



Evaluation of the Achievement Development Program at the Himpunan Pemuda Maju Medan Football School in 2024

Fikri Rayhan 1*

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan,
Indonesia

Alan Alfiansyah Putra Karo Karo 2

Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan,
Indonesia

Abstract.

Background

The Himpunan Pemuda Maju Medan football school frequently participates in inter club competitions. However, given the varying results they achieve, their performance is inadequate.

Objectives

This study aims to evaluate performance coaching at the Himpunan Pemuda Maju Medan football school using the CIPP (Context, Input, Process, Product) evaluation model.

Methods

A descriptive qualitative approach was used, with data collection techniques through observation, interviews, and documentation.

Results

The results show that, in terms of context, this football school has a fairly clear vision, mission, and coaching objectives. In terms of input, adequate human resources are available, but facilities and infrastructure are still very limited. In terms of process, training programs have been running regularly, but are not supported by optimal training methods. In terms of product, performance has been inconsistent and has tended to decline in recent years.

Conclusion

The conclusion of this study is that the Himpunan Pemuda Maju Medan football school's coaching program is ongoing, but needs improvement in the quality of facilities, training methods, and institutional support to produce better and more sustainable performance.

Keywords: Evaluation, Performance Coaching, Football School

Received: May 28, 2026. Accepted: June 12, 2026

*Correspondence: fikri@gmail.com

Correspondence author Fikri Rayhan

Correspondence Author Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia



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How to Cite: Rayhan, F., & Karo Karo, A. A. P. (2026). Evaluation of the achievement development program at the Himpunan Pemuda Maju Medan Football School in 2024. IJESS, 2(2), 209–216.

INTRODUCTION

The purpose of sports coaching and achievement development is to attain success at the regional, national, and international levels. Coaching at the regional and national levels is the responsibility of the respective sports governing bodies. Development efforts are also carried out by establishing regional and national sports training facilities, strengthening sports organizations, and organizing gradual and sustainable programs. Age consideration is used in the coaching process because peak performance is generally achieved between the ages of 20 and 25. Participation in sports often begins at the age of 11 or 12. This indicates that continuous, sustainable, fundamental, systematic, efficient, and integrated training must be implemented from an early age if athletes wish to master football. It is essential to encourage children to engage in play and sports activities from a young age to support the development of their physical capabilities. Through persuasive approaches, young children can even develop an interest in becoming athletes.

From young people to the elderly, sports are now regarded as a normal part of daily life and are no longer viewed negatively. Achievement sports are sports that utilize competition to achieve objectives through the application of science and technology in a planned, tiered, and sustainable athlete development process. To achieve optimal performance, training must begin at an early age. While talking about success may be relatively easy, winning sports competitions is truly challenging. To achieve success, athletes require proper training, particularly in technical skills, strategy, and mental and physical fitness. Since athletic training is a serious undertaking, athletes must possess all the necessary qualities to complete it successfully, with technical skills being the most important aspect (Muhammad Irfan, 2020).

The world of sports is currently developing very rapidly, with the growth of the sports sector keeping pace with the increasing number of sports enthusiasts. In football, the supporter base is clearly visible. Football has a large following because it appeals to people of all ages, from children and adults to the elderly. Football is sometimes considered a lifestyle trend and serves as an inspiration for how certain

individuals behave in their daily lives. The influence of football is so significant that fans sometimes become fanatic supporters of the teams they admire (Abduh, 2020). High-intensity running interspersed with periods of lower-intensity activity is a characteristic feature of football matches. Matches are also distinguished by complex physical interactions among players. Furthermore, understanding the running demands and skill execution during matches is important so that coaches can design sport-specific training sessions that closely replicate real game situations. Competition therefore plays a crucial role in football development.

Football is classified as an invasion game involving two teams playing on the same field without barriers separating them. Eleven players participate on each team, including one goalkeeper. The goalkeeper is the only player allowed to use all parts of the body, including the arms and hands. The other players are required to control the ball using all body parts except the arms and hands, which are prohibited from touching the ball. Essentially, football is a game in which players compete for possession of the ball with the objective of scoring goals while preventing the opposing team from scoring. In a football match, two teams consisting of eleven players each compete against one another. While defending their own goal, each team attempts to score against the opposing team. The goalkeeper is responsible for protecting the goal. Therefore, the objective of each team is to score as many goals as possible while simultaneously preventing the opposing team from scoring through effective attacking and defensive strategies.

