Evaluation of Woodball Achievement Coaching Management

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Abstract

This study aims to determine the results of the evaluation of the context, input, process, and product management of the Yogyakarta Special Region of Woodball. The evaluation model that will be used in this study is the CIPP model. The data analysis technique in this research is quantitative and qualitative descriptive analysis. Results: The results showed that the evaluation of the Yogyakarta Special Region Woodball sport of 2.65 was in the good category. (1) The context of the evaluation of the Yogyakarta Special Region Woodball sports management, amounting to 3.12 is in the good category. Based on the background indicators for the coaching program, 3.23 in the good category, the goal of the coaching program in the 3.00 in the good category, and the coaching program in the 3.14 in the good category. (2) The input for evaluation of the Yogyakarta Special Region Woodball sports management, amounting to 2.40 is in the less category. Based on the indicators of human resources of 2.57 good categories, the trainer program is 2.48 poor categories, 2.31 poor categories, facilities and infrastructure are 2.35 poor categories, and parental support is 2.31 less categories. (3) The evaluation process of the Yogyakarta Special Region Woodball sports management, amounting to 2.59 is in the good category. (4) Evaluation of the Yogyakarta Special Region Woodball sports management product, amounting to 2.49 is in the poor category. The evaluation of the management of woodball achievement development in Yogyakarta Province went well, with all factors investigated yielding positive results.

Keyword: evaluation, management, woodball

INTRODUCTION

The sports development system cannot be established instantly, especially with poor management, thus totality and commitment are required to develop sports in a systematic and supporting manner (Fauzi, 2016). The success of achievement development is heavily influenced by several factors. The implementation of effective management is one of the factors that influence the success of achievement development. Five management resources must be appropriately managed to develop sports achievement: (1) people resources, (2) financial capabilities, (3) internal cooperation, (4) facilities and infrastructure, and (5) technique that is employed. Because they support and determine each other, the five management resources listed above form an indivisible unit (Wani, 2018). One of the sports that are of concern today is Woodball. Woodball is an outdoor game in which players hit the ball slowly until it passes through the net on each fairway with the fewest number of strokes possible (Chang & Lee, 2017; Choi et al., 2021; Maulana et al., 2021; Putri et al., 2017).

Mr. Ming-Hui Weng and Mr. Kung Cu Young invented the game of woodball in Taipei, Taiwan, in 1990. The woodball game is a modified version of golf that takes into account cost-cutting and environmental concerns (Amin et al., 2017; Wicaksono et al., 2018). The International Woodball Federation (IWF) is an organization that sets rules and holds regional competitions with members from 43 countries, including Indonesia (Chang & Lee, 2017). Woodball is a fun recreational sport where many woodball championships are regularly held by various regions in Indonesia with affordable

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equipment (Agustiar & Sultoni, 2016). Woodball is a target sport (Widiyatmoko & Prabowo, 2018). The demand for hitting the ball in a woodball game is an effort to hit the ball to make a small number of strokes but still reach the target (Chang & Lee, 2017).

The coaching process, including sports training, is often carried out only with speculative and intuitive experience so it is less effective (Putri et al., 2017). The process of obtaining achievement in sports must be monitored and the results of one's progress measured. A person's, community group's, nation's, and state's level of knowledge, intelligence, and abilities are measured by achievement. The outcomes of an athlete's efforts and hard work in collecting medals for championships/matches are known as sports achievements. Maximum athlete achievement necessitates well-planned, directed, and long-term coaching and development, as well as suitable support facilities. The purpose of evaluation is to carry out a data reduction process that involves the collection of large amounts of data which are analyzed and synthesized into an overall assessment of value or benefit (Marsden, 1991). So the implication here is that this evaluation can be supported by data. Another opinion explains that evaluation is a process to reveal, seek and analyze and present information to make decisions (Do Karmo et al., 2019)

Another opinion explained that the purpose of the evaluation is to measure the results of the program that are aligned with predetermined goals and carried out as a tool to provide a basis for making decisions about the program so that the program (Haryanto, 2020). Program evaluation is required to demonstrate the existence of funds spent on achieving the goals and objectives of the implemented program, as well as to provide a basis for deciding whether the activities carried out will be continued or discontinued, and to collect information on how to develop the program in the future (Bari et al., 2021). In other words, the purpose of conducting an evaluation is to analyze how this could happen and formulate a recommendation that can be referred to improve the existing conditions. Based on previous research, the evaluation of the management of sports achievement development in terms of management of facilities and infrastructure is very minimal, the management of funds that have not been fully channeled for the activities of the coaching program, and the lack of support from the school. The lack of maximum training program provided by the trainer, makes the goal of achieving peak performance unable to be carried out properly (Candrawati & Ilahi, 2018).

