

Evaluation of Disability Sports Training Program at the National Paralympic Committee (NPC) Special Region of Yogyakarta

Rumpis Agus Sudarko*, Awan Hariono, Devi Tirtawirya, Tomoliyus, Haris Nugroho

Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, Indonesia

Received March 7, 2023; Revised May 4, 2023; Accepted June 11, 2023

Cite This Paper in the Following Citation Styles

(a): [1] Rumpis Agus Sudarko, Awan Hariono, Devi Tirtawirya, Tomoliyus, Haris Nugroho, "Evaluation of Disability Sports Training Program at the National Paralympic Committee (NPC) Special Region of Yogyakarta," *International Journal of Human Movement and Sports Sciences*, Vol. 11, No. 4, pp. 746 - 752, 2023. DOI: 10.13189/saj.2023.110407.

(b): Rumpis Agus Sudarko, Awan Hariono, Devi Tirtawirya, Tomoliyus, Haris Nugroho (2023). *Evaluation of Disability Sports Training Program at the National Paralympic Committee (NPC) Special Region of Yogyakarta*. *International Journal of Human Movement and Sports Sciences*, 11(4), 746 - 752. DOI: 10.13189/saj.2023.110407.

Copyright©2023 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract Program evaluation is important part of an education to monitor and see how the program is running. Program evaluation is used to identify factors that determine the results of a program with the aim of making decisions in overcoming the results of the evaluation. The research objective was to analyze the disability sports training program at the National Paralympic Committee (NPC) in the Special Region of Yogyakarta. This research employed a quantitative descriptive method through an evaluation approach using the Context, Input, Process, and Product (CIPP) model. Primary data was obtained by means of observation, questionnaires, and interviews. The secondary data was obtained through a documentation study. The results of the study show that: 1) context evaluation: has a very strong and clear legal basis, vision and mission as well as goals and objectives, 2) input evaluation: talent development and identification, athlete recruitment system, community and government financing and participation as well as the existence of facilities and infrastructure that are very good and run according to the athlete's condition, 3) process evaluation: the support given to athletes during the competition and after the competition is carried out properly and is adequate, training planning is carried out properly, and 4) product evaluation: the achievements of NPC athletes from the Special Region of Yogyakarta have been very good.

Keywords Evaluation, Program, Training, Disability

1. Introduction

Achievement sports are not only reserved for nondisabled people. Of the thousands of people with disabilities in Indonesia, some choose to become athletes. This is of course a very extraordinary choice, when limitations are not an obstacle for someone to excel, especially in the field of sports. Awareness that sports can increase the dignity of the nation makes government stakeholders adopt policies in an effort to develop and increase achievements in the field of sports, especially sports achievements. The Indonesian government's policy accommodates not only sports players in general, but also sports people with disabilities. Disability sports are sports that are specifically carried out according to the condition of a person's physical and/or mental disorders (disabled persons). In fact, people with disabilities have made many achievements through sports. The achievements of athletes with disabilities have a remarkable increase in the percentage of medals earned. That is, persons with disabilities are able to prove that there is no limit for someone to continue to excel in the field they are passionate about, both at the regional, national and international levels.

To be able to achieve optimal performance in sports, a continuous and sustainable coaching process is needed,

including for persons with disabilities. Through coaching that is carried out in a structured and systematic manner, persons with disabilities are able to demonstrate sporting achievements at the national and international levels. The guidance and development of sports for persons with disabilities is carried out by the government through educational institutions or sports organizations for persons with disabilities concerned. Sports development in Indonesia is carried out with various institutions through 1) schools or students (from elementary education to higher education); 2) sports principals; 3) sports organizations and associations, and 4) organizations in society [1]. The various ways of sports coaching are useful for identifying the community so as to facilitate the mapping of sustainable sports development. Based on this, sports coaching for persons with disabilities should also follow the coaching model applied in Indonesia in order to achieve an optimal national sports coaching system. One of them is sports coaching through sports organizations for persons with disabilities.