Football brings together people from all walks of life and serves as a unifying factor that transcends economic, cultural, religious, and political boundaries. Therefore, football is fundamentally a sport played primarily using the feet. The main objective of the game is to score as many goals or points as possible while adhering to the established rules. Players must possess agility, alertness, speed, and ball-control skills in order to score goals. Football training is divided into three stages: the youth football foundation stage, which takes place between the ages of 6 and 18 years; the amateur football skill development stage, which begins at the age of 18 and above; and the professional maturation stage, which starts at the age of 19 and above. For children aged 6 to 13 years, the enjoyment and basic football development stage is conducted within communities, elementary schools, football schools (SSB), or wherever they choose to play football.

The football school (SSB) environment or amateur/professional clubs serves as the training setting for players aged 14–16 years, representing the football formation development stage. The final stage of youth development, intended for players aged 17–20 years, takes place in amateur or professional clubs. Third Division clubs provide training up to the age of 21 years, while Second Division clubs provide development opportunities until players reach the age of 23 years. First Division, Premier Division, and Super League clubs employ senior team coaches, in accordance with the general regulations of the Indonesian Football Association (PSSI).

Therefore, football schools, commonly known in Indonesia as *Sekolah Sepak Bola* (SSB), are educational institutions that help young people develop their abilities in sports, particularly football. Football school administrators are responsible for overseeing school operations, while coaches provide motivation and guidance to students during training sessions to ensure they learn and play correctly. According to PSSI (Fahmi, 2018), age groups in football schools are divided into four categories:

- 1) Beginner Level (Fun Phase) consisting of the 5–6 years and 7–8 years age groups.
- 2) Foundation Level consisting of the 9–10 years and 11–12 years age groups.
- 3) Intermediate Level (Formative Phase) consisting of the 13–14 years age group.
- 4) Advanced Level (Final Youth) consisting of the 15–16 years age group.

Based on this perspective, football is a team sport involving two teams of eleven players each, including a goalkeeper. To perform successfully and entertain spectators, players must possess strong physical, technical, and tactical abilities in addition to mental toughness. Numerous factors must be considered in training athletes to achieve sporting excellence, including the quality of coaches, facilities, training environments, and the physical and psychological characteristics of the players. Other factors include clearly defined training objectives, organized training plans, appropriate training methods and equipment, and evaluation systems capable of measuring the effectiveness of the training process (Ihsan Qalbi Arridho, 2021).

The *Himpunan Pemuda Maju Medan Football School* (SSB) is one of the clubs engaged in football athlete development. The football school is located at Jl. Luku I No. 21 E, Kwala Bekala, Medan Johor District, North Sumatra. The club currently manages 53 athletes and aims to develop talented football players, particularly in North Sumatra. *Himpunan Pemuda Maju Medan Football School* was established on February 14, 1991. It is managed by Mr. Sakino, with Mr. Legiman serving as an administrator. The club's head coach is Aldi Fauzan, who holds a D License coaching certification, while Benny Cahyo serves as the goalkeeper coach. The *Himpunan Pemuda Maju Football School* is one of the football clubs actively promoting sports activities.

The Himpunan Pemuda Maju Football School frequently participates in inter-club competitions. However, considering the varying championship results they have achieved, the competition outcomes have not always been satisfactory. Nevertheless, the club aspires to gain greater recognition at the regional, national, and even Asian levels. Training sessions are conducted three times a week (Monday, Wednesday, and Saturday), with each session lasting 120 minutes from 4:00 PM to 6:00 PM Western Indonesian Time (WIB). The club has shown significant growth over the years, demonstrating notable achievements and regularly participating in competitions such as North Sumatra inter-club championships, regional championships, student championships, and even national-level tournaments.

Preliminary observations conducted at Himpunan Pemuda Maju Medan Football School indicate that the development of football achievements in Medan City has been relatively unstable, as reflected in inconsistent championship results over the years. In addition, the available facilities and infrastructure have not adequately met the needs required to achieve success at the regional level. As a result, the Himpunan Pemuda Maju Medan Football School team has not achieved rankings in city-level and regional competitions. Therefore, the objective of this study is to comprehensively identify the problems and phenomena related to the development of football achievements at Himpunan Pemuda Maju Medan Football School. Consequently, an evaluation of the sports achievement development program at Himpunan Pemuda Maju Medan Football School has attracted academic interest.