The gap that occurs in the development of Woodball athletes based on previous research is that the resignation of potential Woodball athletes in Central Java Province, in particular, is a form of athlete dissatisfaction with the management and government of Central Java for their welfare so that National and International achievements that have so far been presented and brought Indonesia, especially Central Java has not received serious attention which is why it is considered disproportionate to what the athletes have fought for and done (Priagung, 2022). The process of development and coaching has a big role in producing athletes and coaches. The talent identification and development process, when led in an inclusive and evidence-based manner, has the potential to make a significant contribution to several levels of participation and performance (Baker et al., 2017; Gledhill et al., 2017; Johnston et al., 2018).

Many experts have designed and developed evaluation research. According to Finney (2020) (Finney, 2020), the CIPP model is a decision-oriented evaluation approach. Its goal is to assist administrators and decision-makers. This is because this evaluation model is more comprehensive than others (young Lee et al., 2019). The CIPP model basically provides a very systematic means to examine many different aspects of a program because the evaluation consists of four domains namely context, input, process and product (Ebtesam & Foster, 2019). It is designed to provide definitive and valid information for decision making and the quality of an evaluation (Wang, 2008). This CIPP model can assist needs assessment and planning, unify the implementation process and provide feedback and assess program effectiveness for continuous improvement (Zhang et al., 2011). The CIPP model was chosen primarily because it is regarded as a very thorough evaluation approach for obtaining more accurate and objective information. Previous research has shown that the novelty quality has not provided a substantial explanation for the development of Woodball athletes in Indonesia, particularly in Yogyakarta. Based on previous research that As a result, it is hoped that this research will serve as a model for other places to adopt the Woodball athlete management method.

Based on the problems described above, the researchers are interested in conducting further research with the title "Evaluation of Woodball Achievement Coaching Management".

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METHOD

The type of this research was evaluation research with mixed quantitative methods. Evaluation is a set of methods that determine how far goals can be realized. Evaluation gives information for decision-making. The subjects of this evaluation were the administrators, coaches, and Woodball athletes of the Yogyakarta Special Region. The sampling technique used in this study was purposive sampling. The sample criteria are administrators, coaches, and Woodball athletes of the Special Region of Yogyakarta who are willing to be the sample and fill out a questionnaire from the researcher. The details of the sample in the study are presented as follows:

Table 1. *Details of Research Sample regarding Management Evaluation of Achievement Coaching for Woodball Athletes*

No	Name	Administrator	Coach	Athlete
1	Sleman Regency	2	2	10
2	City of Yogyakarta	2	2	12
3	Bantul Regency	2	2	11
4	Gunung kidul Regency	2	2	10
5	Kulon Progo Regency	2	2	12
Total		10	10	55

The research procedure consisted of observations, questionnaires, and a combination of both (Rachmaniar et al., 2021). In this study, content validity was determined by experts (Expert Judgment) so that it became the basis for research validity (Almanasreh et al., 2019). The results of the analysis of the validity test are presented in the table as follows:

Table 2. *Validity Test Results*

Factor	Indicator	∑ Item	Description
Context	Training program background	5	5 items are valid
	Goals of the coaching program	3	3 items are valid
	Coaching program	4	4 items are valid
Input	Human Resources	4	4 items are valid
	Coach program	3	3 items are valid
	Funding	4	4 items are valid
	Infrastructure	4	4 items are valid
	Parental support	3	3 items are valid
Process	Program implementation	4	4 items are valid
	Coordination	6	6 items are valid
Product	Performance	4	4 items are valid
	Well-being	4	4 items are valid

The reliability test, meanwhile, was performed using the SPSS 23.0 program. An instrument can be declared reliable if it has a Cronbach Alpha Coefficient > 60%, or more than 0.06 (de Vet et al., 2017). The results of the reliability test are provided in the table as follows:

Table 3. *Reliability test results*

Cronbach's Alpha	N of Items	Description
0,961	48	Reliable

Quantitative Analysis was done by using descriptive analysis. After gathering all of the data, the next step was to analyze it to conclude by calculating the categories. The information gathered was then analyzed using the SPSS version 23.0 computer program.

