

Evaluation in the Achievement Development Program of Hippelti Aquatic Swimming Club Athletes of Majalengka Regency

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ABSTRACT: This research aims to evaluate of the achievement development program for athletes from the Hippelti Aquatic Swimming Club in Majalengka Regency, focusing on the CIPP (Context, Input, Process, Product) evaluation model.

This evaluation took place at the Hippelti Aquatic Swimming Club in Majalengka Regency. The population of this study is all members involved in the athlete achievement development program of the Hippelti Swimming Club Aquatic Majalengka Regency, which totals 60 people, consisting of coaches, athletes, and parents. The primary sample consisted of 3 coaches and assistant coaches, 20 athletes, and 10 parents, using purposive sampling. The data were collected through observation, questionnaires, interviews, and documentation. The data analysis used descriptive quantitative and qualitative analysis.

Overall, the average coach score ranges from 3.06 to 3.47, with one aspect of the process achieving "very high" level and the other three aspects—context, input, and product—achieving "high" level. It indicates that the coaches have a very positive view of the program's implementation, which is a key pillar of success. To improve performance holistically, clubs need to focus on improving facilities, funding, and achieving national achievements, while ensuring all coaches understand the vision and mission. A score range of 3.04 to 3.14 indicates that athletes have a positive view of the Hippelti swimming club development program. All three aspects (Input, Process, Product) are in the "high" level, indicating that the program has successfully created a supportive environment and produce measurable achievements. However, to achieve the "very high" level, special attention is needed to improve infrastructure, optimize training processes, and pursue achievements at higher levels, such as national competitions. This data also confirms that athletes' intrinsic motivation, supported by coaches and parents, is a key driver of the program's current success. The average parent assessment score ranges from 2.43 to 2.58, with two aspects (context and product) in the "medium" level and the other two (input and process) in the "high" level. This reflects a perception imbalance, where program implementation and resources are valued more highly than comprehension of goals and outcomes. To improve the program's success, clubs need to focus on more effective communication with parents, increasing funding, and demonstrating more tangible benefits to increase their support.

KEYWORDS: Aquatics, Athletes, CIPP, Evaluation, Development Program.

I. INTRODUCTION

Aquatic sports or swimming is a sport that has great potential in improving athletes' achievements and providing health benefits for the community. In Indonesia, aquatic sports such as swimming are growing rapidly along with the increasing awareness of the importance of physical activity and sports coaching from an early age. In the context of sports management, aquatic clubs have a strategic role in producing outstanding athletes and increasing community participation in water sports activities.

According to Law Number 11 of 2022, Achievement Sports is a sport that fosters and develops Sportspeople in a planned, systematic, integrated, tiered, and sustainable manner through competitions to achieve achievements with the support of sports science and technology. Sports clubs are one of the important institutions in supporting this coaching system, with a direct role in recruiting, training, and preparing athletes from an early age.

The government, through the latest regulation, namely the Regulation of the Minister of Youth and Sports of the Republic of Indonesia (Permenpora Number 6, Year 2024 concerning Revenue Management from Sports Services, emphasizes the importance of synergy between the central government, local governments, sports organizations, and clubs as coaching providers. In the regulation, it is emphasized that achievement development must be carried out based on scientific principles, gradual, tiered,

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and sustainable, and supported by a measurable evaluation system. This is in line with (Permenpora Number 14, Year 2024) Achievement Sports is a sport that fosters and develops sportspeople in a planned, systematic, integrated, tiered, and sustainable manner through competitions to achieve achievements with the support of sports science and technology.

One of the sports that has great prospects in the development of achievements is aquatic sports. It should be noted that since the Special Conference or Munasus of the Indonesian Swimming Association (PRSI) which was attended by 30 provincial administrators throughout Indonesia on August 5, 2023, there has been an important change in the nomenclature of organizations and sports branches, namely the use of the term aquatic to replace the term swimming as the identity of the parent organization and the scope of sports under it. Branches such as swimming, water polo, jumping, artistic swimming, and open water swimming are now officially incorporated under one umbrella, namely aquatic sports. This change refers to the standardization of international sports under the World Aquatics Federation (World Aquatics, formerly FINA). With these changes, coaching at the club level is also required to adjust its approach, scope, and system to align with the direction of the development of modern aquatic sports.

