

Evaluation of Athletic Extracurricular Programs (Program Evaluation Research on MAN Insan Scholar Serpong Students, National Leading School, Ministry of Religion of the Republic of Indonesia Batch 28, 2023)

Muslih¹, Dedi Supriadi², Muchamad Ishak³, Akhmad Sobarna⁴.

¹Students of Master of Physical Education, Pasundan Cimahi Teacher Training and Education College (STKIP)

^{2,3,4} Lecturers Master of Physical Education Pasundan Cimahi Teacher Training and Education College (STKIP)

Email :

¹muslih@stkippasundan.ac.id, ²dedis25121960@gmail.com, ³muchamadishak11@gmail.com,

⁴akhmadsobarna9@gmail.com

ABSTRACT

The research evaluates the Extracurricular Athletic Program for Class 28 of 2023 students at MAN Insan Scholar Serpong using the CIPP model, focusing on context, input, process, and product dimensions. The study finds compatibility between program goals and the institution's vision and mission. Legal basis and needs analysis align with program objectives. Input planning is thorough but requires optimization. Human resources and support from the institution are adequate, though facility quantity needs improvement. The process implementation, including training, competitions, and monitoring, meets standards. Overall, the Program contributes to students' physical abilities, attitudes, behavior, knowledge, skills, and academic achievements, demonstrating significant improvement compared to previous years.

Keywords:

Program Evaluation.
Extracurricular.
Athletics.

INTRODUCTION

Athletics is a physical activity consisting of dynamic and harmonious movements, namely walking, running, jumping, and throwing. Athletics is also a form of physical education that increases strength, endurance, speed, flexibility, agility, and coordination. The term athletics comes from the Greek, namely Athlon or Athlum, which means competition or competition, while the person who does it is called Athleta (Athlete). In America and parts of Europe and Asia, the term athletics is often used as Track and Field, while in Germany, the term Leicht Athlatik is used, and in the Netherlands, the term Athletiek is used. (Aip Syarifuddin., 2012) States that athletics is a contested sport that includes walking, running, jumping, and throwing events.

According to (Djumidar, 2016). Athletics is one element of physical and health education. It is also a component of overall education that prioritizes physical activity and fosters healthy living and harmonious, harmonious, balanced physical, mental, social, and emotional development. Meanwhile, according to (Zafar Sizik Didik, 2013), athletics is the oldest sport and the mother of all sports. Therefore, athletics is often called the Mother of Sport, the mother of all sports.

The opinion above can be concluded that athletics is a form of daily human activity contested in walking, running, throwing, and jumping.

Evaluation is a determining process for achieving goals. Meanwhile, Cronbach defines Evaluation as follows: "Evaluation has been providing information for decision making suggested by various leading evaluations." Evaluation must be supported by information that can be used for decision-making based on several considerations (Rohman, 2017). Evaluation is a process of obtaining data for decision-making. This follows Stufflebean's opinion in Silverius: "Evaluation is the process of developing, acquiring and presenting information useful for assessing decision making. Evaluation can also be interpreted as a process of analyzing and monitoring designs that are

appropriate, effective, meaningful and have a specific impact on activities and the efficiency level when activities take place (MK Bajuri, 2015).

Based on the opinions mentioned above, it can be said that evaluation is an integral part of an activity and a process of collecting data that can then be used to choose the correct alternative in determining decisions. Every institution with a program resulting from a policy and the person receiving funds for implementing this authority from the government and the community must evaluate this work. In this case, the Program is one of the results of a policy that is determined through a long process and agreed upon by the management to be implemented by both the academic community and other institutional administrative institutions (Sugandini, W., Dewi Tarini, W., Espana Giri, K., & Nik Armini, 2018). Therefore, Evaluation is a tool or way to improve the quality of the institution concerned so that it has quality that can be accounted for. Evaluation is done to determine how far the goals have been achieved. This goal is collective because students cannot independently absorb the curriculum without the role of a professional teacher. Likewise, teachers cannot succeed without being supported by adequate facilities and infrastructure to achieve an enjoyable learning process (Darodjat, D., & M, 2015).

