

## Implementing the CIPP model for evaluating the advancement of performance in the East Java petanque sports

### Implementación del modelo CIPP para evaluar el avance del rendimiento en los deportes de petanca de Java Oriental

Abdul Hafidz, Afif Rusdiawan, Cemal Özman, Muhammad Labib Siena Ar Rasyid, Ratko Pavlovic, Bekir Erhan Orhan, Ahmad Lani, Ari Iswanto, nugroho susanto

\*Universitas Negeri Surabaya (Indonesia), \*\*Bartın University (Türkiye), \*\*\*Universitas Negeri Padang (Indonesia), \*\*\*\*University of East Sarajevo (Bosnia and Herzegovina), \*\*\*\*\*Istanbul Aydin University (Türkiye), \*\*\*\*Insan Budi Utomo University (Indonesia)

**Abstract.** This study aimed to examine the implementation process of the East Java petanque sports achievement development programme, focusing on its contextual factors, input requirements, procedural aspects, and resulting outcomes. The aforementioned research falls within the purview of CIPP model evaluation research, employing a quantitative methodology. A purposive sampling strategy was employed to select the subjects for this study, consisting of 5 coaches and 35 male and female athletes from 5 FOPI district and city in East Java. The research included a questionnaire that included the CIPP, which aimed to gather information regarding the coach's background, the coaching programme for petanque sport, the coach's performance, and the training method utilised by athletes in the petanque sport genre. Quantitative data was gathered by using a Likert scale. The data analysis included descriptive analytic techniques, namely utilising percentages. The study's findings indicate that the CIPP evaluation analysis revealed that 73.75% of the dimensions of context support for programme implementation fell into the "support" category. Additionally, 69% of the human resources input component was classified as "adequate." The program's input is classified as "done" with a ratio of 63.57%. The input for athlete selection and infrastructure is classified as "always done" with a ratio of 82.11%. The process training dimensions are also classified as "always done" with a ratio of 78.57%. Lastly, the dimensions of the training product are classified as "very as expected," with a ratio of 75.63%. In summary, the government has provided substantial support for the context dimension. The input dimension comprises instructors and athletes' resources of sufficient quality, as well as training facilities and infrastructure that are highly adequate. The many components of the overall training process are consistently executed proficiently. The product components demonstrate conformity to expectations, although they necessitate enhancement.

**Keywords:** CIPP; evaluation; petanque; East Java

**Resumen.** Este estudio tuvo como objetivo examinar el proceso de implementación del programa de desarrollo de logros deportivos en petanca de Java Oriental, centrándose en sus factores contextuales, requisitos de entrada, aspectos de procedimiento y resultados resultantes. La investigación antes mencionada se enmarca dentro del ámbito de la investigación de evaluación del modelo CIPP, empleando una metodología cuantitativa. Se empleó una estrategia de muestreo intencional para seleccionar a los sujetos para este estudio, que consta de 5 entrenadores y 35 atletas masculinos y femeninos de 5 FOPI de Pengkab y Pengkot en Java Oriental. La investigación incluyó un cuestionario que incluía el CIPP, cuyo objetivo era recopilar información sobre los antecedentes del entrenador, el programa de entrenamiento para el deporte de petanca, el desempeño del entrenador y el método de entrenamiento utilizado por los atletas en el género deportivo de petanca. Los datos cuantitativos se recogieron mediante el uso de una escala Likert. El análisis de datos incluyó técnicas analíticas descriptivas, concretamente la utilización de porcentajes. Los hallazgos del estudio indican que el análisis de evaluación del CIPP reveló que el 73,75% de las dimensiones del apoyo contextual para la implementación del programa cayeron en la categoría de "apoyo". Además, el 69% del componente de insumos de recursos humanos fue clasificado como "adecuado". El insumo del programa se clasifica como "hecho" con un ratio del 63,57%. El insumo para la selección de deportistas y la infraestructura se clasifica como "siempre hecho" con un ratio del 82,11%. Las dimensiones de formación de procesos también se clasifican como "siempre hechas" con un ratio del 78,57%. Por último, las dimensiones del producto formativo se califican como "muy esperado", con un ratio del 75,63%. En resumen, el gobierno ha brindado un apoyo sustancial a la dimensión del contexto. La dimensión de entrada comprende recursos de instructores y atletas de calidad suficiente, así como instalaciones e infraestructura de entrenamiento que sean muy adecuadas. Los numerosos componentes del proceso general de formación se ejecutan de forma consistente y competente. Los componentes del producto demuestran conformidad con las expectativas, aunque necesitan mejoras.

**Palabras clave:** CIPP; evaluación; petanca; Java Oriental

---

Fecha recepción: 03-04-24. Fecha de aceptación: 16-09-24

Nugroho Susanto  
nugrohosusanto@fik.unp.ac.id

### Introduction

The province of East Java has experienced a surge in the development of various sports in recent years, with petanque being one of the newer additions to the sports landscape. In 2015, East Java introduced the French sport of petanque, which has since attracted significant attention (Laksana et al., 2017; Okilanda et al., 2018; Turkmen, 2013). Petanque is known as a sport that uses an iron ball as a throwing tool and a jack or booka as a target to get closer

to it in order to score points with both feet in the middle of a circle with a diameter of 50 cm (Hidayah et al., 2024; Nurhasan et al., 2024). However, the progress and evaluation of petanque sports achievement in this region remain largely unexplored.