Although they still face various limitations, such as lack of facilities, certified coaches, and the lack of routine competitions in the regions. In this condition, the presence of the Majalengka Regency aquatic swimming club is very important as a center for coaching athletes who focus on the development of swimming as part of aquatic sports. The club has been active since 2022, recruiting and nurturing early age athletes, developing basic and advanced techniques, and including its athletes in various local and regional championships. However, the success of this coaching program has never been comprehensively evaluated to determine its effectiveness in achieving achievement coaching goals.

Based on the results of initial observations made in the field on Monday-Thursday, March 10-13, 2025, it can be seen that Hippelti aquatic swimming club Majalengka Regency is facing a number of challenges in its athlete development program. When visiting the training location, it was found that the training program was not recorded, and there were still limitations in training supporting facilities and infrastructure such as swimming pools that did not meet standards and the training infrastructure was not ideal and it was still rotating in its use. In addition, the motivation of some athletes seems to be declining, characterized by a lack of enthusiasm in participating in training sessions. This phenomenon is in line with the club's achievement record in recent years which shows a decline due to less athlete regeneration and the number of participants in participating in each competition is small. The number of medals won in various championships began to decrease, and fewer and fewer athletes were able to compete at the Regency and Provincial levels, in this case participating in O2SN or POPDA.

This condition shows that there are fundamental problems in the coaching system that need to be evaluated immediately. In this context, the evaluation of achievement coaching programs is important to explore the various factors that affect athletes' achievements, including the role of coaches, training programs, club management, and parental and environmental support. This evaluation is expected to provide a clearer picture of the weaknesses and strengths of the coaching program that has been implemented so far, so that it can be used as a basis for developing improvement strategies or recommendations in the future.

Program evaluation is a crucial step in sports management. Without evaluation, coaching programs are prone to stagnation, are not adaptive to the needs of athletes, and find it difficult to produce optimal output. Some of the evaluation models that are relevant in this context include: CIPP (Context, Input, Process, Product) Model developed by (Daniel Stufflebeam Harold & McKee, 2003) This model provides a comprehensive evaluation by looking at four important aspects in coaching, namely Context (initial condition of the program), input (resources used), process (program implementation), and product (results achieved). According to Stufflebeam, this model is very effective for complex programs and has many interrelated components, such as in sports coaching. Furthermore (Hirsh & Carter, 2002) the Kirkpatrick Model assesses the success of the program through four levels of evaluation, namely participants' reactions to training, learning gained, changes in athlete behavior, and results achieved. Kirkpatrick states that this model is effective in evaluating the impact of training and coaching programs on athletes' development in the long term. (Novalinda et al., 2020) This model is often used to evaluate the success of programs that have clear and measurable goals. Discrepancy Evaluation Model developed by Baker (2000) (Ariani, 2021) This model compares ideal standards with conditions occurring in the field to identify gaps between program planning and implementation. According to Baker, this evaluation is very useful for finding areas that need improvement and providing a basis for further development.:

The use of these various evaluation models in this study aims to ensure that the analysis of the coaching program at the Hippelti Aquatic Swimming Club in Majalengka Regency can be carried out thoroughly and multidimensionally. Thus, the results of the evaluation not only describe successes or failures, but also provide constructive recommendations for future coaching program improvements.

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II. METHODS

The evaluation in this study uses indicators from each aspect of the CIPP Model:

Context

The context evaluation aims to identify the background, program objectives, and urgency of the implementation of the achievement coaching program at the Hippelti aquatic swimming club in Majalengka Regency, especially in the aquatic sports branch in Majalengka Regency. This evaluation is important to understand whether the program is in accordance with the needs of athletes, coaches, and the development of swimming in general in the area.