RESULT

Evaluasi Context

Figure 1 illustrates the context of the evaluation of Woodball sports management as follows:
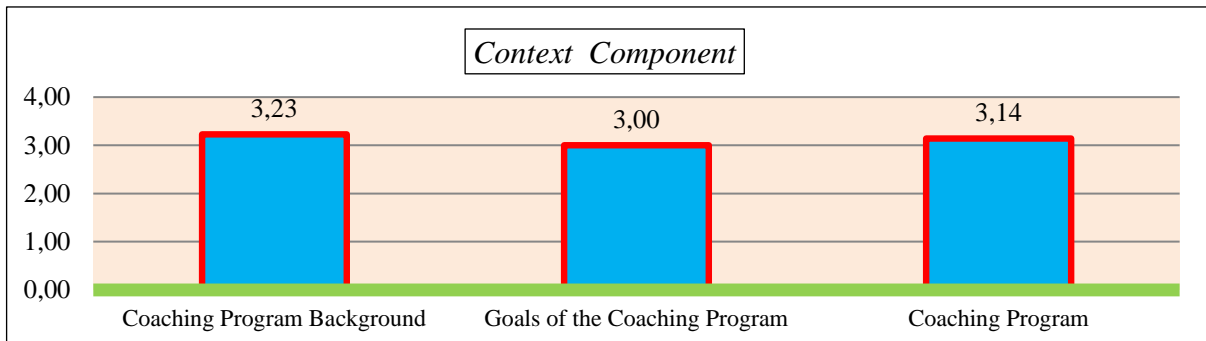

Figure 1. Component Diagram of Woodball Achievement Management Evaluation Context

The following is an example of the input for evaluating Woodball sports management:
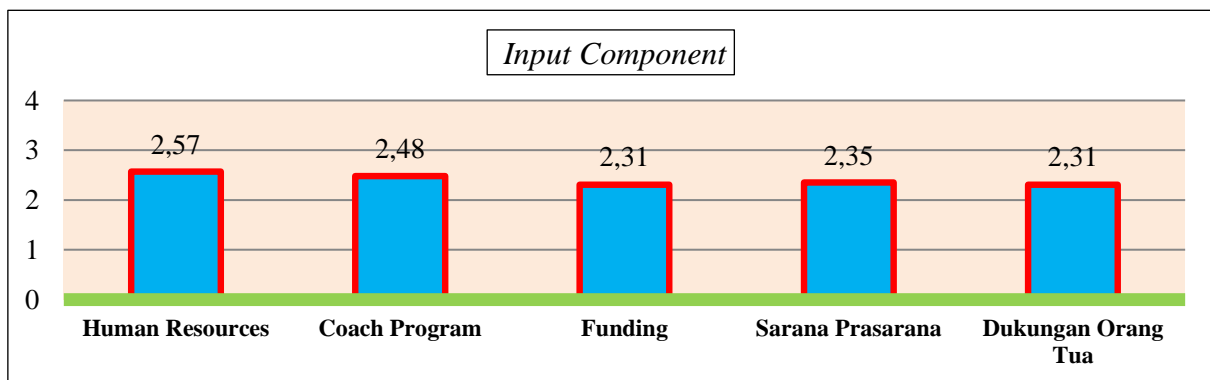

Figure 2. Component Diagram of Woodball Coaching Management Evaluation

Figure 2 above shows that the input for evaluation of the management evaluation of the Yogyakarta Special Region Woodball Achievement has a score of 2.40 putting it in the poor category.

