



CIPP-Based Evaluation of Badminton Sports Development Program at SLB N Kenteng English

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Abstract

The purpose of this study was to evaluate the implementation of the badminton sports development program at SLB N Kenteng Banjarnegara uses the CIPP (Context, Input, Process, Product) model. This study is a type of program evaluation research that uses qualitative methods. Data from this study were obtained from a series of semi-structured interviews with research subjects. The population of this study included all individuals who had important roles in the program. The sample of the study consisted of: the principal, 1 sports teacher, 1 non-sports teacher, 3 students from the badminton sports program, and 1 parent of one of the students. The results of the study showed that: (1) Context evaluation: The program objectives are in line with the school's vision and mission and are fully supported by all elements from within and outside the school. (2) Input evaluation: The facilities and infrastructure for implementing the program are very good, but the quality of the trainers is still low. (3) Process evaluation: The program implementation went well, but student enthusiasm was still unstable. (4) Product evaluation: This program can improve students' badminton and motorbike skills as well as improve social aspects, self-confidence, and discipline.

Keywords: *Evaluation, badminton, CIPP, Special Education School*

INTRODUCTION

School Outside Regular (SLB) as institution organizer education for child in need special, play a role important in develop potential participant educate as much as possible Possible in frame reach objective education national (Napitupulu, 2021). According to various literature, development sport For child in need special own benefit big, good from aspect physical, psychological, and social (Husna, 2023). As such in branch sport hair Defend. Development sport hair Defend at School Outside Regular (SLB) has role strategic in support students ' achievements and welfare with need special. SLB N Kenteng English as one of the institution education that has commitment tall in development sports, including badminton. Evaluation towards development programs sport badminton This important For ensure effectiveness and efficiency implementation of the program.

Evaluation is one of from a number of step important in management education (Sani & Ngatman, 2024)program. One of the evaluation models that popular in assessing education and training programs is the CIPP evaluation model. This CIPP evaluation

model developed by Stufflebeam (Stufflebeam, 2002) For give framework Work in a way comprehensive For evaluate education and training programs, including sports programs. CIPP is a abbreviation from Context, Input, Process, and Product, where each aspect This analyzed For give description comprehensive about success or lack a program. (Raibowo, 2020).

The CIPP model offers a holistic and integrative approach in program (Raibowo, 2020)evaluation. Context will evaluate environment and needs fundamental in the program, input (Input) will be analyze source available power, the process will to study program implementation, and products (Product) will measure the results achieved. With Thus, evaluation This No only will give information about what has been achieved, but also how and why results the achieved. Research previously show that evaluation CIPP based can give information in a way effective in evaluate a program of activities and can give the right picture about solutions, as well as step further (Raibowo, 2020)program development.

Implementation of the CIPP model in development program evaluation sports hair defend at SLB N Banjarnegara This expected can give accurate information and can also become base for program improvements in the future, so that can more effective in reach the expected goal. With know factors that influence success and failure of the program, parties school can formulate a more comprehensive strategy appropriate For development sport hair fend off at SLB N Kenteng Banjarnegara. With Thus, research This can give meaningful role for development sports in SLB and improve performance as well as welfare student with need special.

METHOD

Study This is type study program evaluation using method qualitative. Method qualitative is approach research that aims For understand phenomenon social or behavior humans who focus on non- numerical data like interviews, observations, documents, and audiovisual (Putra, 2022)materials. In general, the methods qualitative use word by word explanation for describe results research that has been conducted. Program evaluation model in method qualitative that the author use is CIPP (Context, Input, Process, and Product) method which can evaluate a program from various aspect in a way comprehensive (Bhakti, 2022).

Population

Study This focus on stakeholders interests involved in a way direct and also No direct in implementation of the program. Population study This covers all over

individuals who have role important in the program, namely head school, sports teachers, and athletes hair fend off at SLB N Kenteng Banjarnegara. This research has obtained a permit (Number : 014/ POR.UMNU.Kbm /I/2025), and all participants have filled out the consent form to be involved in the research. The leaders of all participants (principals) have given permission to the PJOK teacher and to athletes involved to be a research participant. This consent was approved on January 13, 2025.

