

Evaluation of the Tennis Court Coaching Program in Selabora Tennis Club the Faculty of Sports Science, Yogyakarta State University



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ABSTRACT: The purpose of this study is to evaluate the coaching program at the tennis court club Selabora FIK UNY. The results of this research evaluation are expected to be one of the researchers' contributions to realize an optimal coaching program in the tennis court sports club in the Selabora of the Faculty of Sports Science (FIK) Yogyakarta State University. This research is an evaluation research with a CIPP evaluation model. The approach taken using a quantitative approach is supported by questionnaire research instruments. The questionnaire has been validated by three experts. The sampling technique used is a purposive sampling technique with the criteria of active administrators Selabora, active trainers Selabora, and students Selabora with a minimum age of 10 years. The sample of this study was 30 people consisting of 2 administrators, 8 coaches, and 20 students. The result of this study is that the coaching program for the Faculty of Medicine UNY in tennis courts is 3.16 in the medium category. The recommendations from the results of this study are, the context aspect of improving and developing, especially in terms of coaching programs, the input aspect of the coach continues to develop his coaching knowledge and attend training, the process aspect of the management can compile a long-term coaching program and the product aspect needs to be collaborated from several parties, in this case, namely administrators, coaches, students and parents of students to continue to try their best in carrying out the training process.

KEYWORDS: Evaluation, Coaching Program, Tennis Courts

INTRODUCTION

The improvement of human resources or called human resources in the world of sports can be fulfilled by conducting sports coaching. If you look at the content of the National Sports System Law number 3 of 2005, the implementation of coaching and sports development includes empowering the sports community, developing regional to national sports coaching, and organizing sustainable championships or competitions.

Sports coaching has a relationship with sports achievements (Pakaya et al., 2012). The achievement of maximum sports achievements depends on how the sports coaching is carried out (Widianto et al., 2020). It is necessary to evaluate the achievement of an athlete's achievements as a result of the coaching program that has been compiled and implemented at a club. One of the sports clubs in Yogyakarta is at the Faculty of Sports Science (FIK) at Yogyakarta State University (UNY). The sports club develops sports achievement coaching through several coaching and training pathways that foster student-age athletes. The club is the School of Laboratory (SELABORA) Tennis Courts.

Preliminary studies and data collection of researchers were conducted in the field tennis branch later. Preliminary research conducted looked at the acquisition of student sports achievement. The results obtained from the initial research are that student achievement is still volatile. Another preliminary research result is several things related to the student coaching component such as coaches, namely that not all coaches have a background in sports coaching. The improvement, as well as the success of athletes, is determined by special knowledge of the sport as well as coaching from a coach (Kee et al., 2015). The quality of infrastructure and supporting aspects of handling student injuries are good. This is shown by the infrastructure as well as standard court tennis and the Health and Sports Center Therapy Clinic FIK UNY is a reference for students when they experience injuries.

Based on the results of the initial study above, an evaluation is needed so that the final results of the coaching program as long as tennis courts are more optimal. The phenomenon that exists in the Selabora of FIK UNY in the sport of tennis courts whose achievements are still volatile and the background of coaches is not all from sports coaching. Therefore, researchers are interested

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in researching "Evaluation of The Tennis Court Coaching Program in Selabora Tennis Club the Faculty of Sports Science Yogyakarta State University".

METHOD

The evaluation model used in this study is the evaluation of the CIPP model because this model is a complex evaluation model that includes Context, Input, Process, and Product. This is in line with (Lippe & Carter, 2018) who says that several aspects as well as all aspects of CIPP can effectively guide the program evaluation process. Evaluation is a structured process used to identify related to the contribution of aspects related to sports achievement (D'Isanto et al., 2019). This research was conducted in the tennis courts of FIK UNY, the time of the study in May 2022. The population is the determination of objects or subjects by researchers based on certain qualities and characteristics (Sugiyono, 2016).