The National Paralympic Committee (NPC) for the Special Region of Yogyakarta is one of the competent organizations to accommodate people with disabilities who wish to be able to excel through sports. For this reason, the NPC for the Special Region of Yogyakarta seeks to carry out a coaching and development process that is carried out through continuous, programmed, structured and systematic training. Coaching and training development is an effort to accommodate and increase the potential of persons with disabilities so that they do not feel isolated or differentiated from normal people. The reality that is often found in the field is that there is discrimination in coaching and developing sports for disabilities, especially for coaching and development at the provincial and district/city levels. This shows that concern for persons with disabilities is still lacking.

In fact, sports with disabilities and non-disabilities sports both have the opportunity to make achievements at the regional, national and international levels. Peparada, Peparas, ASEAN Para Games, and Paralympic Games are multi-events held to accommodate persons with disabilities in achieving achievements in the field of sports. This means that sports with disabilities also have multi-event events which are held in a series with multi-event events in non-disability sports [2]; [3]. To be able to achieve optimal performance, it is necessary to have training that is carried out continuously, structured and systematically through the support of professional human resources. Human resources play an important role in improving the development of disability sports achievements [4]. The more human resources that are capable of fostering persons with disabilities, the easier it will be to improve performance optimally. Thus there is a need for training for human resources, especially coaches for sports with disabilities to increase insight, knowledge and competence. Through training it is hoped that it can further improve the quality of fostering sports achievements for persons.

Athletes with disabilities have disabilities, both temporary and permanent, so they need to receive more intensive attention in the training process because they are different from other normal children [5]-[7]. Athletes with disabilities are athletes who have deficiencies both physically, mentally and socially [5]; [8]-[10]. Basically, athletes with disabilities have various skills and potentials that can be developed and improved without considering whether they are normal or disabled. For this reason, coaching for athletes with disabilities requires better attention. This means coaching athletes with disabilities requires an education and training program that can adapt to their constraints and needs [11]; [12].

Success in the coaching process is largely determined by the organization's ability to identify any problems that can hinder the training process that will be implemented. The various factors that can influence the successful implementation of training for athletes with disabilities can be explained as follows; First, the program compiled and used must adapt to the condition of the disability [8]; [10]; [13], Second; Disability trainers must have competence in their field so that they can develop training programs and be able to conduct training using methods that are suitable for athletes with disabilities and function as mentors in a unique guidance room [5]; [8]. Third; environment and administrators, both family and government play a role as an increase in the motivation and confidence of athletes as well as policy makers in determining the implementation of training by providing competent coaches, budgets and facilities needed in training so that it can run smoothly. Fourth; Facilities and infrastructure for training athletes with disabilities are different from training for nondisabled athletes. Training requires certain facilities according to the needs of athletes with disabilities [11]; [12]. Fifth; assessment, as a process of collecting and processing information on athlete achievements, effectiveness of the training process, and feedback and improvement of decision makers, both academic and non-academic.

Based on the various problems that must be considered in the training development process for athletes with disabilities, the National Paralympic Committee (NPC) for the Special Region of Yogyakarta needs an evaluation that is carried out carefully through in-depth research. The evaluation in this study aims to explore various factors that influence the training process for athletes with disabilities in the NPC Special Region of Yogyakarta in an effort to achieve optimal sports performance. Through an in-depth evaluation, it is hoped that various problems in training development can be found so that they can be followed up immediately through various solutions that are more precise and systematic. Because evaluation is a systematic process that determines how far the training program has achieved its goals [14].

Evaluation belongs to an activity to collect information about how something is working, which is then used to determine the right alternative in making a decision. Evaluation is a systematic assessment of the value, price or

benefits of an object. That is, the evaluation must be carried out officially or formally and systematically, not just a formality and perfunctory [15]. Thus, evaluation activities must be carried out in a planned manner to find out the condition of an object using instruments and the results are compared with certain benchmarks in order to obtain conclusions [16]; [17]. The evaluation model can be applied both quantitatively and qualitatively. Selection of an evaluation model will depend on the ability of the evaluator, the purpose of the evaluation and for whom the evaluation is carried out. For this reason, the evaluation system carried out must be clearly focused on the improvement process from accountability to the final product. The evaluation system must be operated close to the point of intervention (the object in this case the Special Region of Yogyakarta NPC training program) for change. The data obtained in the NPC training program for the Special Region of Yogyakarta is in the form of quantitative data, so data collection uses a quantitative evaluation model. Stufflebeam [18] states that the quantitative evaluation model consists of many models, such as the Tyler model, Taylor and Maquire's theoretical model, the Alkin system approach model, the Countenance Stake model, the CIPP model, and the microeconomic model, while the qualitative evaluation model consists of a study model case, illuminative model, and responsive model.

