improve the efficiency, quality, and outcomes of futsal training programs through evidence-based evaluation. This study adopts the CIPP Evaluation Model developed by Stufflebeam (1969) which provides a systematic framework for evaluating educational and sports programs based on four components: context, input, process, and product. This model is particularly effective in identifying both strengths and weaknesses in program implementation and serves as a foundation for strategic improvement.

The novelty of this study lies in its application of the CIPP model to evaluate a futsal development program at a junior high school level, an area that remains underexplored in Indonesian sports education literature. Unlike previous studies that focused only on performance outcomes, this research comprehensively analyzes the organizational, managerial, and contextual factors influencing the success of futsal development.

Therefore, the objectives of this study are to (1) evaluate the context, input, process, and product of the futsal development program at SMP Negeri 10 Medan, and (2) identify key challenges and opportunities for improving its implementation. The expected contribution of this research is to provide practical insights for educators, coaches, and policymakers in designing more effective and sustainable futsal development programs in schools. Academically, the findings enrich the body of knowledge in sports education management and program evaluation, offering a replicable model for similar institutional assessments across Indonesia.

METHOD

This study employed a descriptive qualitative research design using the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1969). The qualitative approach was chosen to gain an in-depth understanding of the effectiveness of the futsal development program through natural settings, direct observation, and interviews. The descriptive nature of the research allowed the researcher to present factual and systematic descriptions of the existing conditions of the futsal coaching program at SMP Negeri 10 Medan. The CIPP model was used to evaluate the program comprehensively in terms of planning, implementation, and outcomes.

The research was conducted at SMP Negeri 10 Medan, located in Medan City, North Sumatra, Indonesia. The school was selected because it is one of the institutions that actively implements a futsal development program as part of its extracurricular and competitive sports activities. The data collection process was carried out from September 5 to October 12, 2023, covering the entire duration of the school's futsal training schedule and related administrative activities.

The population of this study consisted of all individuals directly involved in the futsal program at SMP Negeri 10 Medan, including coaches, players, and futsal observers. The sample of 25 respondents was determined based on their involvement and contribution to the development and implementation of the futsal coaching program. This sample included 9 coaches, 10 players, and 6 futsal observers who were considered to possess adequate experience and understanding of the program's operation.

A purposive sampling technique was applied to select respondents who met the specific criteria relevant to the research objectives. The selection process was guided by

the participants' expertise, level of engagement in the program, and their capacity to provide valid and reliable information related to the futsal development process. This technique ensured that the collected data accurately represented the operational realities of the program under study.

Data were collected using two primary instruments: observation sheets and structured interview guides. The observation sheets were used to assess program components according to the CIPP framework, including contextual factors (background and planning), input factors (resources and support), process factors (implementation and coordination), and product factors (outcomes and achievements). The interview guides were developed to explore participants' perceptions, experiences, and challenges related to the futsal development program. Both instruments were validated through expert judgment before being implemented in the field to ensure reliability and content validity.

The data analysis process was conducted using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing/verification. During the reduction phase, raw data were sorted and categorized according to the four CIPP components. The data display phase involved organizing information in tabular and narrative formats to facilitate interpretation. Finally, conclusions were drawn by identifying key patterns, relationships, and findings that reflected the effectiveness and limitations of the futsal development program. Triangulation techniques were applied to enhance the credibility and validity of the research results by comparing information obtained from observations, interviews, and documentation.

RESULT AND DISCUSSION

Result

The context evaluation focused on the background and planning aspects of the futsal development program. Two primary sub-aspects were assessed: the background of the coaching program and the planning of the development program. The data showed that most respondents rated both aspects as "fairly good."

Table 1. Results of Context Evaluation

Aspect/Sub-Aspect	Good	Fair	Poor	Total Respondents
Background of coaching	9	12	4	25
Program planning	11	9	5	25
Total Score	55	57	34	

The data indicate that the futsal development program had an adequate contextual foundation, although minor weaknesses were identified in planning and preparation.

The input evaluation covered four aspects: information dissemination, availability of facilities and infrastructure, government and community support, and availability of human resources. The results are summarized in Table 2.

Table 2. Results of Input Evaluation

Aspect/Sub-Aspect	Good	Fair	Poor	Total Respondents
Information dissemination	6	11	8	25
Facilities and infrastructure availability	10	10	5	25
Government and community support	2	10	13	25

Human resources (coaches, players, staff)	17	7	1	25
Total Score	88	104	79	

The results show that the input elements of the program were rated “fairly good,” indicating sufficient resources and moderate external support.

The process evaluation analyzed the implementation of training programs, coordination, selection of athletes and coaches, and facility feasibility. Observational data demonstrated that most sub-aspects were implemented in accordance with the planned procedures. The results are summarized in Table 3.

Table 3. Results of Process Evaluation

Aspect/Sub-Aspect	Good	Fair	Poor	Total Respondents
Implementation of training programs	7	15	3	25
Coordination among stakeholders	9	14	2	25
Athlete recruitment and selection	16	6	3	25
Coach and assistant coach selection	10	10	5	25
Facility feasibility	7	14	4	25
Total Score	121	180	74	

The data indicate that most procedural aspects of the program were conducted effectively, particularly in athlete recruitment and training implementation.

The product evaluation was carried out to assess the achievements and outcomes of the futsal development program. Two indicators were examined: training outcomes and competition achievements. The results are presented in Table 4.

