

## Evaluation of the Indonesian football student league competition, the Menpora U-12 cup

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### Abstract:

**Purpose.** The purpose of this study was to evaluate the program for the student football league competition, the Menpora U-12 cup. This research used qualitative techniques with evaluation using the Context, Input, Process, and Product model (CIPP). Materials and methods. This research was conducted using a program evaluation approach using a descriptive method. The descriptive method is a method of describing findings through problem solving procedures, investigated by describing the state of the research subject/object (person, institution, community, and others). Methods of data collection involved triangulation using questionnaires, interviews, document studies, and observation. The population included 32 provinces, and the sample was 300 student respondents representing each province by random sampling. The data analysis involved a frequency analysis description using SPSS. Results. (1) Context Evaluation: has a very strong legal basic and government policies with good intentions and objectives, but not yet targeted. (2) Input Evaluation: participants, organizing, financing, and committees have not been implemented properly and need to be improved in accordance with the development of the student league competition, the U-12 menpora cup, every year. (3) Process Evaluation: sports competition rules must always be updated in accordance with the development of football, and the implementation of the competition must be maximized. (4) Product Evaluation: increased participation and public interest in organizing the student league competition, the U-12 Menpora Cup, every year; the role of media in the publication and promotion of sports to the community is increasingly expanded; and the search for potential sportsmen from the community needs to be optimized. Conclusions. The the selection mechanism process for the Menpora U-12 cup refers to the achievements obtained by athletes at both regional and national levels.

**Key Words:** Program Evaluation, Student League, Football

### Introduction

Sports education is a part of the mandated coaching program that is used for athlete achievement. The government, as the highest institution that regulates the prosperity of the Indonesian nation, has a very important role in shaping the nation's character through sports (Parker, 2019). The Ministry of Youth and Sports, as part of the Indonesian government that deals with youth and sports, seeks to develop and improve overall sports performance in accordance with government programs, such as educational sports, recreational sports, and competitive sports (Luo et al., 2020). The development of sports and youth sports in industrialized countries has undergone changes over the last few decades. For example, in some European countries, health programs have been designed by the welfare state with the aim of building quality opportunities for children to engage in sports activities after school (Kjær, 2019). The the Menpora U-12 cup is one of the flagship annual programs for the Ministry of Youth and Sports aimed at fostering and improving football achievements in Indonesia. This league is a competition for the U-12 athletes whose main goal is to attract talented football athletes throughout Indonesia to carry out tiered and sustainable development and to provide positive activities among students to prevent negative behaviors. the Menpora U-12 cup was held in stages from the Region Series, Provincial Series, to the National Series. The Student League involves approximately 72,000 young players.

The motor development of elementary school aged children is indeed important because children are experiencing the peak of motor growth at these ages (Vieira et al., 2017). Elementary school age is a short period but is a very important period in a person's life (S.J.H. et al., 2010) Therefore, at this time, all the potential of the child needs to be encouraged so that the person will develop optimally. In addition, children need to think creatively to find solutions that have never been considered before (Hargreaves, 2010). However, previous studies found that most high school athletes experience fatigue and headaches caused by the burden of physical

or cognitive activities (Murphy et al., 2012). Previous studies explain that age differences can influence program planning for maximum achievement in sport, especially at the elite level (Müller et al., 2018). In cognitive and physical activities, school-aged children are divided according to their chronological age in an effort to provide equal opportunities to participate and achieve success (Correia da Silva et al., 2019). Teachers or coaches need to focus in instilling a love for the sport that the athletes are engaged in and introducing the repertoire of motion to improve motor skills by introducing the basic concepts of the specific sport (Rudd et al., 2020). Various types of programs can be developed based on children's participation, mainly because of, or social reasons, which will determine whether children prefer programs that are tailored to their needs (Silvers-Granelli, 2017). Furthermore, programs need to be better prepared for upcoming challenges (Lagestad et al., 2017).

Teachers and coaches are also concerned with the mentality of children, who tend to be happier to play than when ordered. If a demonstration is needed, it is recommended to do it immediately and then give the opportunity for the children to do it, and the trainer only observes and corrects as necessary (Koger, 2013). (Hargreaves, 2010) mentioned that with younger players, the coach must work hard to promote the desire or intention to play skillfully. The trainer must understand all types of exercises and must prepare more interesting training sessions, and the exercises must be adapted to the character and needs of the participants. The soccer coaching program in the 2017 Menpora Cup U-12 Student League program regarding aspects of competition regulation must be good, especially in the implementation of a good and accountable competition system. The number of periods season in each training session is also important to consider when planning and organizing training sessions (Dellal et al., 2012). (Caruso, 2019) stated that football training of grassroots children soccer is not only about teaching good and correct skills but is more importantly how children can enjoy football and learn about the positive values of life. Child development is the gradual formation of biologically determined characteristics and traits that emerge when children learn from experience (Varkiani et al., 2013). This phase is very effective for athletes to learn new football skills. Understanding the skills of football is not only about the execution of movements but also about functional football skills. This means that every execution of an action made has a benefit in the game, the end goal of which is to score as many goals as possible and concede as few goals as possible (Büth et al., 2020) At the grassroots 12 ages, children have rapid development, increased speed, coordination of movement, and collective spirit. Bompa stated there are several steps that must be followed to prepare athletes. The stages are: (1) looking for talented athletes; (2) selecting prospective athletes at a young age; (3) monitoring the athlete candidate continuously and regularly; and (4) helping prospective athletes to achieve peak performance (Bompa & Buzzichelli, 2015).