In the province of East Java, new sports, including Petanque, have been undergoing development in order to boost the overall sports achievements in the region. The evaluation of the coaching program for petanque sports in

East Java highlights the importance of a structured and systematic approach to sports development. To achieve sports achievements, a complex process is required rather than simply relying on casual exercise. Furthermore, the study on the evaluation of Petanque organization management and youth athlete development in East Java Province suggests that the management functions, such as planning, organizing, actuating, and control, have played a crucial role in the effective development of the sport in the region (Sri Wijastuti et al., 2023).

The development of the existence of petanque sports in Indonesia is quite good, as evidenced by the large number of regional petanque sports clubs emerging in Indonesia. There are many training activities carried out by petanque trainers, from basic to professional, in several regions of Indonesia. Apart from that, many petanque championships have been held at regional, provincial, and national levels (Hanief & Purnomo, 2019). The national-level accomplishments of the sport of Petanque in East Java Province are promising; however, they have not yet reached their full potential. In recent senior category tournaments, it may be argued that the performance improvement of the East Java contingent was suboptimal. This is evident from the fact that the East Java squad achieved a maximum result of only 2 bronze medals at PON XIX 2016 in West Java. Given these circumstances, it is imperative to ascertain and examine the factors that contribute to the suboptimal performance of the petanque sport in East Java. Therefore, it is imperative to do a thorough coaching assessment (Brown et al., 2018).

A comprehensive evaluation of the achievement development program, coach performance, and existing athlete profiles will provide a complete picture of the real conditions in the field. From the analysis of the evaluation results, a blueprint for the Petanque sport achievement development program will emerge, which can be used as a reference for the achievement development program at the city or district level, as well as recommendations to related parties such as the East Java FOPI Provincial Government. Evaluation is an important thing in a training program (Alvarez et al., 2004). By doing an evaluation, one can determine the effectiveness and ineffectiveness of a program in terms of its content and design, the effects it has on athletes, and its overall impact on the organization (Umam & Saripah, 2018). The evaluation process aims to obtain conclusions by comparing the collected data with specified criteria (Warju, 2016). Petanque, a relatively new sport, has been undergoing development efforts to boost sporting achievements in the region. The CIPP model can be a valuable tool for evaluating the progress and effectiveness of these development initiatives (Dermawna, 2022).

The CIPP (Context, Input, Process, and Product Evaluation) model is a research method used for evaluation. The evaluation model of the CIPP can be conducted both prior to and throughout the program, and the decision within the CIPP model involves assessing whether the program aims have been achieved (Stufflebeam et al., 2002). The focus of

program objectives, target and curriculum conditions, organizational capacity, and the environment in which evaluation takes place are all factors in the CIPP context (Kuo et al., 2012). Meanwhile, input, according to Khalid et al., (2012), is any form of strategy designed based on the previous identification of needs to achieve the desired goals. Zhang & Griffith, (2011) assert that process assessment serves the purpose of assessing the alignment between planning and program implementation. The product aims to describe the athlete's training outcomes, enabling the assessment of their level of success (Umam & Saripah, 2018).

The CIPP model offers a full evaluation format at every stage, which is an advantage (Mahmudi, 2011). We employ the CIPP model to rectify and enhance programs, resources, strategies, planning, and assess program implementation. Put simply, the CIPP model offers the benefit of doing a thorough assessment of a program and its associated aspects. Aldapit and Suharjana's, (2019) research confirms that while coaching athletic clubs yields positive results, an analysis of all CIPP components reveals inadequate infrastructure, limited funds, and a need for increased government support. The research findings suggest that district/city administrators of the Indonesian Track and Field Association (PASI), provincial PASI administrators, PASI Indonesia, district/city KONI, and central KONI should actively contribute to the development of athletic clubs. Hidayat et al., (2022) reported that the implementation of the CIPP Model Evaluation at the East Java Women Volleyball Team during the preparation for the Indonesia Olympic Games (PON) XX resulted in positive responses and connections between athletes and coaches. However, negative values included boredom, unmotivation, and psychological problems. Limited training variations and game simulations were also eliminated.

By employing the CIPP model, researchers can gain a comprehensive understanding of the progress of petanque sports achievement in East Java, identify strengths and weaknesses, and provide recommendations for improving the overall performance of the programme. This holistic approach can inform decision-makers and stakeholders on the most effective strategies to enhance the development and competitiveness of petanque sports in the region (Rizqanada et al., 2022). Given the aforementioned problems, it is essential to conduct a research study using the CIPP model to evaluate the advancements made in the sport of petanque in the East Java region.