The term evaluation applied in the world of sports is a process of collecting, describing, analyzing, and interpreting information systematically to determine the extent to which the goals to be achieved have been achieved (Ahmad Jaelani and Nova Asvio, 2019). The purpose of Evaluation is to collect information that can be used to determine the level of progress, development, and achievement, as well as the effectiveness of the Program provided by the trainer. Thus, evaluation does not always go through a measuring process and then an assessment process; it can also be evaluated directly through assessment only. There are many more definitions of Evaluation, but all of them always create information and policy issues, namely information about the implementation and success of the Program, which is then used to determine the following policy.

Observing a series of problems faced by the extracurricular athletics program for MAN Insan Scholar Serpong students, it is deemed necessary to carry out a program evaluation to foster the function of improving and rejuvenating the organization and program activities. Program evaluation is a must to ensure that the Extracurricular Program can still provide maximum benefits for students and all stakeholders. The CIPP Evaluation Method (Context, Input, Process, Product) was chosen as a holistic approach to understanding and improving the effectiveness of the extracurricular Program. The availability and condition of facilities and infrastructure are essential factors in whether the sports facilities and equipment used in the Extracurricular Athletics Program are adequate and support the implementation of the Program.

This Evaluation is also intended to ensure that the athletic extracurricular Program is still in line with the goals, vision, and mission of MAN Insan Scholar Serpong as a Flagship School of the Indonesian Ministry of Religion, which establishes the principles of openness, transparency, and accountability referring to the fulfillment and achievement of the Vision and Mission of the MAN Insan Scholar Serpong Institution. to create high-quality human resources in faith and devotion, mastering science and technology and being able to actualize themselves in community life. By being strengthened through missions, prepare future leadership candidates who master science and technology, have high fighting power, can communicate in

international languages, are innovative, and have a strong foundation of faith and piety.

Realizing the problems faced by the Athletics Extracurricular Program encourages researchers to conduct more profound research on the Evaluation of the Athletics Extracurricular Program at MAN Insan Scholar Serpong 28th Class of 2023 using the CIPP method to provide a comprehensive and in-depth understanding to guide program improvements, develop suggestions, critique, and development of more effective and sustainable programs.

METHOD

This research uses a program evaluation approach with a descriptive method, describing the implementation of the 28th Batch of the 2023 MAN Insan Scholar Serpong Student Athletics Extracurricular Program. CIPP (context, input, process, and product) was developed by Stufflebeam and Coryn. This model follows the concept of program flow, namely by looking at the entire Program, starting from the scope of the program context to the product or results. This model also explains things more easily to researchers by grouping all the components that need to be evaluated individually and then showing the Program as a whole. The most essential instrument in this research is the researcher himself or with the help of other people. One of the instruments used in this research is in the form of an interview, which contains open-ended research questions. This is explained by W. Gulo as follows: The research instrument is a written interview guide or list of questions prepared to obtain information from respondents.

RESULTS AND DISCUSSION

Evaluation is carried out on several dimensions: context, input, process, and product. This was done through observation, interviews, and documentation studies to obtain the required information and data relating to these four dimensions. Regarding the findings in each information and data obtained, then data analysis is carried out by comparing the results of data analysis with the criteria for each information and data obtained. Data analysis is carried out by comparing the results with the requirements in each evaluation dimension, which is continued by making judgments and decisions. The evaluation results of each evaluation dimension are as follows:

1. Evaluate the context dimensions

Context dimension evaluation includes issues related to the scope of the Program that has been implemented. Assessment of the context dimension consists of three aspects: 1) program objectives, 2) legal basis for the Program, and 3) analysis of program needs. The results of the context dimension evaluation from 30 respondents who stated that they strongly disagreed were nil (0%), meaning respondents who stated that they strongly disagreed with the criteria for success in evaluating the context dimensions of the indicators: program objectives, program legal basis, and Program needs analysis. Of 0%. Disagree nil (0%): 0% of respondents stated that they did not agree with the context evaluation success criteria for objective indicators, program legal basis, and Program needs analysis. Expressing zero doubt (0%): This means that 0% of respondents stated that they were doubtful about the criteria for success in evaluating the context dimension on the indicators of program objectives, legal basis, and Program needs analysis data. A total of 112 people

(74.67%) agreed, meaning that 74.67% of respondents agreed to the criteria for success in context dimension evaluation regarding program objectives, legal basis, and Program needs analysis. Thirty-eight people (25.33%) strongly agreed with the success of the context dimension evaluation on the Program objective indicators, program legal basis, and needs analysis at 25.33%