Input

The evaluation of the input aims to assess the extent of the readiness and adequacy of the resources owned by the Hippelti aquatic swimming club of Majalengka Regency in supporting the implementation of the athlete achievement development program. The components analyzed include the quality and quantity of human resources (especially trainers), the availability of training programs, funding support, and facilities and infrastructure.

Process

The evaluation of the process focuses on the implementation of the coaching program in the field, including how the activities are carried out, how consistent the implementation of the program is with the initial planning, and how coordination between club components is carried out to support the sustainability of the program. Proses ini mencerminkan implementasi nyata dari strategi dan perencanaan yang telah ditetapkan sebelumnya.

Product

The evaluation of products in the CIPP model aims to analyze the results of the coaching program that has been implemented by the Hippelti swimming club of Majalengka Regency. In the context of this research, the product aspect will be focused on two main things, namely the achievement of athlete achievements and the welfare of athletes as a result of long-term coaching.

A. Data, Instruments, and Data Collection Techniques

In this case, the program organizers will be involved, as a research sample will be taken from the side of athletes, parents and coaches. This selection is based on the fact that the athletes are products or the results of the program implementation by the management.

Table 1. Data Collection Techniques

No	Activities	Explanation
1.	Initial observation or observation at the research site	The researcher conducts observations at the research site to ensure the population, sample, design of the coaching program and location to ensure support for the success of the research.
2.	Creating Research Instruments	Researchers prepare research instruments and validate tests before the research takes place.
3.	Creating a Research Letter	The researcher made a research permit for the Club Administrator, Club Coach. After the letter is received and approved by the relevant parties, the researcher can move on to the data collection section.
4.	Observation Technique Data Collection	This data collection was carried out directly by visiting the Hippelti Aquatic Swimming Club of Majalengka Regency.
5.	Interview Technique Data Collection, questionnaires and documentation.	After the recipient of the letter approves that the research is allowed, the researcher collects data in accordance with the determination of the research sample by starting from the interview technique and dividing the questionnaire into research samples and documentation.
6.	Research Data Processing	The researcher processed the data that had been obtained from the three data collection techniques

B. Data Collection Techniques

The data analysis model that will be used in analyzing the data that has been collected is the interactive analysis model from Miles & Huberman. The models include:

Data reduction: simplification, selection, and focusing of data relevant to the research.

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Data presentation: compile data in the form of a narrative or table that describes the conditions being evaluated. Drawing conclusions: interpreting the results of the analysis to provide recommendations for improvement in the development of athletes.

III. RESULT

The following are the results of the research after processing and analyzing questionnaire data, interviews, observations and documentation of evaluation of the achievement development program of hippelti swimming club athletes in Majalengka Regency using the CIPP (Context, Input, Process, Product) evaluation model. This analysis includes quantitative data from questionnaires (athletes, parents, coaches) and qualitative data from interviews (3 coaches, 3 athletes, 3 parents) and is corroborated through observation and documentation, with in-depth interpretation and visualization of data. The following is a table of the results of the evaluation research of the athlete development program of the Majalengka Regency Hippelti Swimming Club.

Table 2. Results of Coach Category Evaluation Calculation

Aspects	Item	Shoes Average	Category
Context	Background of the Coaching Program	3.16	Good
	Purpose of the Coaching Program		
	Coaching Program		
Input	Human Resources	3.05	Good
	Trainer Program		
	Funding		
	Sarana Prasarana		
	Parent Support		
Process	Program Implementation	3.46	Excellent
	Coordination		
Product	Achievement	3.16	Good

Table 3. Results of Athlete Category Evaluation Calculation

Aspects	Item	Shoes Average	Category
Input	Human Resources	3.09	Good
	Trainer Program		
	Funding		
	Sarana Prasarana		
	Parent Support		
Process	Program Implementation	3.09	Good
	Coordination		
Product	Achievement	3.13	Good

Table 4. Results of Evaluation Calculation of Parent Categories

Aspects	Item	Shoes Average	Category
Content	Program Background	2.43	Enough
	Program Implementation		
	Objectives		
Input	Human Resources	2.52	Good
	Funding		
Process	Training Program	2.57	Good
Product	Knowledge	2.43	Enough
	Benefit		

