

Evaluation Study of Special Class Sports Program Management at High School Level



Abiyyu Amajida¹, Zaza Afnindar Fakhrurozi², Enggista Hendriko Delano³, Sabda Hussain As Shafi⁴, Sunaryo⁵, Muhammad Fatih Humam⁶

^{1,3,4}Department of Sports Science, Faculty of Sports and Health Sciences, Yogyakarta State University, Indonesia.

²Department of Physical Education Elementary School, Faculty of Sports and Health Sciences, Yogyakarta State University, Indonesia

^{5,6}Vocational Faculty, Yogyakarta State University, Indonesia.

ABSTRACT: This research aimed to evaluate the management of the special sports class (*kelas khusus olahraga/KKO*) program. Material and Methods: This research is evaluation research that employed the context, input, process, and product (CIPP) evaluation model. The research utilized a qualitative data approach, employing an interview guide as a research instrument. The sampling technique used was non-probability sampling, specifically purposive sampling, which involved setting research sample criteria and obtaining 5 samples. Each sample was interviewed at different times, and their identities were kept confidential to ensure objectivity in the responses. The findings of this research indicate that the evaluation of the special sports class program management in all aspects is still suboptimal. The results for each aspect are as follows: the context aspect meets the good criteria, the input aspect meets the medium criteria, the process aspect falls into the poor criteria, and the product aspect also meets the medium criteria. These results are accompanied by essential notes fundamental to the input, process, and product aspects. As a result, the researchers recommend several actions for each aspect. Firstly, for the context aspect, administrators are advised to continue operating the program in line with the existing vision and mission to enhance its optimal functioning. Secondly, for the input aspect, administrators are encouraged to place KKO students within the science major. Furthermore, for the process aspect, it is recommended that the management determine the continuity of the teaching and learning process for the KKO program, whether to use a new curriculum specifically for KKO, merge it with regular classes, or continue managing it in one class by simply changing the major system. Finally, for the product aspect, it is recommended to collaborate with the education department and local sports faculties to provide outreach to prospective students and their parents about the function of the KKO program's major system

KEYWORDS: Student Athletes, Career, Sport Management, Special Sport Class, High School

I. INTRODUCTION

Proper coaching and the development of potential or talent can lead to the emergence of outstanding students. Self-achievement encompasses both academic and non-academic accomplishments (1). In today's sports arena, the term student athlete has emerged in the world of sports. A *student athlete* is a student who actively participates in sports competitions alongside their academic pursuits. Coaching for student athletes should be approached with the understanding that sports achievements cannot always serve as a guide for life. Formal academic education, whether pursued through traditional academic pathways or at an educational institution, provides an opportunity to deepen understanding of aspects related to professional or high-intensity sports (2). According to Fusco, it is crucial for student athletes, especially high school (SMA) students, to consider their future academic career paths. Each student athlete should take formal academic steps or seek educational opportunities to support their academic endeavors.

The researchers conducted an initial research survey at a high school that offers the KKO program, specifically SMA Negeri 4 Yogyakarta, and at a sports faculty in the Special Region of Yogyakarta, namely the Faculty of Sports and Health Sciences at Yogyakarta State University (FIKK UNY). The survey involved searching for documents on the official website regarding the acceptance of new students at the sports faculty and conducting interviews with four alumni of the KKO program at SMA Negeri

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4 Yogyakarta who were pursuing their studies at FIKK UNY. This initial research revealed that the four alumni were directed to enter the Social Sciences (IPS) education pathway when they were in high school. This is not in accordance with the education department at FIKK UNY, which stipulates that student must come from the Natural Sciences (IPA) department.

In addition to the aforementioned discrepancies, the initial research samples also indicated that each of them encountered academic challenges when continuing their education at the sports faculty, as the courses taught in the first semester predominantly focused on natural sciences, such as human anatomy, physiology, and sports. Considering these challenges, the researchers aimed to evaluate the management of special sports class programs at the high school level, as evaluation is a process of assessing all aspects of the quality of education (3). The researchers expected that the results of this evaluation process can serve as valuable insights for schools in designing and ensuring the sustainability of the KKO program. This, in turn, would facilitate comprehensive training for students, enabling them to pursue further studies in alignment with their respective fields.