Table 1 Context Dimension Evaluation Results

| NO | FREQUENCY | | Category |
|----|-----------|----------|-------------------|
| | Absolut | Presents | |
| 1 | 0 | 0 % | Strongly Disagree |
| 2 | 0 | 0 % | Disagree |
| 3 | 0 | 0 % | Doubtful |
| 4 | 112 | 74.67% | Agree |
| 5 | 38 | 25,33% | Strongly agree |
| | | 100% | |

For greater clarity, the results of the context dimension program evaluation are described as follows:

a. Objectives of the Extracurricular Program for MAN Insan Scholar Serpong Students Batch 28 of 2023.

Based on documentation studies, data was obtained that the MAN Insan Scholar Serpong Student Extracurricular Program is essential in evaluating training results and determining student graduation as an overall learning achievement. Judging from the theoretical concept, the training period or training category dramatically influences the results. The MAN Insan Scholar Serpong Student Extracurricular Program aims to increase students' athletic knowledge and skills, impacting student achievement in extracurricular athletics. This is reinforced by the results of interviews with trainers and coaches, which can be stated by the Average Physical Aspect Score showing an increase of 57.73 points (6.53%).

b. Legal Foundations of the MAN Insan Scholar Serpong Student Extracurricular Program.

Based on the results of observations, interviews, and documentation studies, data was obtained that the Supervisors and Trainers consider the legal basis for the Extracurricular Program for MAN Insan Scholar Serpong Students Class 28 of 2023 to be strong enough because it is based on the regulations of the Minister of Education and Culture of the Republic of Indonesia—criteria for success in evaluating context dimensions on legal basis indicators. Based on checking data between the results of observations, interviews, and documentation studies, it can be concluded that the implementation of the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students can be concluded that the implementation of the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students already has a strong legal basis.

c. Needs Analysis

The background to the formation of the Extracurricular Program is so that all students can actualize themselves through their interests and talents, which are well programmed through extracurriculars, which refer to the basic triple pattern of aspects of attitudes and behavior, knowledge and skills, and physical aspects. The physical element of every education weighs 10% in the calculation of learning achievement scores, so it is hoped that with the physical fitness training program, students who are part of the program will have good physical fitness scores.

The criterion for success in evaluating the context of the needs analysis indicators is that there is a match between the extracurricular Program and the needs analysis. Based on checking the data between the results of observations, interviews, and documentation studies, it can be concluded that there is a match between the extracurricular Program and physical fitness aspects and the needs analysis.

2. Evaluate input dimensions

Input dimension analysis includes the availability of program plans and basic Program supporting resources. Indicators in the input dimension evaluation consist of 1) availability of program plans, 2) availability of human resources, 3) support from organizing organizations, 4) availability of infrastructure, and 5) availability of funds. The results of input evaluation from 30 respondents stated that those who strongly disagreed were nil (0%). This means that respondents who strongly disagreed with the criteria for success in evaluating input dimensions were 0%. A total of 2 people (0.27%) said they did not agree: this means that 0.27% of respondents said they did not agree with the criteria for success in evaluating input dimensions. A total of 3 people (0.4%) expressed doubts. This means that respondents who doubted the success criteria for evaluating the input dimensions were 0.4%. A total of 540 people (72%) agreed. This means that 72% of respondents agreed with the success criteria for input dimension evaluation. Two hundred five people (27.33%) strongly agreed: 27.33% of respondents strongly agreed with the criteria for success in evaluating input dimensions.

Table 2 Input dimension evaluation results

| NO | FREQUENCY | | Category |
|----|-----------|-------------------|-------------------|
| | Absolut | | |
| 1 | 0 | Strongly Disagree | Strongly Disagree |
| 2 | 2 | Disagree | Disagree |
| 3 | 3 | Doubtful | Doubtful |
| 4 | 540 | Agree | Agree |
| 5 | 205 | Strongly agree | Strongly agree |
| | 750 | 100% | |

For greater clarity, the results of the input dimension evaluation are described as follows:

a. Limitations of program plans

Based on observations, interviews, and documentation studies, the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students already has a program plan and guidelines. The criteria for successful input on program plan availability indicators are the existence of program planning documentation and program guidelines. Based on checking the data between the results of observations, interviews, and documentation studies, it can be concluded that the Extracurricular Program for MAN Insan Scholar Serpong Students Class 28 of 2023 has been equipped with program planning documentation and program guidelines.

b. Availability of human resources

To realize the objectives of the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students, the support of reliable and professional human resources in their fields is needed. The criteria for success in evaluating input on human resource support indicators is that there is a match between the Extracurricular

Program for MAN Insan Scholar Serpong Students Batch 28 of 2023 and the availability of professional coaches and coaches in carrying out training assignments.