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The questionnaire data was processed on the basis of the Likert scale (1-4: Strongly Disagree to Strongly Agree) for positive statements and vice versa for negative statements. The average score per aspect of CIPP (Context, Input, Process, Product) is calculated and categorized based on the following criteria:

Table 5. Score Criteria Results

No.	Range	Criterion
1.	3.26 - 4.00	Excellent
2.	2.51 - 3.25	Good
3.	1.76 - 2.50	Enough
4.	1.00 - 1.75	Less

IV. DISCUSSION

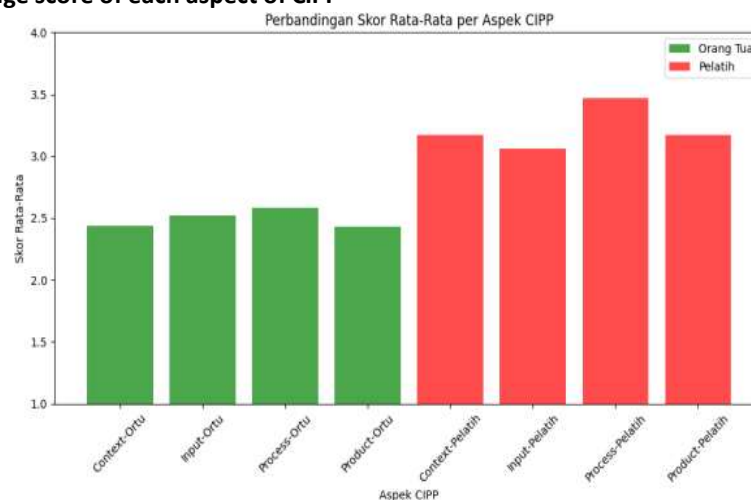
A program is considered successful if more than 50% of respondents rate it as "Good" or "Excellent." Based on the data presented above through the quantitative calculation of each category is as follows:

Athletes: All aspects (Input, Process, Product: Good) meet the criteria.

Parents: Inputs and Process (Good), Context and Product (Sufficient) meet >50% of the criteria of "Good" or more.

Trainer: All aspects (Context, Input, Product: Good; Process: Excellent) meets the criteria. Quantitatively, the Hippelti swimming club's athlete achievement development program is considered successful.

Table 6. Comparison of the average score of each aspect of CIPP



CONCLUSIONS

Based on the results of the research and discussion of the athlete achievement development program at the Hippelti aquatic swimming club in Majalengka Regency using the CIPP evaluation model, it can be concluded that the following things can be concluded:

Evaluation results based on the CIPP model Overall, the average score of the trainers ranged from 3.06 to 3.47, with one aspect of the process achieving "Excellent" and the other three aspects of context, input, product being at "Good." This condition shows that the coach has a very positive view of the implementation of the program, which is the main pillar of success. To improve performance holistically, clubs need to focus on improving facilities, funding, and national achievements, while ensuring all coaches understand the vision and mission well.

Overall, a consistent average score in the range of 3.04 to 3.14 indicates that the athlete has a positive view of the Hippelti Swimming Club coaching program. All three aspects (Input, Process, Product) are in the "Good" category, indicating that the program has successfully created a supportive environment and produced measurable achievements. However, to achieve the "Excellent" category, special attention is needed to improve infrastructure, optimize the training process, and pursue achievements at a higher level, such as national. This data also confirms that the intrinsic motivation of athletes, supported by coaches and parents, is a key driver of the program's current success.

Overall, the average score of parents ranged from 2.43 to 2.58, with two aspects (context and product) in the "Good" category

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and the other two aspects (input and process) in the "Good" category. This condition reflects the imbalance of perception, where the implementation of programs and resources is considered better than the understanding of goals and results. To increase the success of the program, clubs need to focus on more effective communication with parents, increased funding, and more tangible demonstration of benefits, so that their support can be improved.

ACKNOWLEDGMENT

Thank you to those who contributed to this research, especially the thesis supervisors in the master of sports science programme, Yogyakarta State University.

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<https://doi.org/10.5281/zenodo.13929272>



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