The sampling technique uses a purposive sampling technique. Purposive sampling criteria include that the sample is a coaching administrator and an active student of the Tennis Court Branch. Based on these criteria, a sample of 30 people was obtained with details of 2 administrators, 8 coaches, and 20 students. This research was conducted by testing the instrument first. Instrument testing is carried out to ensure that when questionnaires are distributed to research samples, the contents of the questionnaire can be used as a valid measuring instrument and produce valid data. Validity tests are carried out with expert validation and reliability tests using the help of the SPSS 25 program as well as Microsoft Excel. This research questionnaire obtained results in the form of being suitable for use as a research instrument based on the assessment of 3 validators with details of 2 court tennis experts and 1 evaluation expert. The research data analysis technique uses the Norm Reference Assessment (PAN) analysis technique from the book by Sulistiyono which uses the mean and standard deviation as the compiler of the calculation formula. The normal curve used for the reference assessment of norms amounts to 6 Standard Deviations (Sulistiyono, 2017).

Table 1. Score Interpretation Criteria1

No.	Interval	Criterion
1.	$X < M - 1,8SD$	Very Less
2.	$M - 1.8SD < X < M - 0.6SD$	Less
3.	$M - 0,6SD < X < M + 0,6SD$	Keep
4.	$M + 0,6SD < X < M + 1,8SD$	Good
5.	$M + 1,8SD < X$	Excellent

RESULT AND DISCUSSION

The results of the evaluation research will later produce a recommendation from the point of view of sports management about the coaching program as Selabora as FIK UNY tennis courts and submitted to the manager. This is because the Selabora management has the authority to make changes to the program as long as the tennis court branch has been held. The following is presented a table of score criteria and research results that have been obtained.

Table 2. Score Criteria Results2

No.	Interval	Criterion
1.	$X < 3.05$	Very Less
2.	$3,05 < X < 3,12$	Less
3.	$3,12 < X < 3,20$	Keep
4.	$3,20 < X < M + 3,27$	Good
5.	$3.27 < X$	Excellent

Table 3. Managing and Student Results3

No.	Aspects	Value	Criterion
1.	Manager	3,16	Keep
2.	Student	3,16	Keep
Average Manager and Student		3,16	Keep

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Based on the table data above, the results of the quantitative evaluation of the evaluation aspects of the coaching program for the FIK UNY field tennis branch are included in the moderate criteria, but the data results provide important notes, especially on three aspects of the CIPP, namely the input, process, and product aspects. The results of this quantitative evaluation will be discussed in the discussion section which will later produce recommendations for managers in the Selabora coaching program.

DISCUSSION

Context Aspects

The context aspect has a focus on the big picture or grand design of a program or activity. The initial discussion will certainly lead to the background of the program. Furthermore, the subject of discussion studied was the purpose of the program. A compiled program has an end goal. Broadly speaking, the ultimate goal will lead to the vision and mission of the program. The existence of a vision and mission in a program or activity has an important role. This is so that the entire series of programs continue to run as it should while still paying attention and is still within the scope of the vision and mission of the program.

Table 4. Results of Context Aspects of Managers and Trainers⁴

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Program Background	Management	3,33	3,29	3,18	Keep
		Student Coaching Strategies	3,25			
2.	Objectives of the Coaching Program	Vision & Mission	3,15	3,18		
		Target	3,20			
3.	Coaching Program	Talent Coaching and Guiding	3,15	3,08		
		Achievement Coaching	3,00			

Evaluating aspects of context will help create program objectives, identify needs and make decisions (Bukit et al., 2019). The background of the program Selabora FIK UNY branch of tennis courts already has a valid legal basis so this program can be declared a legal program. The background of the program Selabora FIK UNY has a complete explanation both from the management side and from the trainer side. background Selabora FIK UNY has services, namely based on the appointment by the Rector of Yogyakarta State University, namely Rector 257 / KEP / 2021.

Based on the indicators of the coaching program of 3.16 medium categories, sports coaching should be carried out as early as possible. This is because is to the statement (Prasetya & Irawan, 2020) that the age category phase that is very important for child development or can be called the golden age is the early age phase. Taking into account the existing sports coaching systems and pathways, the concentration of sports coaching must be carried out fundamentally, systematically, efficiently, and integrated starting early, and directed to one goal. Sports coaching is inseparable from a structured system. That is a system that is interrelated between one component and another. A system is a unit of several parts and components of the program that are interrelated and work together with each other to achieve the goals that have been set in the system.

The recommendation on the context aspect is that improvements are still being made to the development of the context aspect, especially in terms of coaching programs in the Selabora FIK UNY Tennis Court Branch so that the results obtained are included in the excellent category.