Based on checking the data between the results of observations, interviews, and documentation studies, it can be concluded that there is a compatibility between the Program and the availability of trainers or coaches as specified in the program implementation requirements.

c. Host organization support

Based on observations, interviews, and documentation studies, implementing the Extracurricular Program for MAN Insan Scholar Serpong Students Batch 28 of 2023 is running well organizationally. The criteria for success in evaluating input on the support indicators of the organizing organization are the full support and synergy of each part within it. This is based on checking the data between the results of observations, interviews, and documentation studies. It can be concluded that there is good support from all parties or parts of implementing the Extracurricular Program for MAN Insan Scholar Serpong Students Batch 28 of 2023, which is very satisfying.

d. Availability of facilities and infrastructure

Based on the results of observations, interviews, and documentation studies, the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students has training facilities and infrastructure available, but there are still limitations in numbers. However, in general, adequate facilities and infrastructure are still available.

The criteria for success in evaluating the input dimension regarding the availability of training facilities and infrastructure are adequate. Based on checking data between the results of interviews, observations, and documentation studies, it can be concluded that the Extracurricular Program for MAN Insan Scholar Serpong Students Batch 28 of 2023 means that the availability of facilities and infrastructure is quite good.

e. Availability of funds

Fund availability is essential in supporting the Extracurricular Program for MAN Insan Scholar Serpong Students Class 28 of 2023. Budget funds in implementation according to budget planning are adequate and fully supportive. In other words, budget availability for students, supervisors, and trainers has been budgeted according to needs. The criterion for success in evaluating the input dimension of the availability of funds indicator is the availability of sufficient funds for the implementation of program implementation activities. Based on the results of checks and data, including observations, interviews, and documentation, it can be concluded that the Extracurricular Program for MAN Insan Scholar Serpong Students Class 28 of 2023 received adequate financial support.

3. Evaluate process dimensions

Evaluation of the process dimensions of program implementation indicators and monitoring of the results is as follows: Evaluation results from 30 respondents stated that a total of 6 people (1.43%) said they strongly disagreed. This means that the respondents who strongly disagreed with the criteria for success in evaluating the process dimensions of program implementation and monitoring indicators were 1.43%. A total of 18 people (4.29%) said they disagreed. This means that respondents who disagreed with the success criteria for evaluating the process dimensions in the program implementation and monitoring indicators were 4.29%. A total of 2 people (0.47%) expressed doubt; This means that respondents who stated they were doubtful

about the success criteria for evaluating the process dimensions on program implementation and monitoring indicators were 0.47%. A total of 298 people (70.95%) agreed. This means that respondents who agreed to the success criteria for evaluating the process dimensions of program implementation and monitoring indicators were 70.95%. A total of 96 people (22.86%) stated that they strongly agreed, meaning that respondents who strongly agreed with the success of evaluating the process dimensions on program implementation and monitoring indicators were 22.86%.

Table 3 Results of Process Dimension Evaluation

| NO | FREQUENCY | | Category |
|----|-----------|----------|-------------------|
| | Absolut | Presence | |
| 1 | 6 | 1,43 % | Strongly Disagree |
| 2 | 18 | 4,29 % | Disagree |
| 3 | 2 | 0,47% | Doubtful |
| 4 | 298 | 70,95% | Agree |
| 5 | 96 | 22,86% | Strongly agree |
| | 420 | 100% | |

