



Evaluation Program: Seven-A-Side Football Coaching National Paralympic Committee (NPC) of Indonesian at ASEAN Para Games 2015 in Singapore

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ABSTRACT

This study aims to evaluate the seven-a-side football program of the national Paralympic committee (NPC) of Indonesia at the Association of Southeast Asian Nations (ASEAN) Para Games 2015 in Singapore. The study used a qualitative method to fulfill the research objectives, using the Context Input Process Product (CIPP) model, a data of questionnaires, as well as observation method. The result showed that evaluation of context including a legal basis and strong government policy, the vision, mission, and goals has been fulfilled. The evaluation of input that denotes recruitment process of good athletes and coaches are going well. Evaluation of process that includes the training plan has been implemented well, but the implementation of training, assessment exercises, evaluation and monitoring need to be optimized. The evaluation of product involves athletes' performance in Difabel event that has not been implemented optimally with three defeats and one draw, so they were runners-up in the ASEAN Para Games 2015 in Singapore. According to the findings, the planning of the development program for seven-a-side football athletes at the ASEAN Para Games 2015 in Singapore is solidly legal. Therefore, this program needs a comprehensive evaluation to achieve better results in future.

Introduction

According to the 2005 Law No. 3 of the Republic of Indonesia on the national sports system, "Exercise is any activity that systematically encourages, fosters and develops the potential of physical, spiritual and social (health)" (Secretariat, 1971). Sport is part of the process and the achievement of national development goals, so the presence and role of sport in society, the nation, and the state must actually be implemented in practice.

Officially, the international federation of cerebral palsy football (IFCPF) describes the development of Cerebral Palsy (CP) football or soccer CP on its website as follows. The first International CP Football competition was held in Edinburgh, Scotland, in 1978 at the Cerebral Palsy International Games. It was at these Games that Cerebral Palsy International Sports and Recreation

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Association (CPISRA) was founded. In 1982, the first world championships were held at the CPISRA world games in Denmark; the first regional championships were held in Glasgow, Scotland, in 1985. CP Football was first included on the paralympic program in 1984 at the New York paralympic games. Belgium became the first paralympic champions. For a decade between 1988 and 1996, the Netherlands were the leading Paralympic nation, being champions at the Seoul 1988, Barcelona 1992 and Atlanta 1996 paralympics games. Since then, Russia and Ukraine have been top of the rankings. Russia was the gold medalist at the Sydney 2000 paralympics and Ukraine the gold medalist at the Athens 2004 paralympic games (soccer, 2018).

Football for athletes with CP is a very good team sport; it is fun and can be played as a recreational activity, as well as a sporting achievement, giving athletes the opportunity to play at the club, national, and international level. Players who qualify to be part of the national team can compete in the Paralympic Games. The term CP football or football seven-a-side is a common denominator for the sport. CP classification rules in football refer to the classification of Paralympic competition in general, in addition to the classification imposed on CP football matches. Athletes who compete in CP football should be impaired by ataxia, hypertonia or athetosis (soccer, 2018). These three disorders are most often associated with individuals who have neurological disorders and impaired motor control centers in the brain, causing permanent disruption and limited movement capabilities.

Seven-a-side football is a team sport. The classification aims to ensure fairness with regard to the impact of reducing disadvantages between the two teams. To achieve this, the first player is classified in one of four classes of sport. In order to ensure a fair game between two teams, each team (seven players) must have one or two FT6 and FT5 players on the field at all times and is not allowed to have more than one FT8 player on the field. In this regards, the world football assembly FIFA officially said that seven-a-side football was first played in Montevideo, Uruguay in 1930. The development of seven-a-side football in Indonesia is quite advanced. This is evidenced by achievements at the international level, but the exposure to this sport is still lacking. Seven-a-side football in Indonesia has not been optimized by PSSI. In fact, the achievements of the Indonesian seven-a-side football team show progress. In 2004, Indonesia at the Asian level was in 13th place, after dropping outside the top 20. The increase in this ranking was achieved in the Asian championship event in Ho Chi Minh City Vietnam. The limited land and the lack of sports facilities, especially football, have caused many people to look for other alternatives to replace them. For this reason, new innovations are needed to overcome them (Aswadi & Amir, 2015).