## Methods

### Study Design and Participants

The present study employs an assessment research design utilizing a descriptive quantitative methodology (Arikunto, 2006). A purposive sampling strategy was employed to choose the participants for this study, consisting of 5 coaches and 35 male and female athletes from the Petanque National Federation (FOPI) District Government and FOPI City Government in East Java. According to

Wijayanti et al., (2019), the selected assessment paradigm is CIPP, an acronym that represents context evaluation, input assessment, process evaluation, and product evaluation. Given the aforementioned issues, it is imperative to undertake a research study on the utilization of the CIPP model for the purpose of assessing the progress made in the sport of Petanque in the region of East Java.

#### **Data Collection and Research Instrument**

The research instrument used a questionnaire containing the CIPP and revealed the trainer's background, the Petanque sport development program, the coach's performance, and the training system for athletes in the Petanque sport in East Java. The research questionnaire was taken from Palmizal (2017) research, which was adapted and validated by experts and has been tested. Collected data on coaches and athletes in 5 cities in East Java, including Lumajang, Probolinggo, Kediri, Tulungagung, and Mojokerto, from October to December 2022. Researchers conducted data collection offline to monitor questionnaire completion and verify the validity of the results. In addition, researchers can conduct offline data collection by visiting petanque training locations in East Java cities, concurrently observing the facilities and infrastructure of the practice areas. This will be a cross-check of the data that has been filled in by the research sample.

#### **Statistical analysis**

This research uses quantitative analysis techniques. We will convert the collected data into quantitative data using a Likert scale. Data analysis uses descriptive analysis in percentage form, assisted by Microsoft Excel 2021. We then categorize the percentage results as follows:

#### **Results**

The research data taken was data from 5 coaches and 35 athletes at 5 FOPI District and City Governments in East Java. The results are as follows:

#### **Description of the Results of the Coaches Identity, Context, Input, Process, and Product Analysis**

There are 5 coaches from 5 FOPI district and city in East Java. The description of the trainer includes the trainer's identity, context (support from the government), input (human resources, programs, infrastructure), process (preparation and implementation), product (target reach and achievement). The identities of the 5 coaches from the FOPI District and City in East Java are explained in table 2.

From the identity of the coaches data above, it shows that the coach from the East Java FOPI district/city has

experience as an athlete, has achieved achievements as an athlete and has attended petanque coaching training. Kaya, (2014) in his research article revealed that a coach's experience when he was a great athlete in the past does not necessarily make him a great coach. However, experience will be the main key if a coach lacks coaching education (Gilbert & Trudel, 2001).

The first Context, Input, Process, and Product (CIPP) analysis was carried out by giving questionnaires to 5 coaches in 5 FOPI regency/city in East Java. The analysis results are presented in table 3.

Table 1.  
Categorize on CIPP dimensions

Dimension	Percentage	Category
Program Implementation Support Context	76% – 100%	Very Supportive
	51% – 75%	Supportive
	26% – 50%	Less Support
	1% – 25%	Not Supported
Human Resource Input	76% – 100%	Very Adequate
	51% – 75%	Adequate
	26% – 50%	Less Adequate
	1% – 25%	Inadequate
Input Program	76% – 100%	Always done
	51% – 75%	Done
	26% – 50%	Rarely done
	1% – 25%	Not done
Input of the Condition of the Tool and the Training Tool	76% – 100%	Very adequate.
	51% – 75%	adequate
	26% – 50%	Less adequate
	1% – 25%	Inadequate
Athlete Selection Input and Facilities	76% – 100%	Very adequate.
	51% – 75%	adequate
	26% – 50%	Less adequate
	1% – 25%	Inadequate
Training Process	76% – 100%	Always done
	51% – 75%	Done
	26% – 50%	Rarely done
	1% – 25%	Not done
Training Product	76% – 100%	Very good as expected
	51% – 75%	As expected
	26% – 50%	Less like expected
	1% – 25%	Not as expected

Table 2.  
Identity of the coaches

Criteria	District or City Manager (N=5)	%
Education	Senior High School	2 people 40%
	Graduate	3 people 60%
	Postgraduate	0 people 0%
Major	Sports	2 people 40%
	Non Sports	3 people 60%
Experience being an athlete	Ever	5 people 100%
	Never	0 people 0%
Achieving achievement as an athlete	Ever	1 people 20%
	Never	4 people 80%
Following sports education and training	Ever	5 people 100%
	Never	0 people 0%

Table 3.