This study was developed based on several relevant previous studies, including research by Wahyu and Setya Rahayu (2015) entitled "Evaluation of the Football Achievement Development Program at Persibas Banyumas Football Club", research by Paulinus Patrian (2021) entitled "Evaluation of Sports Facilities and Infrastructure", and research by Herdyanti Trivita (2022) entitled "Evaluation of Facilities and Infrastructure at Gladiator Athletic Club Gresik." These previous studies provide valuable support and references for the current research.

There are several evaluation models, including: (a) the Goal-Oriented Evaluation Model, (b) the Goal-Free Evaluation Model, (c) the Formative-Summative Evaluation Model, (d) the Countenance Evaluation Model, (e) the Responsive Evaluation Model, (f) the SCE-UCLA Evaluation Model, (g) the Discrepancy Model, and (h) the CIPP Evaluation Model. The evaluation model used in this study is the CIPP Evaluation Model because it is relatively simple and provides a more comprehensive evaluation of the development program implemented by Himpunan Pemuda Maju Medan Football School.

METHOD

Research Design

Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif menggunakan model evaluasi CIPP (*countex, input, process, product*). Model ini di kembangkan oleh Stufflebean 1971 (dari *word Mitchell cates*, 1995). Model CIPP (*countex, input, process, product*). Melihat empat dimensi yaitu dimensi 1) konteks memiliki visi misi, latar belakang Asosiasi Futsal Provinsi, tujuan pembinaan. 2) Dimensi *input* meliputi sumber daya manusia, sarana prasarana. 3) Dimensi proses meliputi program latihan, koordinasi, dukungan masyarakat.

Participant

The research design serves as a systematic guideline for conducting a study. This research plan determines all possible procedures and resources required in qualitative research. The approach and methods used in this study adhere to scientific principles. The purpose of this research is to obtain valid and accountable results. This study is an evaluation research focusing on the achievement development program of Himpunan Pemuda Maju Medan Football School as the research object. Qualitative research belongs to the naturalistic paradigm, which examines phenomena in their natural settings without any intervention or treatment. This differs from the positivistic or quantitative research paradigm, which typically involves treatments or manipulations of the research object. Therefore, it can be concluded that evaluation research, particularly program evaluation, falls within the scope of qualitative research.

The focus of this study is the evaluation of the achievement development program at Himpunan Pemuda Maju Medan Football School, which includes the following components:

- 1) Context: Background, vision and mission, and program objectives.
- 2) Input: Availability of human resources and the adequacy of facilities and infrastructure.
- 3) Process: Coach recruitment system, implementation of training programs, athlete recruitment system, utilization of facilities and infrastructure, coordination, nutrition/consumption, and welfare.
- 4) Product: Athletic achievements and performance outcomes.

Data Analysis

In qualitative research, data are obtained from various sources using multiple data collection techniques (triangulation) and are collected continuously until data saturation is reached (Sugiyono, 2010:33). Data analysis can be conducted through the processes of organizing and interpreting data to formulate conclusions related to the phenomena being studied. To ensure that the findings are interpreted according to their natural context, qualitative data analysis must fulfill three key principles: naturalistic inquiry, inductive analysis, and a holistic approach.

Naturalistic inquiry refers to the analysis of data in real-life situations that change naturally, remain open, and are free from manipulation or control of variables. Inductive analysis is based on inductive reasoning procedures, whereby specific and detailed data are examined to identify categories, dimensions, significant relationships, and original findings, which are typically revealed through open-ended questions. Holistic analysis means that the totality of a phenomenon must be understood by the researcher as a complex system with interconnected elements. Therefore, the phenomenon should be examined comprehensively rather than through a partial or fragmented perspective.

- 1) Data Collection involves searching for, recording, and gathering all data objectively and as they are, based on the results of observations and interviews conducted in the field.
- 2) Data Reduction is the process of selecting and categorizing the collected data based on similarities. The data are then organized to facilitate the formulation of conclusions and the preparation of data presentations.
- 3) Data Presentation is the next step after data organization. The data are presented in the form of narrative descriptions accompanied by charts or tables to enhance clarity and understanding.
- 4) Conclusion Drawing and Verification, After the data have been presented, conclusions are drawn and verified. From the beginning of the data collection process, the researcher seeks to identify meanings embedded in symbols, records recurring patterns, and develops explanations regarding relationships and cause-and-effect phenomena.