The focus of this research is the sport of seven-a-side football, because this sport was included for the first time and followed by a contingent of Indonesian athletes at the multi-event 2015 ASEAN Para Games VIII in Singapore. This sport is certainly a sport game usually conducted in an indoor space (Aswadi & Amir, 2015). In order for a coaching program to work well, it is necessary to conduct an evaluation of its activities. Through the evaluation, we can see the extent to which the implementation of the development program of seven-a-side football National Paralympic Competition (NPC) in Indonesia are running as planned, what has worked, what has or has not been done, what obstacles have arisen and why, and what efforts are necessary to overcome these obstacles.

Evaluation is defined as an assessment. In relation to contemporary education, evaluation is a dynamic process, involving making decisions which lead to changes in student behavior (Kizlik, 2012). Evaluation is the process of giving due consideration to the value and meaning of the thing considered (the evaluand) (Lincoln & Guba, 1985).

Things to consider could be people, objects, events, circumstances, or a certain unity (Sanjaya, 2008). As stated by Edwin and Brown at Sudijono (1998) "Evaluation refers to the act or process of determining the value of something". Evaluation is a process of collecting and processing data and information that will be used as the basis of decision-making, management, and development of courses/colleagues. "Evaluation is the process of delineating, obtaining, and providing useful information for judging decision alternatives" (Stufflebeam & Shinkfield, 2012). The evaluation

process is not simply measuring the extent to which the objectives are achieved but is also used to make decisions (Daryanto, 2007).

Evaluation involves the functions of control and inspection, meaning that evaluation can be used as information for the leadership on whether the program activities have been carried out properly and brought about the expected results. Evaluation can assume the function of accountability because it can provide information about the use of the budget/funding, and evaluation can also serve in an advisory capacity. The evaluation results can be used to obtain more funds to fund similar programs in the future. By knowing the benefits of evaluation in terms of the various aspects of the education system, it can be said that evaluation functions in a number of ways: 1) selective evaluation; 2) diagnostic evaluation; 3) formative evaluation; and 4) summative evaluation (Stufflebeam & Coryn, 2014).

An evaluation model is a model/design for evaluation made by experts. Such evaluation models are usually named after their creator or the stage of manufacture. These models are considered the standard model or brand and can be said to be the standard of manufacture. Furthermore, there are expert evaluations in accordance with the mission, to include the different interests or emphases, or they may be conducted in accordance with the espoused ideology: this is known as the approach to the evaluation, and includes the points of reference as well as the understanding adopted by the evaluators. There are many recognized evaluation models, but on this occasion, the evaluation model that will be used is the Context Input Process Product (CIPP) model (Mahmudi, 2011). The CIPP model, created by Stufflebeam and Shinkfield (1985) proposes an expert-oriented approach to decision-making to help administrators make decisions. The formulated evaluation process illustrates, obtains and provides useful information for judging decision alternatives. Therefore, this study highlighted and evaluated Seven-A-Side Football Coaching National Paralympic Committee (NPC) of Indonesian at Asian Para Games 2015 in Singapore for better improvement of seven-a-side football coaching in Indonesia.

Literature Review

(Mahmudi, 2011) says that evaluation is a tool or procedure used to find out and measure something in an atmosphere in a predetermined manner and rules (Muryadi, 2015). Evaluation includes several concepts, namely (1) the creation of standards to assess quality and decide whether the standards are relative or absolute, (2) the collection of relevant information, and (3) the application of these standards to determine value, quality, benefit, effectiveness, or significance. The direction of evaluation is to provide recommendations to optimize the evaluation in accordance with the objectives of the evaluation or to assist related parties (stakeholder) decide whether the evaluation will be improved, continued, or expanded.

Evaluation is also referred to as a program. This concept views evaluation as the first step in supervision, namely collecting the right data so that it can be continued with the provision of appropriate coaching as well. Program evaluation is very important and useful, especially for decision makers. The reason is that with input from the results of the program evaluation, the decision makers will determine the follow-up to the program that is or has been implemented (Mahmudi, 2011).