CIPP Analysis of FOPI Regency/City Coaches in East Java

Evaluation	Criteria	Score Total	Percentage	Description
Program Implementation Support Context	Education Services Support; Sponsorship Support; Fund Support; Club Support; Regional FOPI Branch Manager Support; Local Managers Support; City/District Government Support; KONI City/Capital Support; Provincial KONI Support; Community Support.	28,6	71,5%	Supportive
Human Resource Input	Number of coaches; Qualification of coach's expertise; Coach professional; Coach commitment; Coach's ability to prepare training programs.	13.8	69%	Adequate
Input Program	Preparing training programs; Training programs are prepared for each athlete; Training programs are prepared with experts; Training programs are assessed for their suitability by experts; Athletes undergo periodic physical test programs; Athletes undergo periodic skills test programs; Coaches prepare performance test programs for athletes.	16.8	60%	Done
Input of the condition of the tool and the training tool	Field for practice; Physical training; Availability of equipment for training; Availability of costumes for practice; Availability of costumes for matches; Financial assistance from the government; Financial assistance from sponsors.	17,8	63,57%	Adequate
Training Process	Athlete selection; Athlete selection is carried out with a team of experts; Implementation of training programs according to targets; Training starts with basic game techniques; Providing advanced technical training; Training to develop playing techniques and strategies; Training develops physical abilities; Training to maintain body fitness; Checking physical condition before training; Evaluation of abilities during training; Implementation of a periodic physical test program; Implementation of training strategies; Implementation of varied training strategies; Test athlete competency internally.	38.4	68,57%	Done
Training Product	Achievement of training targets; Athlete achievement.	5.8	72.5%	As expected

The results of the CIPP analysis from trainers showed that the context dimension of support from the government was overall supportive. This is evident from the existing support percentage, which is 71.5%. The input of human resources (HR) as trainers is adequate, with an average percentage of 69%; the program input carried out by trainers in preparing the training to be carried out reaches 60%; and the amount of assessment of the condition of facilities and infrastructure between the five trainers is 63.57%. The training process dimension shows an achievement percentage of 68.57%, which means that the training process given to athletes is carried out well according to the stages to achieve the targeted goals. Then

there are two criteria for the product dimension of training, including achievement of training targets and achievement of athlete performance. The percentage of product achievement was 72.5%, so it was concluded that the product was as expected but still needed further improvement.

#### *Description of Context, Input, Process, and Product Analysis Results from the Athletes*

The CIPP analysis was then carried out by administering questionnaires to 35 athletes in 5 FOPI District/City Governments in East Java. The analysis results are presented in table 4.

Table 4.

CIPP Analysis of FOPI Regency/City Athletes in East Java

Evaluation	Criteria	Score Total	Percentage	Description
Program Implementation Support Context	Education Services Support; Sponsorship Support; Fund Support; Club Support; Regional FOPI Branch Manager Support; Local Managers Support; City/District Government Support; KONI City/Capital Support; Provincial KONI Support; Community Support.	30.4	76%	Very Supportive
Athlete selection input and facilities	Field conditions for training; Availability of equipment for training; Availability of costumes for practice; Availability of costumes for matches; Selection of athletes participating in city/district training centers; Selection of athletes participating in city/district training centers is carried out by instructors together with a team of local experts; Assessment of the athlete's initial abilities; Assessment of athletes' physical fitness; A training program is prepared for each athlete; Promotion and relegation program for city/district Training Center teams; The existence of an MOU/Contract for city/district Training Center athletes.	36.1	82.1%	Very adequate
Training Process	Checking the athlete's condition before training; Training starts with basic game technique training; Providing advanced game technique training; Training to develop playing techniques and strategies; Training to develop physical abilities; Training to maintain body fitness; Training strategies are	49.6	88.5%	Always done

	adapted to the athlete's condition; Evaluate the athlete's abilities during training; Athletes are motivated to achieve the best performance; The coach provides input to each athlete during training; Test athlete competency internally (internal competition); The coach keeps a complete record of the athlete's progress; Coaches provide training regarding attitudes and lifestyles to athletes; The coach instills the value of friendship in the sport of petanque.			
Training Product	Achievement of training targets; Athlete achievement.	6.3	78.9%	Very good as expected

The results of the analysis of the relevant institutional support context and the environment around the athlete show that overall, is very supportive. This is demonstrated by the existing support percentage of 76%. The greatest support is obtained from club support, which is proven to be 3.6, and the least support is from educational service, which is shown to be 2.5.

The results of the analysis of athlete selection input, facilities and infrastructure show that they are very adequate. The obtained percentage, 82.1%, clearly indicates this. The best input for athlete selection and facilities and infrastructure is the condition of the field for training, the availability of costumes for competitions, and the training program prepared for each athlete, as evidenced by an average of 3.5. The input for athlete selection, and facilities and infrastructure that requires the most attention is the existence of an MOU or contract for City/Regency Training Center athletes, which can be seen which has an average of 2.1.

The results of the analysis of the training process can be seen as a whole, it is always done well. This can be proven

by the percentage result of 88.5%. The best training process that needs to be maintained is that athletes are motivated to achieve the best performance, and coaches instill the value of friendship in the sport of petanque. It can be seen that both have the same mean, namely 3.8. Meanwhile, the most crucial aspect of the training process is tailoring the training strategy to the athlete's condition. We can observe that the average result stands at 3.0.

The results of the analysis of the training product that has been carried out show that it is included in the medium category. This can be proven from the percentage result of 78.9%. The level of achievement of training targets received an average result of 3.1. Meanwhile, the average level of athlete achievement was 3.2.