The results of the process dimension evaluation on indicators 1) program implementation and 2) supervision will be discussed as follows:

a. Program implementation

The focus is more on how the daily training program is implemented. How is the competition program implemented? How is the academic Program implemented? And how is the welfare program good for coaches/coaches and students? In detail, it is explained as follows: The welfare pattern of coaches/coaches is included in the submission and budget even though the nominal amount received by coaches and coaches is still sufficient. The criteria for success in evaluating the process on program implementation indicators are that there is conformity with the implementation of training, implementation, physical fitness tests, increasing knowledge and skills, and welfare with the provisions that have been determined for students, supervisors, and trainers in the budget plan and operational plan for the training.

b. Supervision

Based on the observations and interviews, the supervision process was carried out to evaluate the implementation of the Extracurricular Program for MAN Insan Scholar Serpong Students Class 28 of 2023. The evaluation concerns student performance, the performance of supervisors/trainers, teaching staff, and educational staff. Evaluation of Students Participating in Extracurricular Athletics at MAN Insan Scholar Serpong Class 28 of 2023, namely Evaluation of performance and achievement development in aspects of attitudes and behavior, knowledge and skills, and physical elements, which is carried out at the end of the Program which includes tests on students' physical fitness, attitudes and behavior and knowledge and skills as a value for student learning achievement.

The Evaluation was carried out by elements related to the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students, especially the team of coaches and supervisors. The evaluation results are followed up by making a policy or decision on whether there are students who are sick and cannot carry out the training program. Meanwhile, the Evaluation of coaches and coaches evaluates the abilities of coaches and coaches as a whole. Is the coach or coach who handles the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 students in

line with what is expected? Evaluation of management, especially educational units, in carrying out their duties is incapable of running according to its function, so it must be evaluated. Is the Program still appropriate, or does it need improvement? These various evaluations have been carried out but have not been carried out as they should be.

The criterion for the success of the evaluation process in the supervision indicators is that the evaluation process conforms to the needs of the extracurricular Program. Based on checking data between the results of observations, interviews, and document studies, it can be concluded that there is conformity between the evaluation process and the provisions of the extracurricular Program, but it is not optimal.

4. Evaluate product dimensions

Evaluation of product dimensions on achievement indicators includes 1) increased physical development, 2) increased development of knowledge and skills, and 3) increased mental development. The results of the product dimension evaluation on the achievement indicators from 30 respondents who stated that they strongly disagreed were nil (0%), meaning that respondents who strongly disagreed with the success criteria for product evaluation on the achievement indicators were 0%. Zero respondents disagreed (0%). This means that respondents who disagreed with the product evaluation success criteria on the achievement indicator were 0%. Respondents who expressed zero doubt (0%) means that respondents who expressed doubt about the success criteria for product evaluation on the achievement indicator were 0%. A total of 116 people (64.44%) agreed, meaning that respondents who agreed to the success criteria for product evaluation in the achievement indicators were 64.44%. A total of 64 people (35.56%). They stated that they strongly agreed, meaning that respondents who strongly agreed with the product evaluation success criteria on the achievement indicators were 35.56%.

Table 4 Product Dimension Evaluation Results

| NO | FREQUENCY | | Category |
|----|-----------|----------|-------------------|
| | Absolut | Presence | |
| 1 | 0 | 0 % | Strongly Disagree |
| 2 | 0 | 0 % | Disagree |
| 3 | 0 | 0 % | Doubtful |
| 4 | 116 | 64,44% | Agree |
| 5 | 64 | 35,56% | Strongly agree |
| | 180 | 100% | |

The main task of a trainer/coach is to develop, direct, and improve students' abilities to achieve optimal performance. Several essential components that must be created and enhanced are physical condition, knowledge, and skills to attain extracurricular athletic achievements.

a. Increased physical development

Physical aspects of physical fitness must be trained to prepare the body to face physical stress and endurance, as well as local muscles, cardiovascular endurance, speed endurance, power, agility, balance, and coordination. While students are in the learning process and training program, their physical development is constantly monitored through an evaluation program carried out by the trainer periodically. This was revealed through interviews with trainers and supervisors who stated that

students' physical development was carried out periodically so that improvements in students' physical development could be seen.

b. Increased development of knowledge and skills

Developing knowledge and skills is as long as students in extracurricular programs carry out training assignments to improve their knowledge and skills in receiving training material to prepare themselves for competition. Training includes physical and technical skills; knowledge development can be seen during training, and the learning process is evaluated at the end of each lesson material. The criteria for product success in indicators of knowledge and skills achievement are maintained and increased as proven by the results of interviews, observations, and documentation studies that students are given training material, guidance, and care, as well as additional guidance time for students who are lacking or lagging in their knowledge and skills in Athletics.

c. Increasing Learning Achievement.