Sample

Election sample done with choose respondents assessed own information relevant to successes and challenges faced during program implementation. Sample from study This that is covers head school that knows program policy, one sports teacher involved direct in program implementation, one non- sports teacher who is still in One scope school, three athletes from sports program hair parry, and one parent from one of athlete the.

Data Collection Instruments and Techniques

Data from study This obtained from a series results semi- structured interview. Interview done to head school, 1 sports teacher, 1 non- sports teacher, 3 athletes, and 1 parent athletes at SLB N Banjarnegara. Instruments questions asked in interview consists of over 8 grains question for each element sample. Instrument the containing related indicators with context, input, process, and product evaluation implementation of development programs sport hair fend off at SLB N Kenteng Banjarnegara.

RESULTS AND DISCUSSION

Results

Research result This served based on framework CIPP (*Context, Input, Process, Product*) evaluation which aims to For evaluate development programs sport hair fend off at SLB N Kenteng Banjarnegara. Every component in the CIPP model is analyzed in a way detailed For give clear picture about various aspects that influence implementation of the program. Every aspect evaluated in a way systematic For describe program context, readiness source power, implementation process, as well the results achieved.

Context (*Context*)

On the aspect *context*, shows that almost all from element in school know with Certain about objective from holding of development programs sport hair parry this. Based on results interview with head school, this program aiming For increase competence and development talent students in all levels, and at a time build trust self they through field sports. And things the supported by all existing elements in school,

because its relevance with need student as well as in accordance with policy and vision mission school. As conveyed by the principal school that,

" In vision and mission school this is one of them there is points independence and empowerment students, and this program Can become supplies as well as development skills student in the future ". (S1.C2)

According to parents students, schools also play a very important role in bridging existence information related with the existence of the program, and its relevance with vision mission as well as the needs of students, one of from parents student say that,

" According to i this program in line with objective schools and the needs of students, especially for students who are indeed talented in the field sports ". (S7C2)

Statement the show that party school always give information about objective as well as benefit program continuity to parents student.

Input

On the aspect *input*, implementation of program activities development sport hair parry This supported full by party school and also from party from outside school. This is proven with availability facility means adequate infrastructure For the course of the program. One of student from the program say that,

" Facility sports at school This good, good For Field and equipment like racket, and others ". (S4.I2)

Head the school also conveyed that party school always notice facility as well as all the necessary requirements in program continuity. One of the budget in implementation of this program originate from BOSP, which is This become source main in purchase equipment sport and also consumption If of course is required. However, regardless from complete facility said, coach or the sports teacher involved direct in the program still Not yet own official license as coach hair tank. Even though the sports teacher the Already own an experience that is not A little in train, will but improvement quality coach This can make mark plus in implementation of the program becomes more maximum.

Process

Related aspect *process*, constraints main identified is enthusiasm students who do not stable because of factor fatigue. The sports teacher involved direct in the program to deliver that the students are very enthusiastic before start activities, will but in the middle training in progress most student easy fast feel tired, so not enough enthusiastic in continue session exercise next. Besides matter said, the students also conveyed often experience difficulty when coach explain material without accompanied by with practice

in a way direct.

On the side others, parents from student convey that communication established between parents and parties school related development student in the program is very good. Besides that, the students also conveyed that delivery material in practice is also fun and uses easy language understood, so that communication between Students and sports teachers can also intertwined with maximum.

Product (*Product*)

On the aspect *product*, this program can increase skills base hair parry students being measured through test skills motor in a way routinely by the sports teacher on the program. The sports teacher also said that experience exercise students also have significant influence to development social students, so that become more easy in interact with other people. Besides that, students who follow the training program also become more believe self and discipline in various aspect. Head school hope, this program can Keep going continued and developed as development competence and can to achieve performance in the future come.

Discussion

Based on results research that has been implemented, shows that development program evaluation sport hair fend off at SLB N Kenteng English including in category Good.

Context

On the aspect *context*, show that this program own strong foundation in matter understanding and support from all over element school. Support This show program compliance with need student in need special and policy school, as stated in vision and mission that focuses on empowerment and independence student.