### *Evaluation of CIPP Development of Petanque Sports Achievement for Regency/City FOPI in East Java*

Results of evaluation of CIPP construction petanque Regency/City Government FOPI in East Java from coaches and athletes presented in Table 5

Table 5.  
CIPP Evaluation of FOPI Regency/City Government Development in East Java

Evaluation Dimensions	Score		Mean scores	Percentage	Description
	Coaches (N=5)	Athletes (N=5)			
Program Implementation Support Context	28,6	30,4	29,5	73,75 %	Supportive
Human Resource Input	13.8	-	13,8	69%	Adequate
Input Program	16.8	-	-	60%	Done
Input of the Condition of the Tool and the Training Tool	17,8	-	-	63,57%	Adequate
Athlete Selection Input and Facilities	-	36.1	-	82,1%	Very adequate
Training Process	38.4	49.6	44	78,57%	Always done
Training Product	5.8	6.3	6,05	75,63%	Very good as expected

The results of the evaluation of the CIPP construction petanque Regency/City Government FOPI in East Java were obtained from two sources, namely coaches and athletes. The scores of the coaches and athletes are then counted, and the percentages and explanations are obtained. The result is on the context dimension of support for the enforcement of programmeme entry in category support with a percentage of 73.75%, the human resource input dimension in category sufficient with a percent of 69%, the programmeme input in category performed with a percent of 60%, the input condition of equipment and equipment training entry category adequate with the percentages of 63.57%, the input selection of athletes and equipment and materials entry into category is very adequate at a rate of 82.1%, the training process in category is always carried out with a rate of 78,57%, and the product training entry in category is very suited to what was expected with a proportion of 75.63%.

### **Discussion**

Analysis of the context of support from the government as a whole is supportive. This is evident from the existing support percentage, which is 73.75%. The greatest support is obtained from club support, while the smallest support is support from the Education Department. Efficient and good management in the management of sports clubs is important in achieving club achievements (Pradina et al., 2020). Qohhar et al., (2021) stated that government support greatly contributes to the progress of sports development in a club. Lack of government support has a negative impact on athletes' achievements in international events (Elia et al., 2020).

In the input dimension, human resources (trainers) are considered "quite adequate," with a percentage of 69%. This shows that although trainers have adequate qualifications, there is still room for improvement, especially in

terms of professionalism and commitment in preparing training programs. According to Fox (2006), coaches gain control over the function of players' personalities and the skills possessed by players, therefore the input of resources in the form of coaches really determines whether a sports club will progress or not. Coaches greatly influence athletes' sporting experiences, both their performance and satisfaction in competing (Mata et al., 2013). In general, good coaches provide positive results for athletes by influencing the athlete's psychological condition and performance (Boardley et al., 2008) (Chelladurai, 2007). However, Mallett (2006) revealed that the success of athletes in sports is not entirely the coach's responsibility because there are external influences such as match referee errors, official errors which cannot be controlled by the coach and thus influence the match results. The program input carried out by trainers in preparing the training to be carried out reached 60%. So it can be concluded that the program input in the overall training preparation was carried out well. Sports training that is carried out regularly and programmed will have a good impact on the body by changing the physical condition of the body to become fitter (Alim, 2012).

The input results for the condition of training facilities and infrastructure have one criterion, namely financial assistance from sponsors, which can be used as an important discussion because the assessment is very far from other criteria. The assessment of the condition of facilities and infrastructure between the five trainers was 63.57%. So it can be concluded that the overall facilities and infrastructure are adequate. Good and adequate facilities and infrastructure have a positive effect on the number of people participating in sports (Hallmann et al., 2012). As has happened with the Chinese government, they spend most of their fitness budget on building adequate sports facilities, especially in urban areas to increase the sports participation rate of the Chinese people. As a result, over the past decade, Chinese society's sports participation has grown substantially (Xiong, 2007). Meanwhile, research by Richard et al., (2017) states that participation has a positive effect on the creativity of athletes' games in sports. For athlete selection input and infrastructure, according to athletes, it is very adequate with a percentage of 82.1%. The best input for athlete selection and facilities and infrastructure is the condition of the field for training, the availability of costumes for competitions, and the training program prepared for each athlete. The input for athlete selection and facilities and infrastructure that requires the most attention is the existence of an MOU/Contract for Puslatkab/Puslatkot athletes. According to Gábor et al., (2010) the athlete selection process and identification of athlete talent are important in achieving athlete achievement. What should be considered is not only motor skills but also attention to the athlete's motivation and the athlete's goal orientation. Benczenleitner et al., (2013) also said that the athlete selection process is not enough if it only looks at the athlete's physical abilities, anthropometrics and

sports skills. A coach must consider psychological factors in the selection process to develop athletes for achievement (Ribeiro et al., 2021).