According to previous research (Russel J, 2013), recommendations for a program are made through careful and tested considerations and decisions (Etesami, 2018). In this case, a program can be tangible, such as with a curriculum, or intangible, such as with procedures. The program is an activity plan that is formulated operationally by taking into account all factors related to the implementation and achievement of the program (Hernández-Mendo et al., 2019). A program is an activity that is planned and whose success is measured (Wulansari et al., 2017). Meanwhile, according to (Kjær, 2019), there is a need for wider distribution of knowledge about evaluation programs, which can increase awareness about the use of these programs. (al Attar et al., 2021) evaluation is a process that is deliberately planned to obtain information or data, and a decision is made based on that information or data. (Soares et al., 2021)

The goal of this study was to evaluate the very large activity of the league, which consists of 32 provinces. This study reflects the importance of evaluation and good program management. Social cognition plays a role in team sports in such aspects as the players themselves because they have to assess what is going on (López et al., 2020) It can be concluded that competition at the age of 12 is very important as a means of learning skills, as a realization of development from various aspects, such as a more proportional body, competitive spirit, excellent movement coordination, enthusiasm for new things, enthusiasm for learning, concentration, and the improved ability to observe a situation carefully. The implementation of the 2017 Menpora Cup U-12 Student League must be evaluated by considering that this activity is spread across all regencies and cities in Indonesia. This was done to determine to what extent the implementation of the Student League is carried out and whether it is in accordance with the objectives to be achieved, is in accordance with the program being run, and is in accordance with the expected wishes. This effort was made to realize the implementation of the Student League activities in accordance with the desired expectations in terms of preparation, socialization, registration, and regional and national series.

### **Material & methods**

This research was conducted using a program evaluation approach using a descriptive method. The descriptive method is a method of describing findings through problem solving procedures, investigated by describing the state of the research subject/object (person, institution, community, and others). For this reason, this method was used to provide evaluate the 2017 Menpora Menpora Cup U-12 Student League program and describe it in detail. To find out more in-depth information about this league program, the researcher used design as a concept upon starting the evaluation of the program.

For further elaboration of the design and the groupings that were used, see the details in the figure below:

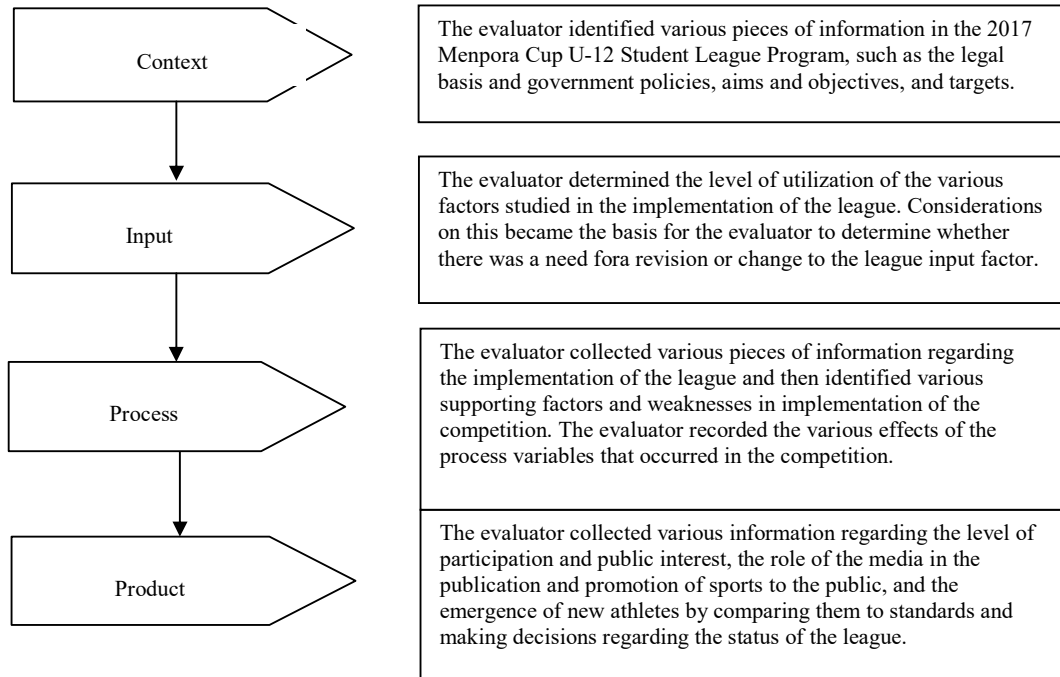


Fig. 1 The research design for the 2017 Menpora Cup U-12 Student League evaluation is shown in the figure below.