Evaluation defines an identification process to measure or assess whether an activity or a program is carried out in accordance with the plan or objectives to be achieved. Evaluation of training programs is the highest goal in assessing learning and training outcomes [19]; [20] for athletes with disabilities. Based on the facts mentioned above, this study aims to analyze the context, input, processes, and products of the regional sports training program for disabilities at the NPC Special Region of Yogyakarta. In order to be able to explore in detail and depth, the evaluation in this study was carried out using the CIPP model. The concept of evaluating the CIPP (Context, Input, Process, and Product) model was first offered by Stufflebeam D.L in 1965 as a result of his efforts to evaluate the ESEA (the Elementary and Second. This concept was offered by Stufflebeam with the view that the important purpose of evaluation is not to prove but to improve [21]. The CIPP evaluation model provides a theoretical framework that can guide the determination of overall program quality and benefits. The CIPP model requires consideration of various aspects of the program, including input from representative stakeholders, to carry out a comprehensive assessment, and has been used for large-scale analysis of education programs [22]; [23]. The CIPP model also includes models that do not place too much emphasis on the objectives of a program. The CIPP model is in principle consistent with the definition of program evaluation to describe achievements and provide information for alternative decision-making. That is, the CIPP model was developed with the aim of complementing the basis for decision-making in system evaluation with an

analysis oriented towards planned change, which is based on the assumptions: 1) state questions that require specific answers and information to be achieved, 2) require relevant data, to support identify the achievement of each component, and 3) provide information whose results are needed by program improvement decision makers [18].

The CIPP model addresses all phases of a training program including planning, implementation, and a summative retrospective or final assessment if desired [16]. The CIPP model is useful for improvement-focused (formative) evaluation studies, product approaches, summative (final) studies, and context evaluation studies [22]. Through the CIPP model, the research findings and outcomes are expected to be useful in accelerating or improving the quality of NPC training in the Special Region of Yogyakarta.

Therefore, the research can bring impact the success of coaching athletes with disabilities, especially in the Special Region of Yogyakarta, will increase public understanding of the importance of the process and support in the form of inclusive training for athletes with special needs. A more positive insight into the sports coaching of people with disabilities will have an impact on the development of sports achievements that are no longer being marginalized so it will provide opportunities for inclusive sports coaching.

2. Materials and Methods

This type of research is evaluation research using the Context, Input, Process, Product (CIPP) model. Evaluative research is needed to design, refine, and test the implementation of a program [22]. The research was conducted with the aim of evaluating the implementation of sport regional training for Peparnas XVI Papua 2021 NPC DIY athletes. Sports included in this program were heavy lifting, athletics, badminton, chess, archery, wheelchair tennis, and table tennis. The training program was implemented from Monday to Saturday starting from 9 a.m until 8 p.m.

The evaluation consisted of four stages, namely Context evaluation, Input evaluation, Process evaluation, and Product evaluation (CIPP). The four stages of evaluation at CIPP are basically evaluation objectives, which have components of each stage. In addition, context evaluation had some sub-components such as performance, development, and organization. Meanwhile, input evaluation consisted of the availability of trainers and athletes, availability of facilities and infrastructure, qualifications of coaches and athletes, financing, and communication. In process evaluation, sub-components were appropriateness of the implementation of sports achievement development, the activity of implementing sports achievement development, and evaluation of the implementation of sports achievement. Furthermore, product performed sub-component as the achievement of

the implementation of sports achievement development.

In other words, CIPP is an evaluation model that considers and evaluates the program as a system. Primary data collection techniques using observation, questionnaires, and interviews. The secondary data collection technique is carried out through a documentation study in the form of archives related to the implementation of the training. The data analysis technique used descriptive qualitative analysis with the following steps: 1) data analysis, 2) data reduction, 3) data presentation, and 4) drawing conclusions [24].