RESULTS AND DISCUSSION

1) Context

A Football School (Sekolah Sepak Bola/SSB) is a form of non-formal educational institution that focuses on the development of young athletes in the field of football. Its role is very important in producing a generation of athletes who not only possess technical skills but also have the mental and physical readiness to compete. In Medan City, Himpunan Pemuda Maju Football School (SSB HPM) is one of the football schools that has been established for a long time and remains active in football development activities.

SSB HPM Medan was established in 1991 with the vision of developing and nurturing the potential of children and adolescents in football. Currently, the number of active participants or athletes registered in this football school reaches 53 individuals. These athletes come from various backgrounds and age groups, which are then categorized according to age to follow training programs that match their developmental stages.

This context indicates that there are several aspects that may become obstacles in the development process, such as limited facilities, lack of competition participation, quality of coaches, training methods, as well as parental and environmental support. Therefore, this study focuses on evaluating the achievement development program at SSB HPM Medan to determine the extent to which the program has been effective and efficient in achieving its objectives in developing young athletes.

2) Input

The input component in the evaluation of achievement development refers to all initial resources used in the implementation of the training program, such as participants (athletes), coaches, facilities and infrastructure, funding, and training curriculum or program. Evaluation of this component is important to assess the initial readiness of Himpunan Pemuda Maju Football School in carrying out an optimal development program. SSB Himpunan Pemuda Maju Medan has 53 active athletes from various age groups. This number is considered adequate for conducting regular training programs. However, most of the athletes are still in the basic development stage, both in terms of technical skills, physical condition, and competitive mentality.

This football school is coached by the head coach, Aldi Fauzan, who regularly leads training sessions three times a week. The coach is known for his high dedication to athlete development, although it is not clearly stated whether he holds an official coaching license from PSSI. In the context of long-term development, coach qualification is an important aspect to ensure that training materials align with national coaching standards. In addition, the ratio between coaches and athletes also needs attention to ensure that each athlete receives optimal individual and group guidance. The training facilities at SSB HPM Medan are categorized as good. The field used has an adequate and safe surface for training activities. Supporting equipment such as balls, cones, training vests, and mini goals is available, although still in limited quantity. A good field condition is certainly an advantage as it increases training comfort and effectiveness; however, it needs to be supported by more complete equipment to maximize training variation.

The main funding source comes from participant contributions and support from the surrounding community. Currently, the football school has not yet received permanent sponsorship or financial assistance from local government. These financial limitations affect development activities, such as participation in out-of-town tournaments, coach training programs, and procurement of new equipment. Financial constraints also limit efforts toward management professionalism. Training sessions at SSB HPM Medan are conducted regularly on Mondays, Wednesdays, and Saturdays. This frequency is considered sufficient to maintain training continuity; however, program success is also highly influenced by the content and structure of the training materials provided. Currently, training is mainly focused on basic technical skills and physical conditioning, structured based on an age-based curriculum.

3) Process

The process component in performance development evaluation refers to the actual implementation of coaching activities in the field, including planning, training execution, involvement of coaches and athletes, and communication patterns among all parties involved. The evaluation of the process aims to assess the extent to which available inputs are effectively utilized in implementing the program. Based on observations and interviews, the training program planning at SSB HPM Medan is still relatively simple and not systematically documented. Although the training schedule has been established, namely every Monday, Wednesday, and Saturday, the training materials provided are generally basic and have not been specifically adjusted to age categories or individual athlete abilities. As a result, the development process runs without short-term targets or measurable performance indicators.

Training is regularly conducted by coach Aldi Fauzan, who also serves as the person in charge of field activities. The training content mainly focuses on basic technical skills such as passing, dribbling, shooting, and body coordination. Although the implementation is carried out in a disciplined manner, aspects such as game strategy development, team tactics, and match simulation training have not been optimally applied. In addition, non-technical values such as sportsmanship, teamwork, and competitive mentality have not yet become a regular part of training content.

4) Product

The output component in performance development evaluation refers to the actual results achieved from the implementation of the development program. This can be seen from the development of athletes' abilities, improvements in individual and team quality, and achievements in various competitions. Evaluation of output is important to measure the effectiveness of the inputs and processes that have been implemented.