Input Aspects

Evaluation of inputs also involves collecting information to make assessments about the resources and strategies necessary to achieve program objectives, and goals and define constraints. With this input evaluation, there is also the availability of data and information to determine how to use sources that can be used to achieve program objectives. The observation of the input aspect in this study is what parts are owned by Selabora in carrying out the Selabora coaching program. This includes the source of funds, the ability of managers to carry out programs, the ability of students, and the infrastructure owned by Selabora to support the smooth running and success of the program.

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Table 5. Results of Input Aspects of Managers and Trainers5

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Human Resources	Coach	3,05	3,08	3,16	Keep
		Student	3,10			
2.	Trainer Program	Exercise Program	3,13	3,13		
3.	Funding	Student Development	3,10	3,20		
		Administration	3,30			
4.	Infrastructure	Completeness	3,35	3,23		
		Standards of completeness	3,10			
5.	Parent Support	Organization	3,15	3,15		
		Student	3,15			

Table 6. Results of Student Input Aspects6

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Human Resources	Coach	3,30	3,08	3,14	Keep
		Student	2,85			
2.	Trainer Program	Exercise Program	3,17	3,17		
3.	Funding	Student Development	3,13	3,19		
		Administration	3,25			
4.	Infrastructure	Completeness	3,33	3,21		
		Standards of completeness	3,10			
5.	Parent Support	Organization	2,95	3,05		
		Student	3,15			

Funding is the most important supporting factor in the effort to make a sporting achievement coaching program a success. Various alternative sources of funds need to be explored to meet the need for funds for the development of achievement sports. (Wani, 2018) coaching is difficult to lead toward maximum achievement coaching when it is not supported by the availability of funds. Various needs needed in sports coaching and development can be realized such as procurement of sports facilities and infrastructure, maintenance and repair of sports facilities and infrastructure, funding for coaching and student development ranging from recruitment to concentrating training and participating in championship events, the welfare of student coaches and organizational administrators.

Based on human resource indicators of 3.10 medium categories. (Abidin & Yuwono, 2021) talent identification or talent identification continued talent development are steps that can be taken in the context of breeding. Identification of an athlete's talents can be done or seen at an early age or at a mature age, just as a student must have talent in sports from an early age. A good personality must be possessed by a student that can be used as a determinant of achievement for sports and can be used for each individual to help according to a certain type of sport. Sports psychology, especially the emotional mentality of good athletes, is also an increasingly decisive contributor in the process of coaching and improving student performance. Finding a specific individual and encouraging them to pursue their talents to the fullest is a challenge. Students must implement to be successful in developing their abilities to a higher level.

Based on the trainer program indicators of 3.05 categories less. Selabora FIK UNY also has several coaches who still do not have a coaching certificate. The recruitment process of athletes and coaches, infrastructure, budget, and program schedule are some of the factors that affect the coaching program (Gelu, 2019). This is important considering that the function and role of a coach are not only related to technical matters but also must understand the nontechnical side of his students as a reference in more mature mental development for students.

Caring is one of the coaching skills that in recent years has received scientific attention (Dohsten et al., 2020). Sports coaching, in addition to being largely determined by the professionalism of HR, is also determined by the support of facilities, policies, funds,

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and the operationalization of sports professional coaching management. Every coach must always be aware, caring, and understanding of the goals to be achieved and the ultimate goal of an exercise to improve achievements and get victory in the match wherever possible. The presence of a coach is fundamental as a provision of sports experience (Pill et al., 2016).

Based on facilities and infrastructure indicators of 3.10 medium categories. The achievements achieved by a sports club will not be separated from the factor of facilities and infrastructure or facilities. According to (Hoekman et al., 2016) in the 1980s the growth of sports facilities in the Netherlands managed to increase sports participation until it reached the threshold of participation. This shows that sports facilities are an important aspect of the success of a sport. Training facilities that comply with the prescribed standards of such parent organizations should not be ignored. This is because according to (Kumar et al., 2018) the availability of sports facilities and infrastructure is something that cannot be ignored in an exercise program. With adequate facilities and infrastructure, the training program will have a greater possibility of being able to run according to what is expected, and also vice versa if the training facilities and infrastructure are lacking or inadequate, then the training program cannot run optimally as expected.