II. MATERIAL AND METHODS

2.1 Study design

This research constitutes a program evaluation utilizing the CIPP (context, input, process, and product) evaluation method through a qualitative approach. The utilization of a qualitative approach aimed to obtain more nuanced responses compared to a quantitative approach. The application of the CIPP model for program evaluation is instrumental for policy considerations (3). It is anticipated that administrators of the KKO program can assess the ongoing programs, including leveraging the evaluation findings from this research.

2.2 Participants

The researchers employed a purposive sampling technique, selecting program administrators with the authority to oversee special sports class programs at the high school. The sample comprised the principal, deputy principal for student affairs, deputy principal for curriculum, and two sports teachers, resulting in a total of 5 participants.

2.3 Instruments

The research instruments used in this evaluation were adapted to the approach taken by the researchers. In the previous paragraph, this research approach is qualitative so the research instrument used is an interview guide. The following is the interview grid and guidelines used.

2.4 Statistics Analysis

The data analysis technique in this research employed the Miles and Huberman technique (4), which includes several stages, including data collection, data reduction, and drawing conclusions. Data collection and reduction are described in the research results. Meanwhile, the conclusions from data collection and reduction are presented in the discussion and conclusion sections.

Table 1. Interview Grid and Guidelines

Aspects	Guidelines	Questions
Context	a. Legal Basis for the KKO Program	1) Did the establishment of KKO at SMA N 4 Yogyakarta have a legal basis??
	b. Background to the founding of KKO	2) Did the establishment of KKO at SMA N 4 Yogyakarta was based on the wishes of the school or appointment from the relevant department?
	c. Vision and Mision	3) Does KKO at SMA N 4 Yogyakarta have a management vision and mission??
Input	a. Administrator's educational background	4) Is the background of the KKO program administrator a sports graduate or not a sports graduate?
	b. Management knowledge about departments at local sports faculties	5) Do the administrators know that sport itself has a basis in natural science when viewed from all the study program science groups at FIKK UNY?

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	c. Competence of each administrator	6) Is each administrator competent in the field being managed?
Process	a. Implementation of the KKO management system	7) Did the implementation of the KKO management system at SMA N 4 Yogyakarta involve experts in the field of sports?
	b. Regular monitoring and evaluation by the school	8) What are the school's obstacles if all KKO students are assigned to the science major?
	c. The obstacles if all KKO students are included in the science major	9) Does the school routinely monitor the implementation of the KKO management system at SMA N 4 Yogyakarta?
	d. Management meeting with students regarding the sustainability of the KKO program	10) Has there ever been a Forum Group Discussion (FGD) between SMA N 4 Yogyakarta and students to discuss the sustainability of the program?
	e. Management meeting with local sports faculty academics	11) Has there ever been a Forum Group Discussion (FGD) between SMA N 4 Yogyakarta and FIK UNY as an external party that has a collaborative relationship?
Product	a. Rewards or awards for KKO students who achieve accomplishments	12) Does the school provide rewards for KKO students who excel in both non-academic and academic fields?
	b. Student knowledge about majors	13) Do all KKO students know the function of the science major at SMA N 4 Yogyakarta?
	c. Students' knowledge that sports has a basic science knowledge	14) Do students know that sports have a basic science knowledge?

III. RESULTS

The results of the research carried out started from the context, input, process and product aspects. The following are the research results obtained.

3.1 Context Aspect

The legal basis, background, and vision and mission of the KKO program meet the "excellent" category. All administrators said that "the legal basis for the KKO program is the City Mayor's decision. All administrators said that this high school has a KKO program based on appointment from the mayor." Until now, there is only one state school at the senior high school level in Yogyakarta that has KKO. Other schools that have KKO services are private high schools or managed by a foundation.

The answer from the management to the question "Were the establishment of KKO at SMA N 4 Yogyakarta based on the wishes of the school or appointment from the relevant major?":

- "Appointment"
- "The background to the establishment of the KKO was the appointment of the mayor directly and stated in the mayor's decision"

Continue to the next results regarding the vision and mission of the KKO program. The management's answer to question number three:

- "There is a combined vision and mission with a general vision and mission"
- "The vision and mission follow the general aspect"

Continuing statements or answers from all administrators, the researchers conducted field observations regarding the existence of the school's vision and mission. Based on the researchers's observations, the school's vision and mission document was printed and framed neatly. The vision and mission frames are placed in front of the main entrance or close to the school picket room.