3. Results

The results of the evaluation using the CIPP model for the regional training program for athletes with disabilities at the NPC Special Region of Yogyakarta showed a good response. The training system compiled and implemented by Puslatda is in accordance with the internal and external conditions of the athletes. The accuracy of the preparation and implementation of the training program is shown by the success of the athletes in winning medals at the 2021 Papua Peparans XVI by winning 22 gold medals. This shows that the coaching system implemented by NPC DIY is quite good, although there is still much that needs to be improved. The results of the DIY NPC Sports Training Program data analysis can be presented in Table 1 below.

Table 1. Results of Data Analysis of the NPC Sports Training Program for the Special Region of Yogyakarta

CIPP Models		n	%
Context	Disagree	27	45,76%
	Agree	32	54,24%
Input	Disagree	24	40,68%
	Agree	35	59,32%
Process	Disagree	22	37,29%
	Agree	37	62,71%
Product	Disagree	27	45,76%
	Agree	32	54,24%
Total		59	100%

Based on the results of data analysis of the NPC sports training program for the Special Region of Yogyakarta, it shows that: 1) from context of 45,76% expressed disapproval and amounted 54,24% agreed, 2) of the input 40.80 % said they did not agree and 59.32% agreed, 3) of the process, 37.29% said they disagreed and 62.71% said they agreed, and 4) of the product, 45.76% said they did not agree and 54.24% agreed. Thus, the implementation of the NPC sports training for the Special Region of Yogyakarta can be said to be good. However, it is necessary to improve each item from context, input, process, and product.

4. Discussion

The training program will lead to core values which are the goal of coaching to improve the quality of achievement of athletes with disabilities NPC Special Region of Yogyakarta. The training program also has a positive impact on increasing the confidence and equality of athletes with disabilities. Confidence and equality need to be achieved to minimize the possibility of feelings of being constrained. For this reason, coaching efforts through training programs must be carried out continuously and sustainably so that optimal achievements can be achieved. Achievement is very important for persons with disabilities in NPC Yogyakarta Special Region. Achievement can increase the confidence of persons with disabilities. Achievement will create equality between people with disabilities and non-disabilities so that they are able to show their ability to work optimally, even though they have limitations [25].

The evaluation of the NPC disability sports training program for the Special Region of Yogyakarta is based on a study that includes context, input, process, and product. The results of the evaluation research study on the NPC disability sports training program for the Special Region of Yogyakarta are expected to be able to explore various problems during the implementation of the training program. Thus, a solution will be found in the form of a recommendation that must be followed up by the NPC of the Special Region of Yogyakarta.

Evaluation of the context model related to the vision, mission, and regulations set by the Yogyakarta Special Region NPC. Based on the results of research conducted on coaches and athletes, the majority said they agreed regarding the organizational structure and regulations of the NPC Special Region of Yogyakarta. Coaches and athletes say that the vision and mission are related to each other and are relevant to the existing sports law [26]. This means that in order to improve performance, financing, ongoing coaching programs, and systematic and well-structured training are needed.

The vision and mission of the NPC for the Special Region of Yogyakarta are very clear and are running well according to the situation and conditions of the athlete training program. Likewise the legal basis for sports development for the NPC Special Region of Yogyakarta is in accordance with the National Sports System Law. The goals and objectives of the NPC for the Special Region of Yogyakarta are very clear and are in accordance with the answers from the athletes and coaches. Goals and objectives are prepared to improve the performance of disabled athletes and are supported by a systematic, planned, continuous and science and technology-based training program. Properly designed goals and objectives will make it easier for coaches and athletes to implement training programs [27]. Moreover, efforts to improve achievement in each sport can be achieved in accordance with the goals and objectives that have been set.

Evaluation of inputs in the implementation of training programs for athletes with disabilities at NPC Special Region of Yogyakarta concerns several aspects, namely: talent identification and development, recruitment systems, financial support, sports participation, and training facilities. Most coaches and athletes agree that the aspects of developing and identifying athletes' talents are in accordance with the age and classification that have been determined. The ability of physical condition and classification of athletes are selected based on the sports involved. Psychological factors such as motivation, mental toughness, and personality are part of the athlete's talent identification. Because athletes who have good physical and psychological conditions are very supportive of successful achievement.