Table 4. Results of Product Evaluation

Aspect/Sub-Aspect	Good	Fair	Poor	Total Respondents
Training program outcomes	10	9	6	25
Competition achievements	9	4	12	25
Total Score	19	20	11	

The evaluation results demonstrate that while the futsal development program produced satisfactory internal outcomes, competitive achievements at the regional level remained moderate.

Overall, the futsal development program at SMP Negeri 10 Medan was categorized as “fairly good” across all evaluation components, indicating a well-structured but still improvable implementation system.

Discussion

The results of this study revealed that the futsal development program at SMP Negeri 10 Medan was categorized as “fairly good” across the four CIPP components context, input, process, and product indicating that the program functions adequately but still requires systematic improvement. The contextual component, which includes program background and planning, demonstrated moderate effectiveness, suggesting

that long-term strategic vision and stakeholder engagement were not fully optimized. According to Stufflebeam (1969), the context evaluation in the CIPP model is designed to identify whether the program objectives are relevant to the needs of stakeholders and the surrounding environment. This finding supports the work of Mahmudi (2011), who emphasized that inadequate strategic alignment often constrains educational program performance. Similarly, Wirawan (2016) argued that the contextual phase in sports program evaluation must integrate need assessment, environmental analysis, and goal formulation to ensure long-term sustainability.

The input evaluation revealed sufficient but suboptimal resources, facilities, and community support. According to Aldapit and Suharjana (2021), the availability of adequate infrastructure, budget, and trained human resources is a determining factor for successful sports development programs. This is consistent with the findings of Putra (2020), who highlighted that the quality of coaching staff and institutional support directly influences the effectiveness of school-based sports training. Yusuf (2014) further noted that the input component often has the strongest correlation with the eventual quality of learning and training outcomes. In this study, the relatively moderate input scores were influenced by limited financial resources and inconsistent governmental support, which are common challenges in public school-based sports programs.

The process evaluation component showed that most activities such as training implementation, coordination, and athlete selection were conducted effectively but lacked consistent monitoring. As Ramdani and Siregar (2021) noted, process evaluation in sports programs often reveals managerial and coordination weaknesses that reduce program efficiency. This aligns with Lhaksana (2011), who emphasized that continuous and structured training implementation is essential for improving athlete performance. According to Miles and Huberman (1994), process control and feedback loops are critical to maintaining implementation fidelity and ensuring that activities align with planned objectives. Moreover, Yusuf (2008) asserted that process evaluation is the most dynamic component in the CIPP model because it bridges planning and outcomes, highlighting where real-time adjustments are required.

The product evaluation, which focused on training results and competitive achievements, indicated that while internal learning outcomes were satisfactory, competitive performance at the regional level remained modest. This situation is consistent with Asriady (2014), who found that limited preparation time, funding, and experience often hinder school-level futsal teams from reaching higher levels of competition. Likewise, Sukirno (2010) argued that student-based futsal programs often face difficulties in converting training progress into tangible competitive results due to lack of exposure and intensity of tournaments. The relatively modest product results in this study therefore confirm earlier research that the product dimension in school sports programs tends to lag behind other components when systemic external factors such as sponsorship, competition quality, and institutional support are limited.

The novelty of this study lies in its empirical application of the CIPP model to evaluate a junior high school futsal program, a domain that remains underrepresented in Indonesian sports education literature. Previous studies, such as those by Mahmudi (2011) and Yusuf (2014), focused on higher education or elite-level programs, while this study provides insights at the foundational level of sports talent development. These findings reinforce Stufflebeam and Shinkfield's (2007) proposition that evaluation should serve not only to prove a program's merit but also to guide improvement and innovation. Practically, this research contributes to program enhancement by identifying critical areas requiring attention such as contextual planning, resource allocation, and

implementation consistency to improve the overall effectiveness of school-based futsal development. The results also suggest that success in such programs cannot rely solely on internal improvements; rather, they depend heavily on external variables, including governmental support, parental involvement, and community sports culture.

Despite its significant contributions, this research has several limitations. The relatively small sample size of 25 participants restricts generalization to other school contexts. Moreover, the study employed a qualitative descriptive approach, which, while rich in context, limits quantitative validation of performance metrics. Future studies could expand by including multiple schools, employing mixed-method approaches, and conducting longitudinal assessments to measure the sustainability of program outcomes. Nonetheless, this study strengthens empirical evidence supporting the CIPP evaluation model as a comprehensive and adaptable framework for assessing sports development programs, reaffirming its theoretical relevance and practical utility in the field of physical education and youth sports management.

CONCLUSION

The evaluation of the futsal development program at SMP Negeri 10 Medan showed that the overall implementation of the program is in the “fairly good” category across all components of the CIPP model, namely context, input, process, and product. The findings indicate that the program has been running effectively but still requires several improvements, particularly in long-term planning, the adequacy of facilities and funding, as well as coordination between coaches, administrators, and participants. The research objectives were achieved by identifying strengths in human resources and training consistency, while also highlighting weaknesses in management structure and competitive achievement. The results suggest that to achieve better outcomes, the program needs a more systematic development plan, stronger institutional support, and sustainable collaboration with the community and educational authorities. Overall, this study contributes to improving the quality of school-based futsal coaching programs by providing a clear framework for continuous evaluation and program enhancement toward higher athlete performance and school sports development.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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