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3.2 Input Aspect

The input aspect results start from the background of the program administrator. The question about the background, which is question number 4, produced answers including:

- “No, there is an administrator who have a background in Indonesian language education”
- “Not yet, there is KKO program administrator who come from outside sports field, namely Indonesian language teachers.”
- “There is an administrator with backgrounds outside of sport”

Continuing with the input aspect, question number 5 asks about the administrator’s knowledge of the field of science at FIKK UNY, because KKO at SMA Negeri 4 has a collaborative relationship with FIKK UNY. The question produced an answer.

- “You know, and currently the school is discussing about enrolling KKO students in the Natural Sciences major”.

The answer above is a summary of all the sentences given from each research sample. The next question is question number 6 with answers including:

- “Competent and, so far, under control”
- “Not yet, at one time there was a purchase of equipment that was less than what was desired”

3.3 Process Aspect

Process aspect questions start from question number 7, the answers to these questions are:

- “Entrance selection involves physical strength as a reinforcement in measurement tests, the major system still does not involve experts in the field of sports”
- “As long as KKO enters the Social Science pathway, it still does not involve experts”

The next question number 8 with the topic of obstacles to changing majors in the KKO program produced an answer:

- “The student’s academic scores do not meet the standards of regular science major students”
- “Stay alert while maintaining an optimistic outlook. Be vigilant about whether KKO students are meeting the science major’s grade standards, while also remaining optimistic as the academic and non-academic achievements of KKO program students need to be balanced. The selection of SMA Negeri 4 Yogyakarta as the school presents an additional challenge, as students’ majors begin in grade 2”
- “It depends on the initial conditioning carried out by the education office to direct prospective high school KKO students to enter the science major and academic monitoring of students has been carried out at the junior high school level.”
- “Class conditioning must be serious, whether KKO students join the regular class or remain in the same class”

Question number 9 on the topic of program monitoring produced answers:

- “Regularly”
- “Routinely, both from an academic and non-academic perspective. In fact, during the pandemic students were asked to send training photos as a form of attendance”
- “Practices are carried out routinely and academic aspects are monitored at the end of the semester or receipt of report cards”

After the topic of program monitoring, the next question is question 10 which produced answers including:

- “Forum Group Discussion (FGD) conducted with students and parents can provide suggestions and input to the school”
- “FGD was conducted with parents. The school asks for help from the parents to remain caring and direct students while studying so that not all responsibility is placed on the school”

The next question number 11 with the topic of school meetings with the local sports faculty produced the answers:

- “An FGD with the lecturer was conducted and the lecturer entered the school”
- “This was ever done to one of the sports lecturers at FIKK UNY”

3.4 Product Aspect

The product aspect question started from question number 12 with the topic of rewards for KKO students who excel. From this question the researchers got the answer:

- “Gave a congratulations plaque from the school and once provided a set of office stationery”
- “Certificate on graduation and appreciations”
- “Banners or certificates”

Next is question number 13, from this question the researchers got the answer:

- “The management cannot confirm yet”
- “The management doesn’t know yet, but the students know that they will be majored in social studies through the registration information for new students”

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The last question, question number 14, is about students' knowledge that sports actually have a basis in the natural sciences, from this question the researchers got the answers:

- "The management doesn't know for sure"
- "It's not certain because officially, the school has never said anything"

"I don't know for sure considering the students have never said anything"

IV. DISCUSSIONS

4.1 Context Aspect

The context aspect will discuss environmental components, including the internal and external environment of a program (5). According to (6), internal and external factors will be related to an organization when the organization aims to become a professional entity. In this case, school administrators include the principal, deputy principal for student affairs, deputy principal for curriculum, two sports teachers, the mayor, and the Education Office, which represent the program's internal environment. These three entities can be considered internal stakeholders in the program because the KKO at SMA N 4 Yogyakarta was established based on the mayor's decision. As a senior high school is an educational institution, the Yogyakarta City Education Office naturally plays a role in supervising the implementation of education, especially in KKO at this school. Collaboration among the three internal environments of the KKO program must be optimized to ensure that the external environment, comprising the students and the parents, is satisfied with the program's implementation.

