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The CIPP Model: Evaluation of the Football School Curriculum in Indonesia

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Abstract

The higher the number of football schools, the more diverse the quality of the schools. Evaluating the football school curriculum as an effort to determine the quality of the schools. The research design of this study used the Context, Input, Process, Product model (CIPP). It has used a descriptive quantitative method. The samples were two football schools, namely POR UNI football school, and Sidolig football school, selected through the purposive sampling technique. The research instruments were questionnaires and interviews given to 160 respondents, including principals, trainers, students, and parents. Data analysis was carried out quantitatively using t-scores and compared to the Glickmann quadrant. Based on the evaluation dan data analysis, the curriculum of POR UNI football school for the 13-17 years age group showed effective results, while the curriculum of Sidolig football school for the 13-17 years age group was less effective.

INTRODUCTION

Curriculum is defined as a plan for teaching and learning in determining the activities to be carried out (Khoza 2018; Bouckaert and Kools, 2017). The objectives, substance or subject, technique or plan, and evaluation constitute the curriculum. The evaluation component aims to determine the effectiveness of achieving curriculum goals or student learning outcomes (Rusyani 2010; Makhshun, 2018; Arifin, 2003). Adopted from Stufflebeam, the core concepts of this evaluation model are context, input, process, and product (CIPP). 1) Context evaluation relates to evaluating needs, challenges, and opportunities as a foundation for determining priorities and goals as well as evaluating significant outcomes, 2) evaluation of input assesses alternative approaches of addressing needs as a tool for program design and resource allocation, 3) process evaluation is to assess the implementation of plans and guide activities and also help explain results, and 4) product evaluation is to identify expected and unexpected results, both to help maintain the process of activities and assess their efficacy (Stufflebeam, 2000). The CIPP model provides continuous information to decision makers who ensure that the program is implemented as planned (Mirzazadeh et al., 2016). CIPP seeks to establish a rational, analytical foundation for program decision making through a cycle of planning, structuring, implementing, reviewing, and revising decisions, each of which is analyzed through various evaluation aspects such as context, input, process, and product evaluation (Robinson, 2003). Sharing experiences and collaborative learning are common themes throughout the curriculum, and communities of practice are formed to enhance student learning, both formally in courses and at home (Kjaer, 2019).

Football academy is a non-formal educational institution to channel, grow and develop the talents and interests of students in playing football (Erfayliana 2018; Muttaqin and Widodo, 2014). Football academy prioritize the element of process, which in this context is a special training program for early age students. Young learners are fostered and trained in these training activities, from mastering basic techniques to changing one's character for the better, so that when they reach adulthood, they can achieve maximum performance (Gilis, 2014). The primary goal of the football academy is to accommodate and provide opportunities for students to

develop talent; additionally, it lays the groundwork for correct football techniques, including the initiation of good attitudes, personalities, and behavior (Ganesha, 2010). Football academy has a responsibility to help players achieve their goals. Football is more than just a game; a football academy must have an objective of creating elite or professional players (Studylib, 2019). Systematic and continuous coaching, accompanied by supervision and guidance from professional trainers, can result in optimal achievement (Wardana 2016). All players are selected based on their individual abilities or their experience (Marma 2018). The provision of input by various practitioners or coaches, for example, impact on technical, physical, psychological, and/or educational development; a coach has a dominant role in the technical development and educational progress of players (Richardson et al., 2004).

Another important factor in the development of a football player in order to have a high level of performance both on and off the field is the presence of a coach who is in charge of providing a learning experience for players. In the practice, the coach will assess the qualities and needs of football learning materials, conduct a literature review on student characteristics, and review the curriculum and learning materials (Riyadi, 2018).

METHODS

Participants

There are four criteria for participants in this study, namely football academy principal, trainers or coach, students, and the parents of the football academy students.

Sampling Procedures

A total of 36 football academies registered with the PSSI (All Indonesian Football Association) and regional association (Askot) Bandung comprised the population of the study. Purposive sampling was employed to choose the samples of study, which included two Askot registered football academies. One principal, 17 coaches, and 80 students in the 13–17 age range from POR UNI football academy, and one principal, 4 coaches, 20 students between the age of 13 and 17, and 17 parents from Sidolig football academy made up the study samples.