Based on interviews and observations, there has generally been an improvement in the basic technical abilities of athletes, such as ball control, dribbling, passing, and shooting. This indicates that regular training sessions held every Monday, Wednesday, and Saturday have had a positive impact on basic skill development. However, this improvement is not evenly distributed among all athletes and has not yet extended to more complex aspects such as game tactics, teamwork, and decision-making in match situations. The coaching process has also contributed to character building, such as discipline in attending training sessions and obedience to coach instructions. However, the development of values such as sportsmanship, competitive mentality, and responsibility as part of a team has not been maximized.

To date, SSB HPM Medan has only achieved 4th place in a local-level competition. This achievement indicates that competitively, the team is still not able to compete optimally with other football schools in Medan or North Sumatra. The lack of achievements reflects that the current development system is still not strong enough to produce high performance outcomes. This may be caused by several factors mentioned earlier, such as limited training variation, lack of match experience, and the absence of a structured performance evaluation strategy. Participation in tournaments is also still limited. Financial

constraints and lack of external support make it difficult for the football school to participate in many local and out-of-town competitions.

Discussion

The CIPP model, which stands for Context, Input, Process, and Product, serves as a versatile framework for evaluation across various fields, particularly in infrastructure rehabilitation and educational programs. This model facilitates comprehensive assessment by examining the environment, resources, implementation strategies, and project outcomes. The following section outlines its application and significance. **Timely Solutions:** The CIPP method is applied in areas such as rapid rehabilitation of deteriorating infrastructure, where it provides cost-effective and efficient solutions (Soldati, 2022).

Project Drivers: Factors influencing the use of the CIPP model include urgency, available funding, and the need to minimize disruption during repair activities, highlighting its practical advantages in emergency situations (Soldati, 2022). **Curriculum Evaluation:** The CIPP model is widely used in educational settings to evaluate curriculum effectiveness, focusing on the context, input, process, and product dimensions to ensure a comprehensive evaluation (Dizon, 2022; Oktapiani et al., 2023).

Adaptability: Studies show that the CIPP model can be adapted to various educational programs, such as the *Kampus Mengajar* initiative, demonstrating improved student outcomes through structured evaluation (Oktapiani et al., 2023). Although the CIPP model has proven effective in both infrastructure and education sectors, some criticisms suggest that its implementation is sometimes insufficiently in-depth, particularly in vocational education evaluation, where evaluators may not fully analyze underlying problems (Ratnaya et al., 2022). This highlights the need for skilled evaluators to enhance the effectiveness of the model.

CONCLUSION

The discussion regarding the implementation of the achievement development program at Himpunan Pemuda Maju Football School can be summarized as follows:

1. Context

Himpunan Pemuda Maju Football School (SSB HPM) Medan plays an important role in developing young athletes in the Medan area. Established in 1991 and currently having 53 active athletes, this football school is committed to producing talented young players. However, the achievement development objectives have not been fully achieved, as indicated by the highest achievement being only 4th place at the local level. This shows the need for a more in-depth evaluation of the existing development system.

2. Input

The development resources available at SSB HPM Medan are still limited. The number of athletes is adequate; however, in terms of coaching staff, there is only one head coach (Aldi Fauzan) whose qualifications are not fully certified. The training field conditions are good, but supporting facilities are still limited. The training program is not yet based on a structured curriculum.

3. Process

Training activities are conducted regularly every Monday, Wednesday, and Saturday with active participation from both coaches and athletes. However, the training process is not yet based on a systematic plan, the variety of training materials is limited, and athlete development evaluations are not conducted regularly. Parental involvement and internal coordination are also still minimal, resulting in a less optimal and less well-directed development process for long-term achievement improvement.

4. Product (Output)

The results of the development process have not shown significant achievements. From a technical perspective, there has been improvement in athletes' basic skills; however, this is not yet sufficient to produce high-level performance. Achievements are limited to 4th place, and participation in competitions is still restricted. This indicates that the output of the development program has not yet met its initial goal, which is to produce high-achieving athletes.

ACKNOWLEDGMENT

The author would like to thank the Medan Maju Youth Association Football School and the Bina Guna Sports and Health College, the researchers and authors who have participated and provided support for this research activity.

AUTHOR CONTRIBUTION STATEMENT

This study was conceptualized and designed by Fikri Rayhan, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Alan Alfiansyah Putra Karo Karo performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work..

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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