The recruitment system implemented by the Yogyakarta Special Region NPC has the full support of the trainers. The coach stated that the determination and selection of coaches must be in accordance with several points, including experience coaching in the specified sport, having strong motivation, and having a good personality, and being able to motivate athletes [28]; [29]. To avoid gaps in the training process, the trainer recruitment system is also based on the ownership of a coaching license at the regional, national and international levels. A coaching license is related to the preparation of a training program in accordance with the sport to be handled, so that the training program can be carried out effectively, efficiently and in a structured manner. In addition, coaches must have certain procedures in selecting athletes and be able to communicate well in building an atmosphere during training.

The development of the training program carried out by the NPC Special Region of Yogyakarta can be said to be good, because the training process can be implemented in accordance with the principles of training and the conditions of the athletes. The trainer's dedication and loyalty in running the training program is the key to the success of the program implementation. The successful implementation of the training program is inseparable from the support of sponsors and the adequate budget of the NPC for the Special Region of Yogyakarta. This means that the needs of each sport can be fulfilled even though there are still a few obstacles related to the disbursement of coaching funds so that a re-evaluation is needed. Support from the community and the government also has a significant impact on the budget that is also obtained from the community, support from parents, and the workplace. This really helps athletes mentally and emotionally to train and compete. In addition, government support in the form of awards to coaches and athletes who participate in national and international competitions is very helpful and supports the success of the Yogyakarta Special Region NPC training program.

The training program implemented by the NPC for the Special Region of Yogyakarta is also closely related to the facilities and infrastructure that support the training needs of athletes. The results of observations of coaches and

athletes show that the facilities and infrastructure provided by the NPC are adequate and meet the requirements of each respective sport. The fulfillment of these facilities and infrastructure has been adjusted to the ratio of athletes and the amount of equipment needed. The facilities and infrastructure prepared by the NPC for the Special Region of Yogyakarta are according to training and competition standards based on the rules of the main international organizations and their respective sports federations. Thus, the NPC training process for the Special Region of Yogyakarta did not experience significant obstacles.

Process evaluation is an evaluation that includes directed, planned, systematic efforts to examine the process of activities that have produced a product, both in the planning phase and in the implementation phase. Evaluation of the training program process for athletes with disabilities at the NPC Special Region of Yogyakarta related to several points, namely athlete and post-athlete career support, training process, and research. The process evaluation shows that government support is appropriate and adequate in appreciating the athletes and coaches. Government appreciation is manifested in the form of providing awards in the form of scholarships, bonuses, career support (special training), job opportunities within the local government, and in the form of housing and old age allowances. As for the training process, the program run by the NPC for the Special Region of Yogyakarta is also appropriate and adequate. The training process is manifested in the form of comfort and safety during the training. A structured training scheduling system results in the athlete's condition during the training process being well controlled so that they can adapt to the training regulations that have been set. Through a well-organized programmed system, it can reduce the possibility of complaints, disappointment, pressure, and offense between athletes and coaches. So, the training program can take place optimally so as to facilitate the process of achieving the highest achievements.

The success of achieving achievements must follow the development of science and technology [30]. During the training process, the trainer must evaluate the progress of each athlete in each sport handled. Implementation of try-out and try-in is one effort to evaluate the success of the training process. In addition, the NPC supports the training process carried out by athletes by providing other activities outside of the training program. Moreover, coaches and athletes do not experience psychological pressure, so they are able to condition physically and psychologically weak in the training process. Understanding nutritional needs also has a positive impact on the diet and rest time of athletes. This means that coaches and athletes can understand the importance of training, nutrition, and rest so that athletes are always in prime condition. Solid cooperation from every field and the application of science and technology in making an optimal contribution, are the main support for improving the quality of the NPC

disability sports training program for the Special Region of Yogyakarta.

Based on product evaluation in the training program, it can be seen from the achievements of coaches and athletes. The evaluation has been carried out according to schedule/periodically by making a summary of the evaluation results and informing all athletes. The results of the evaluation also include suitability and improvement in training results as well as improvement in athlete performance in each sport and competition level. The results of periodic evaluations will have a positive impact on improving the athlete's condition. The results of the evaluation will determine how ready the athlete is to advance to the competition by increasing the concentration of the athlete while competing. For this reason, good cooperation between administrators of disability sports in each region and institution must be well-established. Cooperation is not only limited to the government and donors. Establishing cooperation with large companies/agencies outside the region is one of the solutions to increase funding for coaching training programs.