Evaluation of Process

The following diagram depicts the evaluation of the management process for the implementation of the Woodball sports management program:
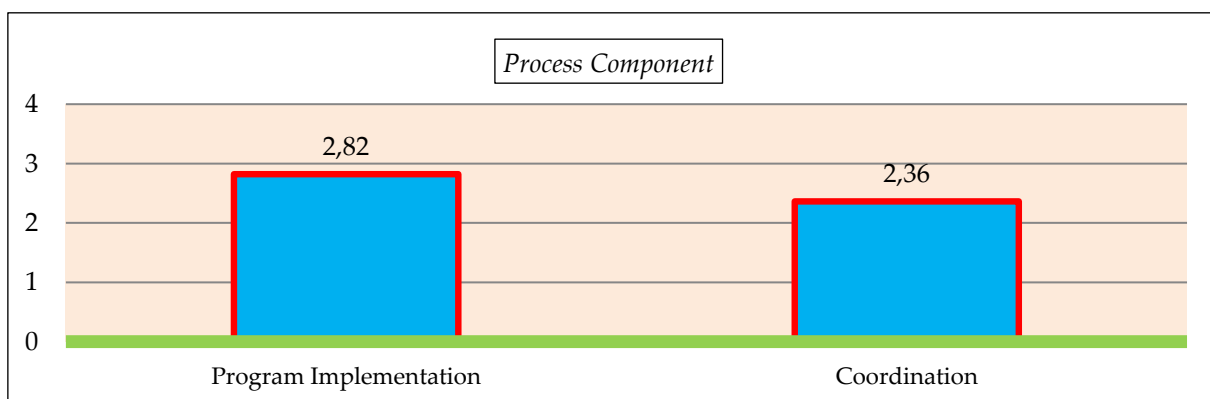

Figure 3. Component Diagram of Woodball Achievement Management Evaluation Process

Figure 3 above shows that the evaluation process for Woodball Achievement Management has a value of 2.59 so it is categorized as good.

The product evaluation of Woodball sports management, which consists of indicators of achievement and welfare, is presented as shown in the figure below:
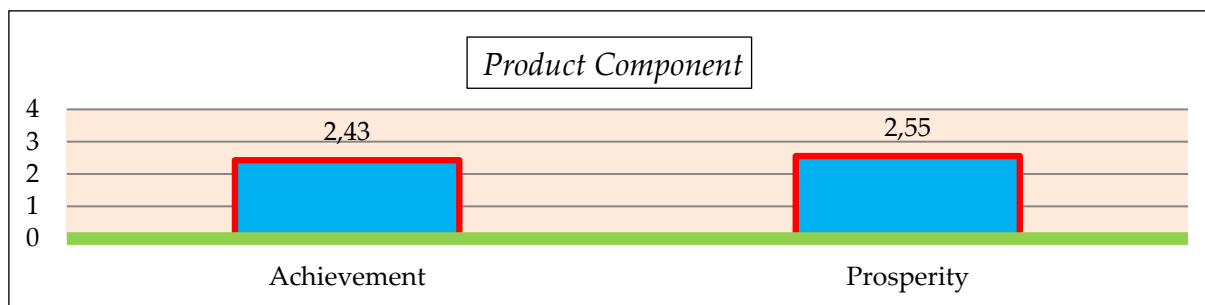

Figure 4. Component Diagram of Woodball Achievement Management Evaluation Product

The product evaluation of the Yogyakarta Special Region Woodball sports management is 2.49, which places it in the poor category, as shown in the diagram above.