The training process dimension reveals that 78.57% of the training programs successfully followed the planned stages. This indicates that while the trainer's training process for the athletes is quite optimal, there are still aspects that require improvement, such as tailoring the training strategy to each athlete's specific conditions. The best training process that needs to be maintained is that athletes are motivated to achieve the best performance and coaches instill the value of friendship in the sport of petanque. Motivation is important in the world of sports to achieve achievements (Moraru et al., 2015). Effort, dedication, motivation, and commitment are the components needed for an athlete to master their sports skills and achieve their achievements (Benczenleitner et al., 2013). To achieve achievement, you don't just have to rely on innate talent, but you need motivation that is manifested by hard work in the training process (Moraru et al., 2015).

The product dimension's results indicate a general achievement of training targets, with 75.63% falling into the "very much in line with expectations" category. However, several previous studies have revealed that the sports achievements in East Java, particularly in petanque sports, have not yet reached their full potential. The medal acquisition in several senior championships still falls short of the target. This can be concluded that the product meets expectations, but still needs further improvement. Training targets are applied to create a picture of athletes in an effort to complete their training (Duda, 2004).

## Conclusion

The conclusion is that the context component is in the form of good support from the government, although there are government institutions that do not support the implementation of coaching, such as the Education Office. The input component consists of adequate quality of coach and athlete resources. Training facilities and infrastructure are very adequate. The components of the training process can be seen as a whole and are always carried out well. The product component shows that the product is as expected, but still needs further improvement.

Based on the above findings, this study suggests the need for further evaluation in relation to improving trainer resources and strategies used in the training process. The CIPP model has proven effective in identifying aspects that need improvement, thus providing valuable insights for policymakers and program implementers in improving the quality of petanque training programs. This study also emphasises the importance of closer collaboration between the government, sports organisations, and communities to improve infrastructure and financial support for the development of petanque sports in East Java. We hope to further improve petanque sports achievements in the future through continuous evaluation.

## Acknowledgements

Thank you to Universitas Negeri Surabaya (UNESA) for funding this research as well as the FOPI district/city government administrators for allowing this research to be carried out.