Based on the ability to increase learning achievement as seen from 3 aspects: attitude/behavior, knowledge, and physical skills. These three aspects are processed by evaluating learning outcomes with the following weights: (1) Attitude and behavior aspects, (a) Passing limit = 700, (b) Weight = 20 %, and (c) Initial value = 76. (2) Knowledge and skills aspects. (a) Passing limit = 650; and (b) Weight = 40%. (3) Physical aspects. (a) Passing limit = 650; and (b) Weight = 40%. The criteria for successful product evaluation on achievement indicators are a combination of attitude and behavior, knowledge and skills, and physical aspect values. Based on checking the data between the results of observations, interviews, and documentation studies, it can be concluded that students participating in extracurricular athletics have experienced excellent progress.

Table 5 Achievement Values of Extracurricular Athletics Students at MAN Insan Scholar Serpong

| NO | PART | YEAR 2022 (OV) | YEAR 2023 | UPS AND DOWN | DIFFERENCE (POINTS) | PERCENT |
|----|--------------------------------|----------------|-----------|--------------|---------------------|---------|
| 1 | Attitudes and Behavior | | | | | |
| | - Highest | 862,85 | 864,25 | Go on | 1,40 | 0,16 % |
| | - Lowest | 815,00 | 819,10 | Go on | 4,10 | 0,50 % |
| | - Average | 830,00 | 832,14 | Go on | 2,14 | 0,26 % |
| 2 | Knowledge and Skills | | | | | |
| | - Highest | 868,57 | 885,21 | Go on | 16,64 | 1,88 % |
| | - Lowest | 764,55 | 781,23 | Go on | 16,68 | 2,13 % |
| | - Average | 814,48 | 826,03 | Go on | 11,55 | 1,40 % |
| 3 | Physical | | | | | |
| | - Highest | 934,25 | 952,25 | Go on | 18,00 | 1,89 % |
| | - Lowest | 710,00 | 725,75 | Go on | 42,75 | 5,89 % |
| | - Average | 826,79 | 884,52 | Go on | 57,73 | 6,53 % |
| 4 | Final Achievement Grade | | | | | |

| NO | PART | YEAR 2022 (OV) | YEAR 2023 | UPS AND DOWN | DIFFERENCE (POINTS) | PERCENT |
|----|-----------|----------------|-----------|--------------|---------------------|---------|
| | - Highest | 874,22 | 893,76 | Go on | 19,54 | 2,19 % |
| | - Lowest | 772,00 | 775,06 | Go on | 3,04 | 0,40 % |
| | - Average | 822,55 | 850,65 | Go on | 28,10 | 3,30 % |

- They are viewed from the aspect of assessing attitudes and behavior. The attitude and behavior aspects increased by 2.14 points (0.26%). This is because students can carry out their provisions/obligations well.
- We viewed it from the aspect of assessing knowledge and skills. The knowledge and skills aspect increased by 11.55 points (1.40%). The increase in the value of the knowledge and skills was due to the students' high enthusiasm for learning during the training process.
- We viewed it from the aspect of physical assessment. The average score for the physical element increased by 57.73 points (6.53%). Because the program has been running well, an increase in the average value is indicated.
- Comparison of averages from all aspects of assessment. The final achievement score shows an increase of 28.10 points (3.30%). This happens because there is an increase in the average score for each aspect of attitude and behavior, knowledge and skills, and physicality.

Discussion and analysis

In this research, the evaluation of the MAN Insan Scholar Serpong extracurricular program for the 2023 batch was conducted across several dimensions: context, input, process, and product. From the evaluation results, it is evident that there is alignment between the implemented program and its objectives, legal basis, and needs analysis. This aligns with theories of program evaluation emphasizing the importance of coherence between planned programs and their objectives and existing needs (Rossi et al., 2004). Additionally, in the input dimension analysis, it is observed that the program has been equipped with adequate program plans, human resources, organizational support, facilities, and funding. Theories related to program evaluation highlight that the success of a program significantly depends on the availability of sufficient resources (Chen & Rossi, 1987).