Furthermore, Figure 5 depicts the Context, Input, Process, and Product (CIPP) evaluation of the Yogyakarta Special Region Woodball sports management as follows:
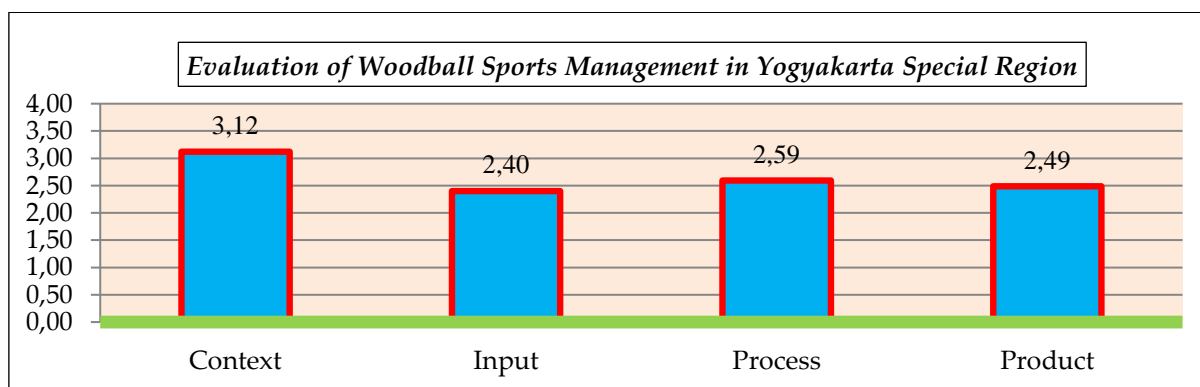

Figure 5. The Diagram of Success Criteria for Evaluating Woodball Sports Management

Figure 5 above shows that the evaluation of the Yogyakarta Special Region's Woodball sports management has a value of 2.65 and is in a good category. Evaluation based on each component can be explained as follows: 1) The context of the evaluation of the management evaluation of the Woodball Achievement in the Special Region of Yogyakarta has a value of 3.12 so it is included in the good category; 2) The input for evaluation of the management evaluation of Woodball's achievement in the Special Region of Yogyakarta has a value of 2.40 so it is included in the poor category; 3) The input for evaluation of the management evaluation of the Woodball achievement in the Special Region of Yogyakarta has a value of 2.40 so it is included in the poor category; 4) Product evaluation management of the Yogyakarta Special Region Woodball achievement management has a value of 2.49 so it is included in the poor category.

DISCUSSION

The results showed that the evaluation of the Yogyakarta Special Region's Woodball sports management had been going well. In context evaluation, evaluators assess goals, needs, problems, assets, and opportunities plus relevant contextual conditions and dynamics (Stufflebeam & Zhang, 2017). Another opinion stated that context evaluation relates to the specification of the program environment, unmet needs, the character of the evaluation subject and the program goals to be achieved (Areli et al., 2020; Meivawati et al., 2018).

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The initial program background is management-related. The management of the Yogyakarta Special Region Woodball sport was also deemed to be good and the athlete coaching strategy to achieve the desired results had also been determined. In terms of competitive sports (success), Woodball athletes require tiered, continuous, and progressive coaching from an early age to a golden age (Bompa & Buzzichelli, 2019). Structured achievement sports coaching is critical to optimize all potential and resources and obtain the best possible results. The success of sports coaching will be largely determined by factors such as the quality of the athletes being fostered, the qualifications of the coaches, intensive coaches (training programs, training schedules, try-ins, try-outs and competitions, infrastructure, and sports science and technology support).

Prasetya and Irawan (Prasetya & Irawan, 2020) argue that if we want to accomplish great things, we need to start using sports coaching concepts as soon as feasible. Keeping in mind the existing sports coaching system and pathways, sports coaching must be centralized in a fundamental, methodical, efficient, and integrated manner, beginning early and guiding it to a single aim. Sports coaching is inextricably linked to an organized system. That is, a system's components are interconnected with one another. The system is a collection of interconnected sections or program components that work together to achieve the system's objectives.

Funding is the most important supporting factor in efforts to succeed in the sports achievement coaching program. Various kinds of alternative funding sources need to be explored to meet the funding needs for coaching achievement sports. The coaching program cannot be separated from funding problems considering that in the achievement coaching program, a lot of financing is needed to support activities so that they can run well (Wani, 2018).

According to Abidin and Yuwono (Abidin & Yuwono, 2021), an athlete must have unique abilities. An athlete's talent can be identified or noticed at an early age or a mature age as an athlete must have talent in the field of sports from an early age. An athlete's personality is important since it may be used as a determinant of success in sports and helps each individual improve themselves according to specific sorts of sports. Based on the indicators, it was found that the trainer program was in the poor category. This needs addressing more since the function and responsibility of a coach is not only related to technical problems; the coach must also grasp the non-technical side of the athletes as a reference in building a more mature mentality for athletes. The significance of coaching evaluation, particularly for coaches, aims to identify the program's strengths and deficiencies (Milistetd et al., 2016).