Statement head schools that emphasize importance independence and empowerment student through this program indicates that sports program No only interpreted as development skills physique but also as tool For build character and skills life (Pradana, 2021). This matter show that this program designed For results oriented term long, good in development skills individual and also in fulfil vision in the field education.

Besides that, parental support towards this program reflect that communication between school and family walk with good. Parents feel that this program No only in line with need children they but also relevant with vision school, especially for participant educate who is basically own potential in the field sports. Parental involvement in school programs, including extracurricular programs, can increase motivation and confidence

self student as well as strengthen success of the program (Qomariyah, 2024). In matter this, effective communication between school and parents become factor key in build support environment to program implementation.

Input

On the aspect *input*, implementation of development programs sport hair fend off at SLB N Kenteng English show support full from various party, both from in school and also party external. Support the seen from availability facility adequate facilities and infrastructure, such as field proper sports and equipment hair complete defense, as stated by students and principal school. Good facilities This can create environment optimal learning, providing comfort, and improve motivation student For participate active in the program.

However, there is shortcomings in aspects quality coach become attention important. Even though the sports teacher involved own experience in training, absence license official as coach hair parry show the need development more continue. In context sports, license coach often become indicator recognized competence formally. License (Iyakrus, 2022) This No only increase credibility trainer, but also opens access to technique training the latest that can customized with need student in need special.

Support budget from BOSP is also one of the factor positive in input aspect. This fund allocation give smoothness in fulfil need logistics, such as purchase equipment sports and consumption during program implementation. This show that management school own commitment strong to sustainability of the program. However, it is important For manage these funds with more strategic, for example with set aside budget For training trainer so that the quality of the program can be improved.

Process

Evaluation results on aspects *process* show that implementation of development programs sport hair parry This has walk Enough Good in a number of aspect. Factor fatigue experienced student become constraint the main thing that makes decline Spirit they moment session training taking place. This is can influenced by conditions physique different students, including limitations physique certain common happening among student in need special. Phenomenon This indicates the need adjustment in duration, intensity, or method training to be more in accordance with needs and capabilities students. Scheduling session get enough rest in between exercise can also become solution For overcome fatigue student.

Difficulty student in understand material training when delivered in a way theory without practice also become directly important findings. This is show that student more

need approach learning based on practice (*learning by doing*), where the trainer No only explain verbally, but also giving concrete demonstration. (Khaerani, 2024) This strategy No only make it easier student in understand material, but also improve involvement they during training.

On the other hand, the communication that takes place between party school and parents student during This rated very good, which is element important in support success of the program. In addition that, effective communication between students and sports teachers be one of the power of this program. Delivery materials that use Language simple and approach pleasant create atmosphere conducive and supportive learning creation good relationship between teachers and students.

Product (*Product*)

Research results on aspects *product* show that this program has give big impact to various aspect development students. Improvement skills base hair measured parry through test skills motor in a way routine show that this program effective in help student develop ability physique they. This is indicates that method training used Already in accordance with need SLB students who have limitations certain However still can maximize potential them. Besides that, sports teacher take notes existence impact positive to ability student in interact social, where experience exercise together Friend peers and coaches create supportive environment development communication and work same. This is very important remember student in need special often face challenge in aspect social.

This program was also successful increase trust self and discipline students. Trust growing self show that student get meaningful, temporary experiences discipline applied during training can contribute to other activities outside the program, such as activity academic and also life everyday. Support from head school, which hopes that this program can Keep going continued and developed, showing existence confession to impact positive that has been produced.

Findings This in accordance with study previously which shows that sport can increase skills motor, confidence self, and ability social student in need specifically (Pradana, 2021). In particular Overall, this program No only succeed reach objective the main thing in development skills motor, but also provides impact significant holistic to development social and emotional students. With evaluation and development sustainable, this program own potential big For become a development model competence sports at SLB and achieve achievements in the future come.

CONCLUSION

In general overall, development program sport hair fend off at SLB N Kenteng English show good effectiveness in support development skills and character students. For increase future success, it is recommended existence improvement qualification coach as well as management method more practice adaptive to need students. With commitment all party involved, this program own potential big For produce achievements and impact more positive wide in the future.

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