In the process dimension, there is a need to enhance the effectiveness of program implementation and monitoring processes. Although most respondents agree with the success of the evaluation in this dimension, there is a need to improve evaluations to ensure optimal alignment with program needs. According to program evaluation theories, evaluation processes should be continuous to ensure that programs operate as intended (Patton, 2008). Moreover, more effective monitoring is needed to ensure that necessary interventions can be implemented in a timely manner (Cronbach et al., 1980).

From the evaluation results of the product dimension, it is evident that the MAN Insan Scholar Serpong extracurricular program has successfully enhanced students' physical development, knowledge, and skills. This corresponds to theories of program development emphasizing the importance of evaluating outcomes or products in assessing the impact of a program on participants (Scriven, 1991). Furthermore, the evaluation results also indicate significant improvements in various assessment

aspects, such as attitudes and behavior, knowledge, and physical skills. This aligns with the theory that program evaluation should encompass various relevant aspects aligned with program objectives (Stufflebeam & Shinkfield, 2007).

CONCLUSION

The evaluation of the Extracurricular Program for MAN Insan Scholar Serpong Class 28 of 2023 yielded highly positive results across all dimensions: context, input, process, and product. In the context dimension, alignment between program objectives, the school's vision and mission, solid legal foundations, and needs analysis validation were observed. Regarding input, the availability of program guidelines, human resources, organizational support, facilities, and funds were discussed, emphasizing meticulous planning and adherence to training principles. In the process dimension, training programs and supervision implementation showed conformity with program provisions, though optimization was suggested for further improvement. Finally, in the product dimension, achievements in competitions, physical and physiological development, attitudes and behavior, and student knowledge and skills were evaluated, showcasing the program's comprehensive impact on student growth and success. Overall, the evaluation reflects the effectiveness and alignment of the Extracurricular Program with its intended objectives, demonstrating its significant contribution to student development and achievement.

Acknowledgment

We want to express our gratitude to all staff and students of STKIP Pasundan Cimahi, as well as the instructors and students in the Master's Program of Physical Education at STKIP Pasundan Cimahi, and to the entire MAN Insan school community, for their support in this research.

Reference

- Aip Syarifuddin. (2012). Physical Education and Health Lesson Guide. Department of Education and Culture. Directorate General of Primary and Secondary Education. Directorate of Teachers and Technical Personnel, Physical Education and Health Teacher Upgrading Section, SD Equivalent to D II.
- Chen, H.-T., & Rossi, P. H. (1987). The Theory-Driven Approach to Validity. *Evaluation and Program Planning*, 10(2), 95–103.
- Cronbach, L. J., Ambron, S. R., Dornbusch, S. M., Hess, R. D., Hornik, R. C., Phillips, D. C., & Walker, D. F. (1980). *Toward Reform of Program Evaluation*. San Francisco: Jossey-Bass.
- Darodjat, D., & M, W. (2015). Program Evaluation Model. *Islamadina*, Volume XIV.
- Djumidar. (2016). *Fundamentals of Athletics*. Ministry of National Education.
- MK Bajuri. (2015). *Phys. Rev. E*, 1(1993), 24. Retrieved from http://ridum.umanizales.edu.co:8080/jspui/bitstream/6789/377/4/Muñoz_Zapata_Adriana_Patricia_Artículo_2011.pdf.
- Patton, M. Q. (2008). *Utilization-Focused Evaluation*. Sage Publications.
- Rohman, U. (2017). Evaluation of the Competency of Early Childhood Football Coaches in Football Schools. *Journal of Physical Education and Sports*, 2(2), 92.
- Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A Systematic Approach* (7th ed.). Sage Publications.
- Scriven, M. (1991). *Evaluation Thesaurus* (4th ed.). Sage Publications.

- Stufflebeam, D. L., & Shinkfield, A. J. (2007). Evaluation Theory, Models, and Applications. John Wiley & Sons.
- Sugandini, W., Dewi Tarini, W., Espana Giri, K., & Nik Armini, L. (2018). Evaluation of the Competency I (Ppk I) Achievement Assessment Program Using the Content, Input, Process, and Product (CIPP) Model. *Scientific Journal of Education and Learning*, 2(3), 305.
- Zafar Sizik, didik, D. (2013). Teaching and coaching athletics. PT Rosdakarya.