## References

- Aldapit, E., & Suharjana, S. (2019). CIPP evaluation model for the coaching program of running athletes. *Psychology, Evaluation, and Technology in Educational Research*, 1(2), 104–116. <https://doi.org/10.33292/PETIER.V1I2.10>
- Alim, A. (2012). Pengaruh Olahraga Terprogram Terhadap Tekanan Darah dan Daya Tahan Kardiorespirasi Pada Atlet Pelatda Sleman Cabang Tenis Lapangan. *Medikora*, VIII(2).
- Alvarez, K., Salas, E., & Garofano, C. M. (2004). An Integrated Model of Training Evaluation and Effectiveness. *Human Resource Development Review*, 3(4), 385–416. <https://doi.org/10.1177/1534484304270820>
- Arikunto, S. (2006). *Prosedur penelitian : suatu pendekatan praktek*. Rineka Cipta.
- Benczenleitner, O., Bognár, J., Révész, L., Paksi, J., Csáki, I., & Géczy, G. (2013). Motivation and motivational climate among elite hammer throwers. *Biomedical Human Kinetics*, 5(1), 6–10. <https://doi.org/10.2478/bhk-2013-0002>
- Boardley, I. D., Kavussanu, M., & Ring, C. (2008). Athletes' Perceptions of Coaching Effectiveness and Athlete-Related Outcomes in Rugby Union : An Investigation Based on the Coaching Efficacy Model. *The Sport Psychologist*, 269–287.
- Brown, C., Willett, J., Goldfine, R., & Goldfine, B. (2018). Sport management internships: Recommendations for improving upon experiential learning. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 22(February), 75–81. <https://doi.org/10.1016/j.jhlste.2018.02.001>
- Chelladurai, P. (2007). Leadership in Sports. In *Handbook of Sport Psychology, Third Edition*.
- Dermawna, A. (2022). Strategi Peningkatan Prestasi Provinsi Nusa Tenggara Barat Pada Pekan Olahraga Nasional Ke-20 Di Papua. *JISIP (Jurnal Ilmu Sosial Dan Pendidikan)*, 6(3), 10323–10329. <https://doi.org/10.58258/jisip.v6i3.3423>
- Duda, J. L. (2004). Goal Setting and Achievement Motivation in Sport. *Encyclopedia of Applied Psychology, Three-Volume Set, December 2004*, 109–119. <https://doi.org/10.1016/B0-12-657410-3/00804-7>
- Elia, J., Khaddage-Soboh, N., Chahine, L., Hamieh, M., & Kassem, Y. (2020). Motivations and barriers that impact Lebanese Athletes' achievements at the Olympics. *International Journal of Organizational Analysis*, 28(2), 333–364. <https://doi.org/10.1108/IJOA-05-2019-1777>
- Fox, A. (2006). The Importance of Coaching Control. *International Journal of Sports Science & Coaching*, 1(1), 19–21. <https://doi.org/10.1260/174795406776338472>
- Gábor, G., Géza, V., Miklós, K., & József, B. (2010). Elite Young Team Players' Coping, Motivation and Perceived Climate Measures. *Physical Culture and Sport. Studies and Research*, 46(1), 229–242. <https://doi.org/10.2478/v10141-009-0020-2>
- Gilbert, W. D., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching in Physical Education*, 21(1), 16–34. <https://doi.org/10.1123/jtpe.21.1.16>
- Hallmann, K., Wicker, P., Breuer, C., & Schönherr, L. (2012). Understanding the importance of sport infrastructure for participation in different sports - findings from multi-level modeling. *European Sport Management Quarterly*, 12(5), 525–544. <https://doi.org/10.1080/16184742.2012.687756>
- Hanief, Y. N., & Purnomo, A. M. I. (2019). Petanque: Apa saja faktor fisik penentu prestasinya? *Jurnal Keolahragaan*, 7(2), 116–125. <https://doi.org/10.21831/jk.v7i2.26619>
- Hidayah, T., Pratama, R. S., Nasuka, Rahayu, S., Budiono, I., Sugiharto, Nadzalan, A. M., Hafidz, A., Purwoto, S. P., & Nurrachmad, L. (2024). Do Petanque Sports Athletes in Jawa Tengah Need Android-Based Applications for Training Program Implementation? *Retos*, 53, 69–77. <https://doi.org/10.47197/RETOS.V53.102289>
- Hidayat, T., Setijono, H., Kusnanik, N. W., Nurhasan, Ardha, M. A. Al, & Yang, C. B. (2022). The Implementation of CIPP Model Evaluation at East Java Women Volleyball Team during the Preparation for Indonesia Olympic Games (PON) XX. *International Journal of Human Movement and Sports Sciences*, 10(2), 199–206. <https://doi.org/10.13189/saj.2022.100210>
- Kaya, A. (2014). Decision Making by Coaches and Athletes in Sport. *Procedia - Social and Behavioral Sciences*, 152, 333–338. <https://doi.org/10.1016/j.sbspro.2014.09.205>
- Khalid, M. M., Rehman, C. A., & Ashraf, M. (2012). Exploring the link between Kirkpatrick (KP) and context, input, process and product (CIPP) training evaluation models, and its effect on training evaluation in public organizations of Pakistan. *African Journal of Business Management*, 6(1), 274–279. <https://doi.org/10.5897/ajbm11.2087>
- Kuo et al. (2012). An Evaluation Model of Integrating Emerging Technology into Formal Curriculum. *International Journal Of Education And Information Technologies*, 6(3), 250–259.
- Laksana, G. B., Pramono, H., & Mukarromah, S. B. (2017). Perspektif Olahraga Petanque dalam Mendukung Prestasi Olahraga Jawa Tengah. *Journal of Physical Education and Sports*, 6(1), 8.
- Mahmudi, I. (2011). CIPP. Suatu Model Evaluasi Program Pendidikan". *At*, 6(1), 23.
- Mallett, C. (2006). Beyond Winning and Losing : Guidelines for Evaluating High Beyond Winning and Losing : High Performance Coaches. *The Sport Psychologist*, 213–221. <https://doi.org/10.1123/tsp.20.2.213>
- Mata, R. U. I. T., Rui, A., & Silva, D. A. (2013). Winning or Not Winning : The influence on Coach- Athlete Relationships and Goal Achievement. *Journal Of Human Sport & Exercise*, 8(4), 986–995. <https://doi.org/10.4100/jhse.2013.84.09>
- Moraru, C. E., Radu, L. E., & Grosu, E. F. (2015). Aspects on the Type of Motivation in Sports. *5Th International Conference Lumen 2014, Transdisciplinary and Communicative Action (Lumen-Tca 2014), February*, 507–511.
- Nurhasan, Al Ardha, M. A., Ristanto, K. O., Yang, C. B., Wijayanto, A., Pradana, S. W. K. C., Putra, N. S. R. P., Firmansyah, A., Bikalawan, S. S., Rizki, A. Z., & Utomo, R. S. (2024). Kinematic Movement Differences Between Petanque Pointing and Shooting Technique in Children. *Retos*, 52, 52–61. <https://doi.org/10.47197/RETOS.V52.97143>
- Okilanda, A., Arisman, A., Lestari, H., Lanos, M. E. C., Fajar, M., Putri, S. A. R., & Sugarwanto, S. (2018). Sosialisasi Petanque Sebagai Olahraga Masa Kini. *Jurnal Bagimu Negeri*, 2(1), 69–76. <https://doi.org/10.26638/jbn.638.8651>
- Palmizal, A. (2017). The Evaluation Of Provincial Sport Training Center (PELATDA) Towards National Sport Competition