The recommendation for the input aspect based on the results of the discussion above is that the coach should continue to develop his coaching knowledge by meeting the ideal requirements as a coach and attending training, to create outstanding students. This is to the statement from (Cortela et al., 2017) which states that a program for coaches to be able to understand various competencies in a particular field will help education as well as improve the coach's strategy in dealing with problems in the real world of sports coaching. Another supporting statement in HR development is according to (Rodriguez & Walters, 2017) that interpersonal skills are one of the investments in the field of employee training and development. The investment is certainly to improve the quality of human resources so that the output produced becomes more optimal.

Process Aspects

Process evaluation is directed to assess the implementation that has been carried out against the prepared plan that is useful for the implementer in carrying out activities and helps other groups know the performance of the program and predict the results. Implemented. Process evaluation is used to detect or predict the draft procedure or implementation design during the implementation stage, providing information for program decisions and as a recording or archive of procedures that have occurred. Process evaluation includes a collection of assessment data that has been determined and applied in the practice of implementing the program. Basically, evaluate the process to find out to what extent the plan has been implemented and what components need to be improved.

Process evaluation involves what aspects the activity is, who is in charge of the program, and when the activity is completed. The evaluation of the process aspects in this study observes how the implementation of the Selabora coaching program in conducting the achievement program Selabora of the student tennis court branch has a role as a clarification of the program that has been carried out by the manager. This is because (Iskandar et al., 2017) suggest that not all planning can be implemented.

Table 7. Process Management and Trainer Aspects Results7

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Program Background	Trainer Program	3,15	3,15	3,13	Keep
		Management	3,00			
2.	Objectives of the Coaching Program	Coach	3,25	3,12		
		Parents of Students	3,10			

Table 8. Student Process Aspect Results8

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Program Background	Trainer Program	3,12	3,12	3,18	Keep
2.	Objectives of the Coaching Program	Coach	3,25	3,25		
		Student	3,25			

Based on table 7 and table 8 of the process aspect evaluation results, the sample of managers and trainers are included in the medium criteria and students are in the medium criteria. The manager said that the Selabora has a plan or discourse to include

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students in the class that has been provided specifically for achievement classes to improve better results when filling out questionnaires accompanied by researchers.

The results showed that the evaluation of the coaching program was in the moderate category. Some things that must be studied from the evaluation of the process of a program include planned activities, explanations related to program implementation, and assessment of responses from each staff regarding the plan and implementation of the program in the field (Han et al., 2017).

Evaluation of the process related to the activities of implementing the program plan with *the inputs* that have been provided. (Pawestri et al., 2019) evaluation of the process is necessary because the evaluation of the process can provide *feedback* for parties who have a responsibility in the implementation of a program. Process evaluation is carried out to learn whether the implementation of the program is to the plan.

Based on coordination indicators of 3.15 medium categories. Coordination is a strap in organization and management that connects the roles of actors in organization and management to achieve organizational and management goals. The role of coordination in the organization is to make a combination of organizational resources to achieve goals (Darmawati & Susilo, 2019). Building sports achievements is a complicated and complex work system because the achievements of an athlete are determined by a system of various interrelated parties, so coordination, synchronization, and synergy between various existing stakeholders are needed.

Recommendations for the *process* aspect, namely coaches and administrators, can compile a long-term coaching program for all students so that the coaching that runs in the field tennis branch of FIK UNY can run optimally.

Product Aspects

Product evaluation is an assessment carried out to see the achievement/success of a program in achieving predetermined goals. The evaluation of products or outputs is related to the evaluation of the results achieved from a program. Product evaluation is used to answer questions: how far are the program objectives achieved, what programs are achieved with high and low ratings, what is the level of satisfaction of the people who are subjected to the program implementation goals, whether the program is achieved on time, whether the positive and negative impacts of the program, whether the program needs to be continued, continued with revision, or not continued. *Product* evaluation includes determining the extent to which program objectives have been achieved.

Table 9. Results of Product Aspects of Managers and Trainers⁹

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Achievement	Effort	3,30	3,18	3,18	Keep
		Result	3,15			
		Student	3,10			

Table 10. Student Product Aspect Results¹⁰

No.	Aspects	Value	Mean	Total Mean per Indicator	Mean Aspects of Context	Criterion
1.	Achievement	Effort	3,25	3,15	3,15	Keep
		Result	3,10			
		Student	3,09			

The evaluation of products or outputs is related to the evaluation of the results achieved from a program. (Putri et al., 2021) the meaning of product evaluation is an evaluation used to see the success rate of achievement of a goal. At the product evaluation stage, information is collected at the end of the program regarding the output or product, and the product obtained is compared with expectations.

