

Evaluation of A Football School Management Information System at Selabora Academy, Fikk Uny: A CIPP Model Approach

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ABSTRACT: This study evaluated the implementation of a football school management information system at Selabora Academy, Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, using the Context, Input, Process, and Product (CIPP) model. A descriptive quantitative evaluation design was employed. The population consisted of all 20 coaches who used the system, and all were included through total sampling. Data were collected in October 2025 using direct observation, documentation, and a 20-item five-point Likert questionnaire comprising five items for each CIPP component. Questionnaire data were analyzed using mean scores and percentages of the ideal maximum score. The context component obtained a mean of 4.56 and an achievement rate of 91.2% (very good), indicating strong alignment between the system's purposes and users' operational needs. Input achieved the lowest result, with a mean of 3.62 and 72.4% (good), mainly reflecting limitations in institutional technical support and supporting resources. Process reached a mean of 4.49 and 89.8% (very good), while product obtained a mean of 4.40 and 88.0% (very good). Overall, the system achieved a mean score of 4.27 and 85.35%, placing its implementation in the very good category. The main evaluative finding is an asymmetry between high perceived relevance, implementation quality, and benefits and comparatively weaker organizational inputs. Sustained implementation therefore requires stronger infrastructure, periodic user training, technical assistance, and institutional commitment.

KEYWORDS: I CIPP evaluation; digital transformation; football school; information system; sport management

I. INTRODUCTION

Football schools and youth academies occupy a strategic position in the long-term development of players because they organize the first structured stages of training, administration, competition, and communication with families. In Indonesia, youth sport development is also situated within the national sport system established by Law No. 11 of 2022, which replaced Law No. 3 of 2005 and emphasizes planned, integrated, tiered, and sustainable sport development [1]. The quality of youth football development therefore depends not only on coaching practice but also on the capacity of football schools to manage participants, coaches, schedules, competitions, communication, and organizational records in a consistent manner.

The organizational base of Indonesian youth football is large but uneven. In the Special Region of Yogyakarta, 71 football schools have been registered through the regional youth-football structure, while field information indicates that only approximately 20-25 regularly participate in organized youth competitions. Previous mapping in Sleman Regency also identified weaknesses in performance appraisal, coach management, evaluation, and organizational standardization [2]. These conditions suggest that the presence of many football schools does not automatically produce sustainable organizational quality. Fragmented administration, inconsistent records, limited managerial competence, and weak evaluation can interrupt the continuity of player development and constrain institutional learning.

Information systems offer a practical response to these problems by integrating administrative data and making organizational information more accessible. Web-based systems for football schools in Indonesia have been developed to support player records, academic or training administration, competition information, and management workflows [3], [4]. Nevertheless, developing a platform does not by itself guarantee successful use. A system may be technically available yet remain underused when users do

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not understand its purpose, when equipment and training are inadequate, or when institutional support is weak. Evaluation must consequently examine not only software features but also the organizational environment in which the system is implemented.

This concern is consistent with the growing literature on digital transformation in sport organizations. Digital technology may improve communication, data management, standardization, and operational efficiency, but organizational change often remains incremental when strategy, digital literacy, leadership, and resources are insufficient [5]-[8]. Research on voluntary sport organizations similarly identifies organizational capacity, leadership commitment, technology skills, and access to technical support as important enabling conditions [6], [9]. Recent scholarship therefore conceptualizes digital transformation as a governance and organizational-capability challenge rather than a simple technology acquisition decision [8]. This perspective is particularly relevant for community-based and educational sport organizations that operate with limited resources.

Selabora Academy at the Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, has implemented a football school management information system to support participant data, training information, administration, and communication. Preliminary observation indicated that the system addressed genuine management needs, but its implementation had not been comprehensively evaluated from the perspective of coaches as primary operational users. An evidence-based assessment was required to determine whether the system's objectives were relevant, whether implementation resources were adequate, whether operational processes functioned effectively, and whether users experienced meaningful benefits.

The Context, Input, Process, and Product model developed by Stufflebeam provides a decision-oriented framework for this purpose [10]. Context evaluation identifies needs, problems, and objectives; input evaluation examines resources and implementation strategies; process evaluation monitors actual implementation; and product evaluation assesses intended and unintended outcomes. The model has been applied in educational program evaluation [11] and football development evaluation [12]. However, previous football-school evaluations have largely focused on coaching programs, organizational performance, facilities, funding, and athlete development rather than the implementation of a dedicated management information system [12], [13].