The evaluation of the CIPP model consists of Context, Input, Process, and Product. Context evaluation is used to identify and assess needs, problems, and assets that underlie the development of a program. This type of evaluation is related to the formulation of objectives, targets, supporting factors and program constraints, as well as trying to find answers to what needs to be done. Input evaluations are carried out to help decision makers assess alternative approaches, continuity, strategies, availability of guidance personnel and budgets to meet targeted needs and objectives. Process evaluation is carried out to help implement decisions to what extent preparations have been implemented. Furthermore, product evaluation seeks to identify and access short-term and long-term outcomes and benefits (Mardani, Komaini, & Welis, 2018).

In the context of sports education, Education unit level curriculum in terms of context evaluation focuses on teachers, students, facilities, the physical condition of the school, and learning resources and others related to curriculum development. Evaluation of input (input) providing input to the success of curriculum implementation (Sanjaya, 2008). In order to achieve high and maximum achievement, continuous, tiered and sustainable development of athletes is required. Serious attention from the government is the main requirement in advancing sports in Indonesia (Nasri, 2019).

Furthermore, (Nasri, 2019) adds that sports coaching is a system that involves a number of main components that address at least 10 main components (pillars), namely financial support, an integrated sports policy organization and structure, training and nurseries, achievement coaching, group achievement coaching elite, sports infrastructure, provision of coaching training and quality training, quality of competition, scientific research, and the media environment and sponsorship. This is also described in Law of the Republic of Indonesia number 3 of 2005 concerning the National Sports System article 21 which states that the government and local governments have an obligation to foster and develop sports including sports, energy, organizing, funding, methods, infrastructure and facilities, as well as sports awards.

Methodology

The evaluation model used in the evaluation of the seven-a-side football coaching is the CIPP model developed by Stufflebeam and Shinkfield (2012). The CIPP model is used with the assumption that this model can ascertain the comprehensive success of an overall program (Stufflebeam & Shinkfield, 2012).

The sampling technique used in evaluating the seven-a-side football coaching is incidental sampling. More specifically, the evaluation instrument was given to the respondent at the time of the officer conducting the evaluation, while seven-a-side football athletes were finishing a routine exercise in the field. This was done in order that the researchers would get a larger data stream. The sample was taken for evaluation of all components involved in the implementation of seven-a-side football coaching, ranging from athletes to coaches and organizers.

To collect the required data, we used different measurement instruments such as questionnaires (Table 1), interviews and documentation. The questionnaire is used to obtain factual information about the long history of athletes, ranging from the recruitment stage to the process of treatment while in the dorm and achievements. However, this time, the emphasis of the evaluation was more on the process of coaching. Questionnaires were also given to coaches in order to obtain information about their rights and obligations during their work as coaches. Interviews were conducted to further develop the information which may not be captured through a questionnaire. The interviews were conducted in order to obtain information more widely and deeply associated with the necessary data. Documentation was used to obtain information related to students and coaches and recorded the achievements of the students during the process of building a seven-a-side football.

Table 1. The questionnaire components

Categories	Aspects	Respondents
Input	Characteristics of the athletes The exercise program Facilities and infrastructure Funding	Implementation
Process (coach)	Recruitment of athletes Recruitment coach	Seven-a-side football coach

	Implementation of training	
	Evaluation	
	Management	
Process (athletes)	Implementation training	Athletes Seven-a-side football
	Nutrition	
	In Specialty	
Product	Paralympic games	Coach and organizer

Using the CIPP approach, the instruments used in the evaluation program are a questionnaire, semi-structured interview, and documentation record sheets. To establish context, semi-structured interviews with respondents included the organizer, which in this case is the Ministry of Youth and Sports of Indonesia.

The data obtained through interviews are qualitative data. In this study, the researchers used qualitative data analysis according to Miles and Huberman (1994), which consists of three stages: 1) data reduction; 2) display of data, and 3) conclusions/verification (Huberman & Miles, 1994).