Product evaluation will provide feedback or replies related to the level of achievement of program goals and consumer needs that can be met (Esgaiar & Foster, 2019). Product evaluation will assess the quality of the results of a program which will later lead to a question about whether the program needs to be repeated or continued (Erdoğan & Mede, 2021). The purpose of product evaluation is to measure and assist in subsequent decisions, what has been achieved and what has been done after the program

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runs. Feedback on achievements is very important, both during the program cycle and at its conclusion. Product evaluation is also often extended to assess long-term effects.

Based on achievement indicators of 3.15 medium categories. (Diatmika et al., 2020) in their research entitled "Evaluation of the Badminton Achievement Development Program at the Badminton Association (PB) Anugerah Denpasar with the Context, Input, Process, Product (CIPP) Method" said that sports achievement is an aspect that is assessed when evaluating CIPP, especially the product aspect. Sports achievements cannot be obtained easily and instantly. Achieving achievements in sports requires maximum effort from various related parties and a long time. Efforts to achieve optimal achievement are influenced by the quality of exercise, while the quality of exercise is determined by various supporting factors including the ability and personality of the coach, facilities and equipment, research results, competitions, and athlete abilities which include talent and motivation, as well as the fulfillment of nutrition and student lifestyle.

Recommendations for the product aspect are that it is necessary to collaborate with several parties, in this case, namely administrators, coaches, students, and parents of students to continue to try their best in carrying out the training process, so that they can produce outstanding students as a result of the coaching program that has been prepared by the management and coaches

Overall Aspects

Based on the evaluation results of table 3. it is written that the results of the evaluation of the overall coaching program Selabora FIK UNY tennis court branch entered the medium criteria with a value of 3.16, several important notes are fundamental and important to be considered by the Selabora party to determine the sustainability of the program in the future based on the results of observations. This is in line with (Ishak et al., 2017) that the four dimensions in the CIPP evaluation model are studied so that these dimensions can complement each other in the evaluation process as well as continuous improvement. Suggestions from the aspects of context, input, process, and product if connected one by one lead to the quality of HR input and HR output.

A program leader is required to manage the human resources they have because the HR itself will affect the performance and final results of the program series. It is also stated by (Ahmad, 2015) that HR management activities are important management activities because HR is a valuable asset in an organization. Some recommendations will be presented after the recommendations section.

CONCLUSION

Based on the results of the study and the results of the data that have been carried out, it was concluded that the evaluation of the field tennis coaching program Selabora FIK UNY of 3.16 is in the moderate category. The conclusions based on each of the evaluation components are as follows:

1. The context of the evaluation of the coaching program is Selabora, 3.18 is in the moderate category.
2. Input evaluation of the coaching program for the sport of tennis courts labor FIK UNY from the aspect of Input managers and coaches of 3.16 is in the medium category. Based on the aspect of student input of 3.14 is in the medium category.
3. The evaluation process of the field tennis coaching program Selabora FIK UNY from the aspect of the process of managers and coaches of 3.13 is in the moderate category. Based on the aspect of the student process, 3.18 is in the moderate category.
4. Product evaluation of the field tennis coaching program Selabora FIK UNY from the aspect of product managers and coaches of 3.18 is in the medium category. Based on the product aspect, 3.18 students are in the medium category.

RECOMMENDATIONS

Based on the results of research on the evaluation of the tennis court coaching program Selabora FIK UNY, suggestions can be given as follows.

1. In the context aspect, considering that the results obtained are moderate, it is hoped that improvements will still be made to the development of the context aspect, especially in terms of coaching programs in the Selabora so that the results obtained are included in the very good category.
2. In the input aspect, the coach should continue to develop his coaching knowledge by fulfilling the ideal requirements as a coach and attending training, to create outstanding students.
3. In the process aspect, coaches and administrators should be able to compile a long-term coaching program for all students so that the coaching that runs in the Selabora can run optimally
4. In the product aspect, it is necessary to collaborate with several parties, in this case, namely administrators, coaches, students, and parents of students to continue to try their best in carrying out the training process, so that they can produce outstanding students as a result of the coaching program that has been prepared by the management and coaches

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