The foundation of an evaluation is contextual assessment (7). Once the school has established the groundwork for a strong KKO program, the discussion transitions to the program's founding background. Based on the aforementioned research findings, the establishment of the KKO program at SMA N 4 Yogyakarta stemmed from the appointment process by the local regional government. This appointment entails a significant responsibility for the school to effectively organize the program. Additionally, private schools now serve as competitors, as the right to organize the KKO program is not exclusive to public schools. Private schools and those under foundations also have the opportunity to host this program.

Administrators who lack proper planning have a high likelihood of failing to achieve targets (8). The plans outlined in this research are linked to the program's vision and mission. According to the research results, the program's vision and mission align with the school's general vision and mission. This alignment means that administrators overseeing the program and the rights of KKO program students are more or less equivalent to those of regular students. The presence of the vision and mission displayed at the school gate serves as evidence that the vision and mission of the KKO program exists, and the program's implementation must naturally adhere to the established vision and mission.

4.2 Input Aspect

The educational background, administrators' familiarity with local sports faculty departments, and the competence of each administrator are the primary aspects of the input evaluation study. Upon reviewing the responses from all research participants in the section regarding administrators' educational backgrounds, it becomes evident that not all of the KKO program administrators have backgrounds in the sports sector. Additionally, as per research conducted by (9), teacher competence is included in the study of input aspects. While the management's competence has been functioning effectively thus far, there have been instances of errors in purchasing sports equipment during the program.

Elite athletes with talent have the right to pursue a dual career in both sports and education (10). This perspective reinforces the study concerning the administrators' knowledge of the sports department, particularly with the local sports faculty. Upon reflecting on the author's initial research and exploration, it is evident that the local sports faculty initially focused on science courses such as human anatomy and human physiology. These courses are rooted in natural sciences. Despite the inclusion of social studies-based courses like sports communication, the initial research indicates that alumni of the KKO program who further their studies at FIKK UNY encounter challenges in grasping fundamental science courses such as human anatomy and physiology.

The performance of student athletes is not directly influenced by academic aspects, indicating a need for further research into the academic performance of student athletes (11). This perspective further emphasizes the importance of optimal management for KKO program students. If not, all student athlete performances are directly influenced by academic aspects, then as an administrator, it is essential to be capable of guiding student athletes whose performance is hindered by academic factors. This guidance is necessary to monitor the careers of student athletes, identify any academic-related issues, and facilitate the realization of a dual career (DC) in both sports and academics.

An evaluation should establish a connection between planned input, goals or objectives, and output (12). This issue involves the correlation between student input at the high school level and the desired student input by the local sports faculty. The sports major is the most pertinent focus for further study or potential employment for KKO students. Consequently, based on the

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preceding discussion, researchers recommend that KKO students should be encouraged to enroll in the science major. This recommendation stems from the fact that upon graduating, the most relevant major for KKO students is sports. Presently, the local sports faculty, FIKK UNY, explicitly specifies that all sports departments are rooted in natural sciences. By directing high school level KKO students towards the science major, they will align with the desired student major at FIKK UNY when they progress to higher education.

4.3 Process Aspect

The examination of implementation, performance monitoring, program audits tailored to prepared laws and ethics, and identification of deficiencies in program design and implementation are the aspects assessed in process evaluation (13). The initial aspects of process evaluation encompass the implementation of the KKO management system and periodic evaluation monitoring. Upon reviewing the sample answers, the conclusion that can be drawn is that the monitoring and evaluation processes are still not optimal.

In his research, (14) explains that student athletes exhibited poorer academic performance compared to non-athlete students. This finding aligns with a sample answer indicating that administrators were optimistic about transitioning the KKO major to a science major but expressed concerns about whether KKO students would meet the academic standards of regular students, particularly those in the science major. The selection of this high school as a school mover appointed by the Ministry of Education should serve as a catalyst for transforming the existing majors to align with the competencies desired by the government and the broader community.

Balancing an athlete's career and a student's academics poses a challenge (15). because athletes do not always rely solely on sports for their livelihood. Sports schools are tasked with monitoring their students' educational progress to ensure that all students attain predetermined cognitive competencies (16). This viewpoint underscores the necessity for schools to oversee students' educational development, particularly student athletes. Such efforts are crucial to achieving a balance between academics and sports for student athletes, despite the inherent challenges.