5. Conclusions

Based on the results of the discussion above, the results of the study can be concluded as follows:

Context Evaluation: the NPC Special Region of Yogyakarta has a legal basis, vision and mission as well as strong and clear goals and objectives to improve the condition of athletes supported by qualified coaches in their respective sports.

Input Evaluation talent development and identification, athlete recruitment system, financing, community participation, government support, and the availability of facilities and infrastructure owned by the NPC Yogyakarta Special Region is very good. The training program runs according to the goals and objectives that have been set, but there is a need for an increase in the license of the trainers so that they are more competent in implementing the training.

Process Evaluation; the support given to athletes during the competition and after the competition is carried out properly and adequately, training planning is carried out well, in the research process requires improvement by establishing wider collaboration with science and technology-based development that is more flexible to capture prospective athletes who have fire in the field of sports.

Product Evaluation; the achievements of the NPC athletes from the Special Region of Yogyakarta are very good, the evaluation and monitoring of the conditions of the athletes before the competition and after the competition are very good, and to monitor the successful implementation of the training program is still necessary to improve the experience of competing by contributing to

each competition both nationally and internationally.

REFERENCES

- [1] Harsuki, *Perkembangan Olahraga Terkini (Kajian Para Pakar)*, 1st ed. Jakarta: PT Rajagrafindo Persada, 2003.
- [2] R. Roul, I. Brunet, É. Belley-Ranger, H. Carbonneau, and J. Fortier, "Inclusive Sporting Events in Schools for Youth With Disabilities in Quebec: Social, Educational, and Experiential Roles of These Activities According to the Interviewed Practitioners," *SAGE Open*, vol. 5, no. 3, 2015, doi: 10.1177/2158244015604696.
- [3] L. Misener, G. McPherson, D. McGillivray, and D. Legg, "Leveraging disability sport events: Impacts, promises, and possibilities," no. September. 2018. doi: 10.4324/9781315108469.
- [4] L. Reiman, "Sports for learners with physical disabilities in ordinary schools in the Western Cape.," no. May, 2008.
- [5] S. Rudiwati, "Peningkatan kompetensi guru sekolah inklusif dalam penanganan anak berkebutuhan pendidikan khusus melalui pembelajaran kolaboratif," *J. Cakrawala Pendidik.*, no. 2, pp. 296–306, 2013.
- [6] U. Office Bangkok, R. Bureau for Education in Asia, and the Pacific, *Teaching Children with Disabilities in Inclusive Settings Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 3*. 2014.
- [7] S. Bariroh, "The Influence of Parents' Involvement on Children with Special Needs' Motivation and Learning Achievement," *Int. Educ. Stud.*, vol. 11, no. 4, p. 96, 2018, doi: 10.5539/ies.v11n4p96.
- [8] J. J. Martin, "Athletes with physical disabilities," *Routledge Handb. Appl. Sport Psychol.*, no. May, 2015, doi: 10.4324/9780203851043.ch45.
- [9] S. Septianisa and R. Caninsti, "Hubungan Self Efficacy Dengan Burnout Pada Guru Di Sekolah Dasar Inklusif," *J. Psikogenes.*, vol. 4, no. 1, p. 126, 2018, doi: 10.24854/jps.v4i1.523.
- [10] A. Kusumawardhanny, S. Sulaiman, and H. Pramono, "Personality Profile of Athletes with Disabilities Central Java," *J. Phys. Educ. Sport. Manag.*, vol. 10, no. 2, pp. 192–199, 2021.
- [11] R. Diahwati and F. Hanurawan, "Keterampilan Sosial Siswa Berkebutuhan Khusus Di Sekolah Dasar Inklusif," *J. PendidikanTeori, Penelitian, dan Pengemb.*, vol. 1, pp. 1612–1620, 2016.
- [12] E. I. Yunita, S. Suneki, and H. Wakhyudin, "Manajemen Pendidikan Inklusi dalam Proses Pembelajaran dan Penanganan Guru Terhadap Anak Berkebutuhan Khusus," *Int. J. Elem. Educ.*, vol. 3, no. 3, p. 267, 2019, doi: 10.23887/ijee.v3i3.19407.
- [13] U. Utomo, *PEMBINAAN PRESTASI OLAHRAGA ADAPTIF*, 1st ed. Palembang: CV. Penerbit Anugrah Jaya, 2020.
- [14] S. Jain, "Methods of Training Programmes Evaluation: A