The study therefore contributes an applied evaluation of digital governance in a youth football organization by positioning the information system as an organizational program rather than merely a software product. The evaluation was guided by five questions: (1) how well was the context component achieved; (2) how adequate was the input component; (3) how effectively was the process component implemented; (4) what benefits were evident in the product component; and (5) what was the overall CIPP evaluation result? The study aimed to generate a concise evidence base for system improvement and for similar football schools considering digital management systems.

II. RESEARCH METHOD

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A. Evaluation Design and Setting

This research used a descriptive quantitative evaluation design based on the CIPP model. The design was selected because the objective was to determine the level of achievement of an existing program and to identify components requiring improvement rather than to test a causal intervention. The study was conducted at Selabora Academy, Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, from 1 to 31 October 2025.

B. Participants

The study population comprised 20 coaches who used the management information system in their operational work. Because the population was small and all members met the user criterion, total sampling was applied and all 20 coaches participated. Coaches were selected as respondents because they interacted directly with the system and could assess its relevance, available support, implementation, and operational benefits. The resulting evidence should therefore be interpreted specifically as enduser perception rather than as a comprehensive technical audit of the software or infrastructure.

C. Instrument and Data Collection

Data were collected through observation, documentation, and a closed questionnaire. Observation and documentation were used to describe the institutional setting and the functions supported by the system. The principal evaluative evidence was obtained using a 20-item questionnaire constructed from the four CIPP components. Each component contained five statements. Context items assessed understanding of system objectives, alignment with user needs, academy environmental support, system socialization, and field-based needs. Input items assessed supporting devices, administrator competence, user training, resource adequacy, and institutional technical support. Process items addressed operational continuity, ease of use,

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data updating, technical assistance, and monitoring. Product items examined information speed and accuracy, user satisfaction, contribution to academy management, communication, and intention to continue using the system.

Each statement was scored on a five-point Likert scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The questionnaire was developed with reference to the CIPP framework and reviewed within the thesis research process to ensure alignment between the items and their intended evaluation components. Because the instrument was used with a census of 20 operational users, the analysis was limited to descriptive evaluation and did not attempt populationlevel inferential generalization.

D. Data Analysis

Responses were tabulated and summarized by indicator and CIPP component. The mean score was calculated by dividing the total obtained score by the number of respondents. The percentage of ideal achievement was calculated as the actual score divided by the maximum possible score and multiplied by 100. Interpretation followed five criteria: 81-100% = very good, 61-80% = good, 41-60% = fair, 21-40% = poor, and 0-20% = very poor. The overall evaluation was obtained by averaging the four component means and their achievement percentages.

III. RESULTS

E. Context Evaluation

Context evaluation produced a mean score of 4.56 and an ideal-achievement percentage of 91.2%, categorized as very good. Understanding of system objectives and alignment with user needs were the strongest indicators (M = 4.65 for each). System socialization received the lowest context mean (M = 4.30), although it remained in the very good range. These results show that coaches perceived the system as a relevant response to operational needs and understood why it had been implemented. At the same time, the comparatively lower socialization score indicates an opportunity to strengthen communication about system functions and development plans.

Table 1. Context Evaluation Results

Indicator	Mean	Achievement	Category
Understanding of system objectives	4.65	93.0%	Very good
Alignment with user needs	4.65	93.0%	Very good
Supportive academy environment	4.60	92.0%	Very good
System socialization	4.30	86.0%	Very good
Development based on field needs	4.60	92.0%	Very good
Component mean	4.56	91.2%	Very good

F. Input Evaluation

Input achieved a mean of 3.62 and 72.4%, placing it in the good category but making it the lowest-scoring CIPP component. Administrator competence was the strongest input indicator (M = 3.90), followed by user training (M = 3.70). Institutional technical support was lowest (M = 3.40), while supporting devices and overall resource adequacy each obtained M = 3.55. The results indicate that the academy had sufficient baseline inputs to operate the system, but the supporting organizational capacity was less mature than users' perceptions of the system's relevance and benefits.