- (PON) XIX/2016 West Java. *JIPES (Journal of Indonesian Physical Education and Sport)*, 3(1), 48–58.
- Pradina, G., Prastuti, I., Rustiadi, T., & Priyono, B. (2020). Evaluation of Performance Program in Tirta Wahana Swimming Club, Grobogan Regency. *Journal of Physical Education and Sports*, 9(2), 175–179.
- Qohar, W., Suherman, A., Mamun, A., Mulyana, Rusdianto, R. M., Rama Yudha, B. A., Pazriansyah, D., Budi, D. R., Himawan Kusuma, M. N., & Anggraeni, D. (2021). Government Policy in the Development of Achievement Sports Coaching in Indonesia. *Annals of Tropical Medicine & Public Health*, 24(03). <https://doi.org/10.36295/ASRO.2021.24373>
- Ribeiro, J., Davids, K., Silva, P., Coutinho, P., Barreira, D., & Garganta, J. (2021). Talent Development in Sport Requires Athlete Enrichment: Contemporary Insights from a Nonlinear Pedagogy and the Athletic Skills Model. *Sports Medicine*, 51(6), 1115–1122. <https://doi.org/10.1007/s40279-021-01437-6>
- Richard, V., Abdulla, A. M., & Runco, M. (2017). Influence of Skill Level, Experience, Hours of Training, and Other Sport Participation on the Creativity of Elite Athletes. *Journal of Genius and Eminence*, 2(1), 65–76. <https://doi.org/10.18536/jge.2017.04.02.01.07>
- Rizqanada, A., Prasetyo, Y., Hutami, D. T., & Darma, G. P. (2022). Evaluation of the coaching program for petanque sports in Kediri District. *International Journal of Physical Education, Sports and Health*, 9(3), 103–114. <https://doi.org/10.22271/kheljournal.2022.v9.i3b.2520>
- Sri Wijastuti, Zandra Dwanita Widodo, Fatkhul Imron, & Kodrad Budiyo. (2023). Sports Human Resources Development (Human Resources Management Survey in Petanque Sport Branch, Surakarta City). *International Journal of Asian Business and Management*, 2(4), 653–658. <https://doi.org/10.55927/ijabm.v2i4.5773>
- Stufflebeam, D. L., Madaus, G. F., & Kellaghan, T. (2002). Evaluation Models. *Evaluation Models*. <https://doi.org/10.1007/0-306-47559-6>
- Turkmen, M. (2013). The Relationship Between Motivation Orientations and Competitive Anxiety in Bocce Players: Does Gender Make a Difference. *Psychology and Behavioral Sciences*, 2(4), 162. <https://doi.org/10.11648/j.pbs.20130204.12>
- Umam, K. A., & Saripah, I. (2018). Using the Context, Input, Process and Product (CIPP) Model in the Evaluation of Training Programs. *International Journal of Pedagogy and Teacher Education*, 2(July), 19. <https://doi.org/10.20961/ijpte.v2i0.26086>
- Warju, W. (2016). Educational Program Evaluation using CIPP Model. *Innovation of Vocational Technology Education*, 12(1), 36–42. <https://doi.org/10.17509/invotec.v12i1.4502>
- Wijayanti, N. I., Yulianti, R., & Wijaya, B. (2019). Evaluasi Program Pendidikan Pemakai Dengan Model CIPP di Perpustakaan Fakultas Teknik UGM. *Tik Ilmew : Jurnal Ilmu Perpustakaan Dan Informasi*, 3(1), 37. <https://doi.org/10.29240/tik.v3i1.790>
- Xiong, H. (2007). The evolution of urban society and social changes in sports participation at the grassroots in China. *International Review for the Sociology of Sport*, 42(4), 441–471. <https://doi.org/10.1177/1012690208089836>
- Zhang, G., & Griffith, R. R. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a Comprehensive Framework to Guide the Planning, Implementation, and Assessment of Service-learning Programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57–84.

## Datos de los/as autores/as y traductor/a:

Abdul Hafidz	<a href="mailto:abdulhafidz@unesa.ac.id">abdulhafidz@unesa.ac.id</a>	Autor/a
Afif Rusdiawan	<a href="mailto:afifrusdiawan@unesa.ac.id">afifrusdiawan@unesa.ac.id</a>	Autor/a
Cemal Özman	<a href="mailto:cozman@bartin.edu.tr">cozman@bartin.edu.tr</a>	Autor/a
Muhammad Labib Siena Ar Rasyid	<a href="mailto:labibsiena@gmail.com">labibsiena@gmail.com</a>	Autor/a
Ratko Pavlovic	<a href="mailto:pavlovicratko@yahoo.com">pavlovicratko@yahoo.com</a>	Autor/a
Bekir Erhan Orhan	<a href="mailto:bekirerhanorhan@aydin.edu.tr">bekirerhanorhan@aydin.edu.tr</a>	Autor/a
Ahmad Lani	<a href="mailto:lani_asgar@yahoo.co.id">lani_asgar@yahoo.co.id</a>	Autor/a
nugroho susanto	<a href="mailto:nugrohosusanto@fik.unp.ac.id">nugrohosusanto@fik.unp.ac.id</a>	Autor/a
Ari Iswanto	<a href="mailto:ariiswanto@uny.ac.id">ariiswanto@uny.ac.id</a>	Autor/a
Mhs proofreading	<a href="mailto:mhsproofreading@gmail.com">mhsproofreading@gmail.com</a>	Traductor/a