Results

Data were collected on the four components of the evaluation via questionnaire, interviews, documentary studies, and through field studies. The data obtained were then analyzed and the results of the analysis compared with the evaluation criteria for each component, allowing judgments and decisions to be arrived at.

Evaluation of Context

The focus of the evaluation sub-context includes three things: 1) the legal basis; 2) the vision and mission, and 3) implementation of the target program of the development of athletes playing seven-a-side football at the ASEAN Para Games 2015 in Singapore.

Table 2. The evaluation of context program dimensions

Classification	Frequency	Percent (%)
Very good	4	20
Good	10	50
Quite good	4	20
Less good	2	10
Not good	0	0
Total	20	100

Based on Table 2 concerning the results of the data sub-focus on the evaluation context, it appears that out of 20 respondents, four people (20%) stated very good, ten people (50%) said good, four (20%) stated quite good, and two (10%) expressed less good, and no people claimed not good.

Evaluation of Input

With reference to the athlete development program for seven-a-side football at the ASEAN Para Games 2015 in Singapore, the next aspect of evaluation is input. Evaluation of input was intended to

identify the objective conditions of the support resources available. Based on this, the focus of the evaluation of input includes 1) recruitment of athletes; 2) recruitment of coaches; 3) finance; 4) facilities and infrastructure; and 5) coordination among agencies.

Based on Table 3 concerning the results of the data sub-focus on evaluation inputs, it appears that out of 20 respondents, four people (20%) stated very good, seven (35%) stated good, five people (25%) stated quite good, three (15%) expressed less well, and one (5%) claimed not good.

Table 3. The evaluation of input dimensions

Categories	Frequency	Percent (%)
Very good	4	20
Good	7	35
Quite Good	5	25
Less Good	3	15
Not Good	1	5
Total	20	100

Evaluation of Process

The results of the evaluation of process will discuss the planning, implementation, and managers. The focus of the evaluation process are 1) planning of the training process; 2) implementation of the training; and 3) evaluation of management.

Table 4. The evaluation of of process dimensions

Categories	Frequency	Percent (%)
Very good	4	20
good	9	45
Quite good	5	25
Less good	2	10
Not good	0	0.0
Total	20	100

Based on Table 4, it appears that out of 20 respondents, four people (20%) stated very good, nine (45%) stated good, five people (25%) stated quite good, and two (10%) expressed less good, while nobody claimed not good.

Evaluation of Product

Evaluation of product describes and details the results of seven-a-side football athletes' performance at the ASEAN Para Games 2015 in Singapore following the athlete development program.

Table 5. The evaluation product program dimensions

Categories	Frequency	Percent (%)
Very good	7	35
good	9	45
Quite good	3	15
Less good	1	5
Not good	0	0.0
Total	20	100

Based on Table 5, the results of the evaluation of product reveal that out of 20 respondents, seven people (35%) stated very good, nine (45%) said good, three (15%) stated quite good, and one (5%) said less well, no one stated not good.

Discussion and Conclusion

The evaluation of the athlete development program for seven-a-side football at the ASEAN Para Games 2015 in Singapore illustrates the four foci necessary to achieve coaching sports success: context, input, process, and product.

Table 6. The evaluation of the athlete development program dimensions

Categories	Frequency	Percent (%)
Very good	7	35
Good	9	45
Quite good	3	15
Less good	1	5
Not good	0	0.0
Total	20	100

Based on the Table 6, the results of the evaluation of the development program reveal that out of 20 respondents, seven people (35%) stated very good, nine (45%) said good, three (15%) stated quite good, and one (5%) expressed less good; nobody claimed not good. Thus the athlete development program, including context, input, process, and product, was overall evaluated as good.

The evaluation context describing and detailing the environmental needs is clear about the policy behind the implementation of athlete coaching programs for seven-a-side football at the ASEAN Para Games 2015 in Singapore, including the vision, mission, and targets. Based on the results the program sub-context including the legal basis, the vision, the mission, and the implementation of the target program, responses were evaluated as either.