The training environment will affect the coaching process, coaching performance, and results, both directly and indirectly (Pacewicz, 2019; Wergin et al., 2018). Therefore, the acceptance of coaches is carried out by appointing and opening direct registration for coaches who have knowledge and expertise in sports (Mihiotis & Argirou, 2016).

Furthermore, sports development must be supported by improved sporting facilities and infrastructure, as well as qualified human resources (Aldapit & Suharjana, 2019; Bafirman & Badri, 2020). Sports achievement is also influenced by the completeness of sports facilities; the better the facilities, the higher the quality of athletes in obtaining success (Abas et al., 2019; Mondalizadeh & Amiri, 2021; Siswanto & Hidayati, 2020).

A systematic and subjective assessment of an object, program, or policy that is currently running or has been completed, both in terms of the design of the execution and the outcomes, is called program evaluation. The goal of the program evaluation is to determine the program's relevance and success, as well as its efficiency, effectiveness, impact, and long-term viability. An evaluation must provide accurate and usable data from which to conclude decision-making. Evaluation is a process or instrument for determining and measuring something in a given environment using specified rules and methods.

Sports coaching, which is essentially an achievement sport, is a sport that fosters and develops an athlete or team in a planned, tiered, and sustainable way through competitions to achieve achievements with the support of sports science and technology. Sports coaching is a nursery system that involves individual athletes in self-professional development through a system that has been established with the aim of achievement.

Ramadhan (Ramadhan et al., 2020) revealed that the development of national sports can be done as well as possible and requires components consisting of (1) goals, (2) management, (3) energy, (4) athletes, (5) facilities and infrastructure. infrastructure, (6) program structure and content, (7) learning resources, (8) methodology, (9) evaluation and research, and (10) funding. The same thing was expressed by Lubis, et al., (2018) (Lubis et al., 2018) who stated that the components in the national

sports coaching system include (1) goals, (2) management, (3) manpower factors, (4) athletes, (5) facilities and infrastructure. infrastructure, (6) program structure and content, (7) learning resources, (8) methodology, (9) evaluation and research, and (10) funding.

Danardono (Danardono, 2012) added that the success of developing systematic, integrated, directed, and programmed athlete achievement can be seen from several influencing factors, namely: (1) Availability of sufficient potential athletes, (2) Availability of coaches professional and able to apply science and technology, (3) Availability of adequate sports infrastructure and equipment, (4) The existence of a tiered and sustainable program, supported by the existence, (5) Sufficient budget and good relations between all parties (athletes, coaches, coaches, administrators, Provincial Government, KONI, and the Government), and (6) It is necessary to hold periodic tests and measurements of athlete's condition.

CONCLUSION

Based on the findings of the study and the results of the data analysis, it has been determined that the evaluation of the Yogyakarta Special Region's Woodball Sports Management receives a score of 2.65, placing it in the good category. The following are the conclusions based on each evaluation component:

The context of management evaluation of Woodball's achievement in Yogyakarta's Special Region got a value of 3.12, putting it in the good category. The value obtained based on the coaching program's background indicators is 3.23 (good category), while the value acquired based on the coaching program's objectives is 3.00 (good category), and the coaching program is 3.14. (good category).

The input for the evaluation of the management evaluation of the Woodball achievement of the Special Region of Yogyakarta received a value of 2.40 and is included in the poor category. Based on indicators of human resources, training programs, funding, facilities, and infrastructure, as well as parental support, the values obtained are 2.57 (good category), 2.48 (poor category), 2.31 (poor category), 2.35 (poor category), and 2.31 (less category), respectively.

The evaluation method for the management evaluation of the Special Region of Yogyakarta's Woodball achievement achieved a score of 2.59, placing it in the good category. The scores obtained are 2.82 (poor category) and 2.36 (good category) based on the indicators of program implementation and coordination (poor category).

Product evaluation management of the Yogyakarta Special Region Woodball achievement management got a score of 2.49 so it was included in the poor category. Based on achievement and welfare indicators, the respective scores obtained are 2.43 (poor category) and 2.55 (good category).

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