Table 2. Input Evaluation Results

Indicator	Mean	Achievement	Category
Availability of supporting devices	3.55	71.0%	Good
System administrator competence	3.90	78.0%	Good
System-use training	3.70	74.0%	Good
Adequacy of resources	3.55	71.0%	Good
Institutional technical support	3.40	68.0%	Good
Component mean	3.62	72.4%	Good

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G. Process Evaluation

Process obtained a mean score of 4.49 and an achievement rate of 89.8%, categorized as very good. Technical assistance was rated highest (M = 4.65), followed by usage monitoring (M = 4.55) and operational continuity (M = 4.50). Ease of use received the lowest process mean (M = 4.35), but it also remained very good. The scores suggest that daily use, data updating, user assistance, and monitoring were functioning effectively from the coaches' perspective.

Table 3. Process Evaluation Results

Indicator	Mean	Achievement	Category
Operational continuity	4.50	90.0%	Very good
Indicator	Mean	Achievement	Category
Ease of use	4.35	87.0%	Very good
System data updating	4.40	88.0%	Very good
Technical assistance	4.65	93.0%	Very good
System-use monitoring	4.55	91.0%	Very good
Component mean	4.49	89.8%	Very good

H. Product Evaluation

Product achieved a mean of 4.40 and 88.0%, also categorized as very good. Contribution to academy management was the strongest indicator (M = 4.70), indicating that users experienced direct operational value. Information speed and accuracy obtained M = 4.40, ease of communication M = 4.35, user satisfaction M = 4.30, and intention to continue using the system M = 4.25. Although continued-use intention was the lowest product indicator, it remained within the very good category and supported the conclusion that the system generated meaningful benefits.

Table 4. Product Evaluation Results

Indicator	Mean	Achievement	Category
Information speed and accuracy	4.40	88.0%	Very good
User satisfaction	4.30	86.0%	Very good
Contribution to academy management	4.70	94.0%	Very good
Ease of communication	4.35	87.0%	Very good
Intention to continue using the system	4.25	85.0%	Very good
Component mean	4.40	88.0%	Very good

I. Overall CIPP Evaluation

The overall mean was 4.27, equivalent to 85.35% of the ideal score and categorized as very good. Context was the strongest component, followed by process and product. Input was substantially lower than the other three components, creating the central pattern of the evaluation: the system was strongly needed, implemented effectively, and perceived as beneficial, although the resources supporting its long-term operation were comparatively less robust.

Table 5. Summary of the CIPP Evaluation

Metric	Context	Input	Process	Product	Overall
Mean	4.56	3.62	4.49	4.40	4.27
Achievement	91.2%	72.4%	89.8%	88.0%	85.35%
Category	Very good	Good	Very good	Very good	Very good

IV. DISCUSSION

The evaluation demonstrates that Selabora Academy's management information system was perceived by coaches as highly relevant, effectively implemented, and operationally beneficial. Its strongest characteristic was contextual alignment. The context

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score indicates that the system did not represent technology adoption detached from organizational needs; rather, users understood its objectives and recognized its relevance to academy management. This finding is important because technology investments in sport organizations should begin with a diagnosis of organizational needs and processes instead of assuming that digitalization itself will solve management problems [7].

The strong context result also responds to weaknesses identified in earlier football-school management studies. Previous mapping in Sleman reported deficiencies in performance evaluation, coach management, and organizational standardization [2]. Indonesian football-school information-system projects have similarly emphasized the need to consolidate dispersed records and administrative workflows [3], [4]. Within this trajectory, the Selabora system can be understood as a practical institutional response to a recognized governance problem. The lower score for socialization, however, shows that relevant technology still requires systematic communication so that all users understand current functions, responsibilities, and future development.

The input component provides the most important improvement signal. Although categorized as good, its 72.4% result was 13-19 percentage points below the other components. Institutional technical support, supporting devices, and resource adequacy were weaker than administrator competence and training. Research on voluntary sport clubs has shown that digital adoption varies with organizational goals and capacity [6], while studies of football associations identify organizational capabilities as a prerequisite for successful digital transformation [7]. The result therefore reflects a broader pattern: smaller sport organizations may adopt useful digital tools even when financial, technical, and human-resource foundations are not yet fully developed [8], [9]. This input gap should not be interpreted as evidence that the system is unsuccessful. Instead, it indicates implementation vulnerability. High current performance may depend on a limited number of competent administrators or informal assistance. If institutional policies, infrastructure budgets, documentation, and periodic training are not strengthened, personnel changes or technical disruptions may reduce service continuity. For sustainable implementation, Selabora should formalize responsibility for system administration, create a scheduled maintenance and backup process, maintain simple user guidance, and allocate recurring resources for technical support.