The evaluation of input was intended to identify the objective conditions of the support resources available. The program sub-context including recruitment of athletes, the hiring of coaches, distribution logistics (funding), facilities and infrastructure, and coordination among agencies of implementation programs, was evaluated as good.

Evaluation of process are discussing about the planning, imlementation and managers. Planning is a fundamental part of the program and is integral to the early stages of a program. Careful planning will affect the results achieved. Implementation is an important management function because it is not easy to mobilize existing resources in the athlete development program for seven-a-side football to achieve the goals set. The manager's function is to control and direct the program towards becoming better, preventing errors, creating comfortable conditions, correcting failures that arise and providing a way out if an error occurs. Based on the evaluation of process that the program sub-context including planning of the training process, implementation of the training, and evaluation of the management of training was evaluated as good.

Evaluation of product describes and details the results of seven-a-side football athletes' performance. The sub-focus of product evaluation, the evaluation was good. Meanwhile, based on the research results achieved, the athlete development program for seven-a-side football at the ASEAN Para Games in Singapore in 2015, based on an evaluation of context, input, process, and product, seems to be going well. However, there are still some things that need to be addressed in order to improve the running of the program.

A research conducted by (Muryadi, 2015) regarding the evaluation of the football coaching program of the PERSIJAP Jepara club indicates that in the context, background and planning aspects of the PERSIJAP Jepara club coaching program are quite good, because management, team formation planning and management program planning are already in the category good. In the input aspect, information dissemination has been carried out well. The training ground is available and the club already has an athlete dormitory. The community is quite enthusiastic in providing support and the existing human resources have supported the implementation of achievement coaching at the PERSIJAP Jepara club, but the training equipment is still inadequate and government support still needs to be improved again to achieve the success of club coaching. In the aspect of Process, the implementation of training programs, coordination. The selection of athletes, coaches and assistant coaches at the PERSIJAP Jepara club can run well and the training ground used for the club is good, but the training equipment is still inadequate. In the end, in the product aspect, the achievements of the PERSIJAP Jepara club were not optimal, because for the last five years they had not been able to win the title in the national football scene.

Regarding the development of athletic talent, a coach is expected to be able to master various strategies in certain sports. In this case, (Rosadi, 2018) asserts that trainers must be able to see the achievement motivation of the athletes themselves, so they can see which athletes have big ambitions to win. Motivation is closely related to personal aspirations or encouragement to achieve achievement in the athlete concerned. In the same case, research conducted by (Rohman, 2017) produces an indicator that Motivational competence is a motivation that must be possessed and developed in the soccer learning process for students as athletes to be able to grow and develop their skills competencies.

The determinant factor of the successful development of athlete achievement is the athlete itself. Putra and (Adibpour, Hosseini, & Honari, 2021) give a message that athletes are expected to improve discipline when the training process takes place and maintain the facilities and infrastructure provided. Thus, the implementation of training programs by trainers can be implemented optimally and be able to achieve the expected targets.

The planning of the development program for seven-a-side football athletes at the ASEAN Para Games 2015 in Singapore has a solid legal basis and there is firm government policy on the establishment of this program because it is based on Law No. 3 of the Republic of Indonesia 2005 on the national sports system.

Implementation of the development program for seven-a-side football athletes at the ASEAN Para Games 2015 in Singapore has a clear vision and mission. The program coordinates, develops and prepares athletes with disabilities, especially athletes playing seven-a-side football competing in the event in the multi-event South-East Asia, namely the ASEAN Para Games 2015 in Singapore. The

target of the athlete development program for seven-a-side football athletes at the ASEAN Para Games 2015 in Singapore is very clear, aiming to see Indonesia become champions at the ASEAN Para Games 2015 in Singapore. Coordination with relevant agencies is good. Each stakeholder understands and carries out their role in accordance with their duties and functions. Aspects of the implementation of the training are going according to plan. In practice, the coach accommodates the athletes, allowing the opportunity for them to express their opinions, allocating practice time, providing corrections during training, and giving each athlete the same treatments. Aspects of evaluation have been done and reports in writing have been communicated to all relevant parties.

Conflict of Interest

Author declare there is no conflict of interest

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