Instrument and Procedure

Questionnaire and interview were administered in this study as the research instruments. The researcher gathered data by distributing questionnaires to the sample and conducting structured interviews. Before collecting data in the field, the researcher conducted a questionnaire test and validated the questionnaire using expert judgment.

Data Analysis

SPSS version 16 was used to analyze all questionnaire data. The Glickmann quadrant was used to compare the data into a T-score to determine the cumulative effectiveness of the program from the CIPP standpoint. The results of interview data were analyzed using coding and categorization stages, and the data's validity was checked using triangulation techniques.

Table 1. The football academy curriculum evaluation questionnaire grid for principals and coach respondents

Aspect	Indicator	Sub Indicator
Context	1. Academy legality	• Academy registration
	2. The purpose of establishing the academy	• The academy aims to develop student potential • The academy nourishes students with sporty attitude
Input	1. Management and human resources	• Academy management
	2. Training facilities	• Training facility • Training equipment
	3. HR suitability	• Coach license
	4. Funding	• Fund resources
	5. Curriculum implementation	• Curriculum foundation
Process	1. Implementation of training methods	• Training methods
	2. Implementation of the training process	• A structured training process • Training evaluation • The role of the coach during training
	3. Training schedule	• Controlled exercise schedule
	4. Conformity of assessment results	• Student skill assessment • Student attitude assessment
Product	1. Conformity of goal-based achievement	• Student achievement • Student contribution to the national team
	2. Graduate spare	• Academy graduates become local elite players • Academy graduates contribute to be national team player
	3. Availability of student regular reports	• Student report (written form)

Table 2. The football academy curriculum evaluation questionnaire grid for students

Aspect	Indicator	Sub Indicator
Input	1. Managerial availability	• Academy management
	2. Training facilities	• Training facility • Training equipment
	3. Funding	• Funding resources
Process	1. Implementation of the training process	• A structured training process • Training evaluation • The role of the coach during training
	2. Training schedule	• Conducted exercise schedule
Product	1. Conformity of goal-based achievement	• Student achievement • Student contribution to the national team
	2. Graduate spare	• Academy graduates become local elite players

Table 3. The football academy curriculum evaluation questionnaire grid for parents

Aspect	Indicator	Sub Indicator
Product	1. Conformity of goal-based achievement	• Student achievement • Student contribution to the national team
	2. Availability of student regular reports	• Detailed student report (written form)

Table 4. The football academy curriculum evaluation interview for all respondents

Aspect	Indicator	Sub Indicator
Context (Principal, Coach)	1. Academy legality	<ul style="list-style-type: none"> Academy registration
	2. The purpose of establishing the academy	<ul style="list-style-type: none"> The academy aims to develop student potentials The academy nourishes students with sporty attitude
Input (Principal, Coach)	1. Management and human resources	<ul style="list-style-type: none"> Academy management
	2. Training facilities	<ul style="list-style-type: none"> Training facility Training equipment
	3. HR suitability	<ul style="list-style-type: none"> Coach license
	4. Funding	<ul style="list-style-type: none"> Fund resources
	5. Curriculum implementation	<ul style="list-style-type: none"> Curriculum foundation
Process (Principal, Coach, Student)	1. Implementation of training methods	<ul style="list-style-type: none"> Training methods
	2. Implementation of the training process	<ul style="list-style-type: none"> A structured training process Training evaluation The role of the coach during training
	3. Training schedule	<ul style="list-style-type: none"> Controlled exercise schedule
	4. Conformity of assessment results	<ul style="list-style-type: none"> Student skill assessment Student attitude assessment
Product (Principal, Coach, Student, Parents)	1. Conformity of goal-based achievement	<ul style="list-style-type: none"> Student achievement Student contribution to the national team
	2. Graduate spare	<ul style="list-style-type: none"> Academy graduates become local elite players Academy graduates contribute to be national team player
	3. Availability of student regular reports	<ul style="list-style-type: none"> Student report (written form)