The very good process result suggests strong user acceptance in daily operation. Coaches considered the system usable, regularly updated, monitored, and supported. These findings can be interpreted using the Technology Acceptance Model, in which perceived ease of use and perceived usefulness influence technology acceptance [14]. Ease of use was evaluated positively, and technical assistance received the highest process score. Effective support may reduce user effort and enable coaches to incorporate the system into routine administrative work even when the broader input structure remains incomplete.

The result is also consistent with the DeLone and McLean Information Systems Success Model. System quality and service quality influence use and user satisfaction, while satisfaction and use contribute to net benefits [15]. Empirical tests of this model have shown that perceived system and information quality are important predictors of satisfaction and individual impact [16], while subsequent validation work connects quality, perceived value, satisfaction, and intention to reuse [17]. In the present study, process indicators approximate the users' experience of system and service quality, whereas product indicators reflect satisfaction, continued-use intention, and perceived organizational benefits. The parallel strength of process and product therefore forms a coherent pattern rather than two isolated evaluation results.

Product evaluation confirms that users perceived concrete organizational value. Contribution to academy management achieved the highest individual mean in the study ($M = 4.70$). The system was also perceived as improving access to information, communication, and management effectiveness. These outcomes correspond with research showing that digital tools in sport organizations commonly support administration, communication, stakeholder coordination, and information management [5], [9]. They also extend earlier CIPP-based football-school evaluation, which concentrated on coaching objectives, facilities, funding, program implementation, achievement, and athlete welfare [12]. The present study shows that digital management infrastructure can itself be treated as an evaluable organizational program.

Recent evaluation of football-school management at the Real Madrid Foundation of Universitas Negeri Yogyakarta also emphasized standardized management and systematic quality assessment [13]. The Selabora findings complement that work by demonstrating how an information system may operationalize aspects of standardization through documented data and faster information flows. Nevertheless, the evidence is perceptual. The evaluation establishes that coaches experienced benefits, but it does not independently verify server performance, security, data accuracy, response time, or compliance with software quality standards. A future technical audit could complement the CIPP evaluation with objective system-quality measures.

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The principal contribution of this study is the identification of a CIPP asymmetry: context, process, and product were very good while input was only good. In a linear implementation logic, weaker resources might be expected to constrain process and outcomes. At Selabora, strong need alignment, perceived usefulness, user assistance, and administrator competence appear to have compensated for resource limitations. This interpretation is consistent with the view that digital transformation involves the interaction of technology, people, organizational practices, and leadership rather than infrastructure alone [5], [8]. However, compensatory factors should not be assumed to remain effective indefinitely; strong inputs are necessary to institutionalize the gains already achieved.

Practically, the findings support four priorities. First, institutional technical support should be formalized rather than relying primarily on ad hoc assistance. Second, short periodic training should be provided when functions change or new users join. Third, devices, connectivity, maintenance, backup, and data-governance responsibilities should be included in the academy's operational plan. Fourth, the next evaluation cycle should involve managers, system administrators, parents, and, where appropriate, other stakeholders, and should combine perception data with usage logs and technical performance evidence. These steps would shift the system from successful use toward sustainable digital governance.

V. LIMITATIONS

Three limitations delimit the findings. First, the study involved only 20 coaches at one academy, so the results describe the perceptions of a bounded user group and should not be generalized statistically to other football schools. Second, the principal data source was a self-report questionnaire, which may be influenced by respondents' experiences, expectations, and organizational relationships. Third, the research evaluated program implementation rather than conducting an independent software-engineering audit; technical performance, information security, and data quality were not objectively tested. Future research should use multi-stakeholder mixed methods, examine system-use records, report psychometric evidence for the evaluation instrument, and compare implementation across several football schools.

VI. CONCLUSIONS

The Football School Management Information System at Selabora Academy was evaluated as very good overall, with a mean of 4.27 and an ideal-achievement percentage of 85.35%. Context achieved 91.2%, input 72.4%, process 89.8%, and product 88.0%. The system was strongly aligned with operational needs, implemented effectively, and perceived as delivering meaningful benefits for academy management and communication. The comparatively lower input score is the main improvement priority. Sustainable implementation requires stronger institutional technical support, adequate devices and infrastructure, periodic training, documented maintenance, and continued resource commitment. The study demonstrates that CIPP can provide a practical organizational lens for evaluating digital management systems in youth sport settings while also indicating the need to complement user perceptions with technical and multi-stakeholder evidence.

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