Conducting program evaluations is integral to the educational process (17); thus, every educational program should include an evaluation component. The dual careers of student athletes span many years, commencing from a young age, and involve varying demands of training, competition, and school, which are tailored to the sports and education policies of each country (18). Fostering a student athlete's dual career is a protracted process. While the input aspect presents a challenging endeavor, schools or sports programs should endeavor to furnish facilities for student athletes.

The feedback provided to leaders or decision makers assesses the extent to which the teaching process is carried out in a planned and effective manner in accordance with the set plan (19). It is essential for leaders to make decisions that align with the understanding and aspirations of all school stakeholders. Focus group discussions (FGDs) involving parents, students, and sports practitioners have been conducted. While student entry selection already collaborates with the sports faculty, the major system is not yet in place. Based on the preceding discussion, the recommendation for the process aspect is to determine the continuity of the teaching and learning process for the KKO program, whether through the adoption of a new curriculum specifically tailored for KKO, integration with regular classes, or retention within a single class by modifying the major system.

4.4 Product Aspect

According to (20), the objective of product evaluation is to understand and assess the program's output in terms of its benefits, value, and level of significance. This perspective was reaffirmed by (21), emphasizing that product evaluation focuses on examining the program's results. The product study encompasses the rewards bestowed by the school to outstanding KKO students, students' understanding of the major system, and their comprehension of the fundamental science of sports.

Implementing long-term systems thinking requires commitment within an organization, where all work behaviors reflect this mindset (22). In the KKO program, changing majors automatically when thinking long term necessitates cooperation from various parties to avoid conflicts. Research by (23) suggests a positive correlation between trust in a leader and team effectiveness. School leaders have demonstrated this by rewarding KKO students who excel, a commendable effort to foster positive influence and students' trust in the school as the program organizer.

The dual career of a student athlete begins in elementary school or when they start studying sports professionally (24). Hallmann's opinion reiterates the discussion on the input aspect, demonstrating a relationship between all aspects. The development of a student athlete's dual career must be approached from various perspectives and considerations. Assessing the research sample's responses regarding students' understanding of the major system, it is evident that collaboration between administrators and students is suboptimal. When administrators are aware of the appropriate major direction for KKO students, students should also understand why the KKO major system is more beneficial when grounded in science.

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In his research at a football university, (25) says that the independent life of a student in the first semester, particularly a student athlete, means that students have the option to skip lectures and prioritize training. The flexible lecture schedule poses a challenge for university student-athletes in balancing study time with training. It is important to ensure that student athletes entering college prioritize their academic career alongside their athletic pursuits.

Student athletes at universities differ from professional athletes, as each student athlete faces academic and social pressures comparable to those of their fellow students (26). Therefore, schools, particularly administrators, must ensure that students and parents understand the function of the major system and recognize that sports themselves are rooted in scientific knowledge, considering the relatively high pressures students experience while at university. Based on the discussions conducted, researchers recommend collaborating with the education department and local sports faculties to educate prospective students and their parents about the function of the KKO program's major system. This is crucial for the broader community to comprehend the objective of the KKO program: to cultivate student athletes who excel in sports while maintaining their academic abilities and enabling them to pursue a dual career.

V. CONCLUSIONS

The conclusion drawn from this special sports class program management evaluation research is that the condition of the KKO program is still suboptimal. While the context aspect does not yield any significant notes, recommendations from the input process and product aspects offer valuable insights that can hopefully be utilized as a guide by administrators to enhance the program. The recommendations provided by researchers to administrators include:

1. The context aspect involves continuing to operate the program in line with the existing vision and mission, thereby enabling the program to run more optimally.
2. The input aspect involves directing KKO students to be included in the science major. This is because when KKO students graduate, the recommended major most relevant for them is the sports major, and all programs at the local sports faculty have a science base.
3. The process aspect includes determining the continuity of the KKO program's teaching and learning process. This involves deciding whether to use a new curriculum specifically for KKO, combine it with regular classes, or continue to be managed in one class by simply changing the major system.
4. The product aspect involves collaborating with the education department and local sports faculties to provide outreach to prospective students and their parents about the function of the KKO program major system. This aims to help student athletes develop dual careers into adulthood.

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