RESULT

According to the results of the questionnaire data analysis, the variable of product of POR UNI football academy had positive responses from principal, coaches, students, and parents. With the total number of 118 respondents, 71 respondents (69.71%) provided favorable responses, and 47 respondents (30.29%) provided negative responses. Based on data processing and analysis of all variables, the following results were obtained: context variable = positive (+), input variable = positive (+), process variable = positive (+), and product variable = positive (+). The results were then compared to each other in the Glickmann quadrant, with the results (++++) falling under the effective category. Thus, it can be concluded that the curriculum implementation at POR UNI football academy has been delivered effectively because the end result complies with the method, input, and context.

At the same time, the variable of product of Sidolig football academy showed negative results from principal, coach, student, and parent respondents. The total number of responders was 41, and of those, 18 (47.87%) gave favorable responses and 23 (52.13%) gave negative responses. Based on data processing and analysis of all variables, the following results were obtained: context variable = positive (+), input variable = negative (-), process variable = positive (+), and product variable = negative (-). These results are then compared to the results in the Glickmann quadrant with the results (+-+-) being in the less effective category. It can be claimed that the Sidolig football academy curriculum implementation is less effective because the product was only in accordance with the context and process rather than the input.

Table 5. The Results of the CIPP Variable Questionnaire Data Analysis on POR UNI football academy

Variable	Frequency Percentage				Results	
	$\Sigma F+$	$\Sigma \% T\text{-score}$	$\Sigma F-$	$\Sigma \% T\text{-score}$		
Context	10	63,82%	8	36,18 %	+	Positive
Input	55	64,05%	43	35,95 %	+	Positive
Process	51	63,72%	48	36,28 %	+	Positive
Product	71	69,71 %	47	30,29 %	+	Positive
Overall result					++++	(Positive,Positive, Positive, Positive)

Table 6. The Results of the CIPP Variable Questionnaire Data Analysis on Sidolig football academy

Variable	Frequency Percentage				Results		
	$\Sigma F+$	$\Sigma\%$ T-score	$\Sigma F-$	$\Sigma\%$ T-score			
Context	3	67,60%	2	32,40%	+	Positive	
Input	11	47,62%	14	52,38 %	-	Negative	
Process	13	63,15%	12	36,85 %	+	Positive	
Product	18	47,87 %	23	52.13 %	-	Negative	
Overall result						+--+	(Positive, Negative, Positive, Negative)

DISCUSSION

The findings of the study show that curriculum implementation at POR UNI football academy falls into the effective category because there is a conformity between context, input, process, and the product of their program. According to Kreber et al., (2010), CIPP evaluation has the meaning of context, input, process, and product evaluation. Context evaluation determines program objectives, input evaluation assesses available resources, and process evaluation monitors program activities with the goal of making changes for product improvement and evaluation. When comprehensive program evaluations are carried out with each other, it is clear that the Stufflebeams CIPP model is useful for measuring outcomes and relating them to program objectives (Pramono et. Al., 2020; Rohman, 2017, Neyazi et al., 2016). The CIPP model presupposes that the purpose of evaluation is not to prove but to improve, because teaching and learning curricula are complementary to one another.

Meanwhile, the implementation of the curriculum at Sidolig football academy is categorized as less effective, because there is a discrepancy between the input and the product produced, but there is a conformity between the context and the curriculum process that is applied. As a result, the compatibility of context, input, process, and product is not yet fully developed. The context and input aspects of curriculum evaluation using the CIPP model, according to Setiadi (2018), are in accordance with the expected standards, while the process and product aspects do not. This can be taken into account for policy makers at Sidolig football academy when making changes to the curriculum, as evaluation of the curriculum has been conducted primarily from the input and product variables.

CONCLUSION

The results of the study concluded that the evaluation of the football academy curriculum using the CIPP model at POR UNI football academy showed effective results while curriculum evaluation at Sidolig football academy showed less effective results. There are numerous requirements for curriculum evaluation, thus this can be used as a reference to examine issues through the development of extensive research.

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CONFLICT OF INTEREST

The authors declared no conflict of interest.

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