- Review,” *J. Commer.*, vol. 6, no. December, pp. 19–30, 2016.
- [15] D. Shinkfield and A. Stufflebeam, *Teacher evaluation: Guide to effective practice. Evaluation in educational and human services*, no. 2. 1995.
- [16] S. Aziz, M. Mahmood, Z. Rehman, and A. Report, “Implementation of CIPP Model for Quality Evaluation at School Level: A Case Study,” *J. Educ. Educ. Dev.*, vol. 5, no. 1, p. 189, 2018.
- [17] H. Topno, “Evaluation of Training and Development: An Analysis of Various Models,” *IOSR J. Bus. Manag.*, vol. 5, no. 2, pp. 16–22, 2012, doi: 10.9790/487x-0521622.
- [18] D. L. Stufflebeam, “The CIPP Model for Evaluation,” *Int. Handb. Educ. Eval.*, pp. 31–62, 2003, doi: 10.1007/978-94-010-0309-4_4.
- [19] A. Rokhim, S. Suryadi, and S. Supadi, “Evaluation of The Implementation of The Inclusion Program,” *Int. J. Elem. Educ.*, vol. 5, no. 4, p. 675, 2021, doi: 10.23887/ijee.v5i4.37217.
- [20] S. Savul, A. Ikram, M. A. Khan, and M. A. Khan, “Evaluation Of Infection Prevention And Control Training Workshops Using Kirkpatrick’s Model,” *Int. J. Infect. Dis.*, vol. 112, pp. 76–80, 2021, doi: <https://doi.org/10.1016/j.ijid.2021.09.005>.
- [21] R. Manap, N. Othman, S. N. Roslan, K. Ismail, and A. F. Kamarubahrin, “Measuring The Effectiveness of University Programmes Based on Evaluation Models: A Meta-Analysis,” *Abqari J.*, vol. 20, no. 2, pp. 78–95, 2019, doi: 10.33102/abqari.vol20no2.206.
- [22] M. Lippe and P. Carter, “Using the CIPP Model to Assess Nursing Education Program Quality and Merit,” *Teach. Learn. Nurs.*, vol. 13, no. 1, pp. 9–13, 2018, doi: <https://doi.org/10.1016/j.teln.2017.09.008>.
- [23] A. Ariko, M. Hartono, and N. Nasuka, “The Evaluation Program of Coaching Achievement on Women Futsal Athletes at Musi Rawas Sumatera Selatan,” *J. Phys. Educ.*, vol. 10, no. 3, pp. 298–304, 2021.
- [24] D. Sugiyono, “Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D,” 2015.
- [25] Utomo, *Buku Pembinaan Olahraga Adaptif*. Palembang: CV. Penerbit Anugrah Jaya, 2020.
- [26] R. J. Mason, D. Farrow, and J. A. C. Hattie, “Sports Coaches’ Knowledge and Beliefs About the Provision, Reception, and Evaluation of Verbal Feedback,” *Front. Psychol.*, vol. 11, no. September, pp. 1–10, 2020, doi: 10.3389/fpsyg.2020.571552.
- [27] S. Johnson *et al.*, “A Coach’s Responsibility: Learning How to Prepare Athletes for Peak Performance,” *Sport J.*, vol. 14, no. 1, pp. 1–14, 2011.
- [28] G. A. Mageau and R. J. Vallerand, “The coach-athlete relationship: A motivational model,” *J. Sports Sci.*, vol. 21, no. 11, pp. 883–904, 2003, doi: 10.1080/0264041031000140374.
- [29] M. A. K. Lafrenière, S. Jowett, R. J. Vallerand, E. G. Donahue, and R. Lorimer, “Passion in sport: On the quality of the coach-athlete relationship,” *J. Sport Exerc. Psychol.*, vol. 30, no. 5, pp. 541–560, 2008, doi: 10.1123/jsep.30.5.541.
- [30] Q. Zhou, “Sports Achievement Prediction and Influencing Factors Analysis Combined with Deep Learning Model,” *Sci. Program.*, vol. 2022, 2022, doi: 10.1155/2022/3547703.