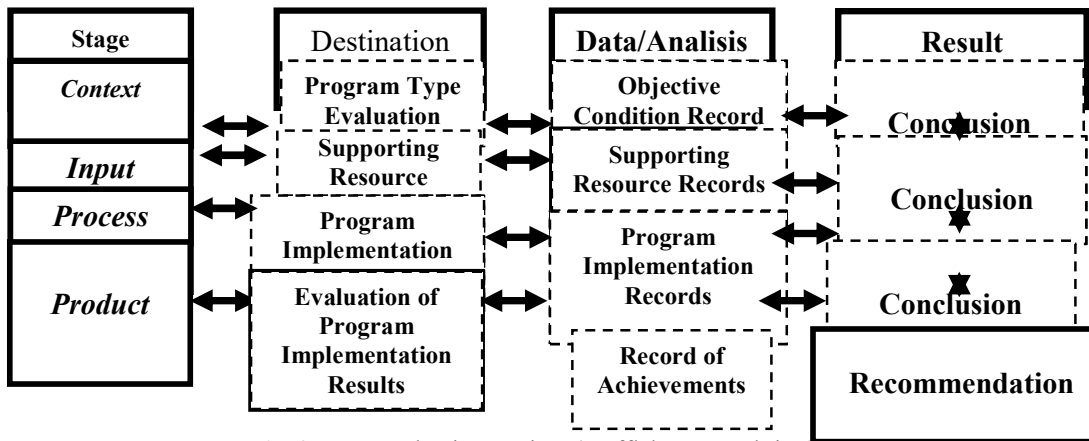


Fig. 2 CIPP Evaluation Design (Stufflebeam & Chris, 2014)

## Results

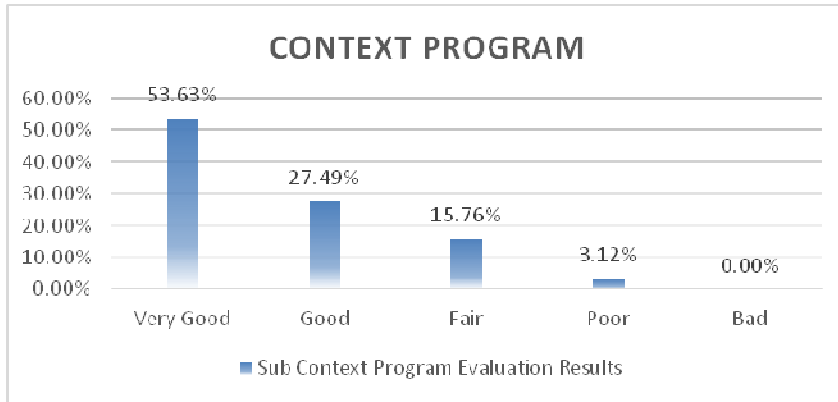
### 1. Context Evaluation

The context evaluation describes and details the need for program implementation, namely clarity on the policy of the 2017 Menpora Cup U-12 Student League Program, including its aims, objectives, and targets. The sub-focus of the context evaluation included four aspects: 1) legal basis and government policies, 2) aims and objectives, and 3) targets. The results are presented below in Table 1.

Table 1. Sub-context program evaluation results

Value	Frequency	Percentage	Category
5	161	53.63%	Very Good
4	82	27.49%	Good
3	47	15.76%	Fair
2	9	3.12%	Poor
1	0	0.00%	Bad
<b>Total</b>	<b>300</b>	<b>100%</b>	-

Meanwhile, the bar chart showing the results of the sub-focus data from context evaluation is shown in Figure 3 below.



**Fig. 3** Bar chart of sub-context program evaluation results

Based on Table 1 and Figure 3 above showing the results, the sub-focus of the context evaluation included three things: 1) legal basis and government policy, 2) aims and objectives, and 3) targets. From 300 respondents, 166 respondents (53.63%) stated that it was very good, 82 respondents (27.49%) stated it was good, 47 respondents (15.76%) stated it was fair, 9 respondents (3.12%) stated it was poor, and no respondents stated it was bad. Thus, overall, the evaluation of the sub context program, which included three factors, was categorized as very good.

After determining the results of data calculations using the quantitative approach, the next step was to check the data based on the results of document studies and interviews. The results of quantitative calculations were checked for whether the validity of the data was in accordance with the results of the document study and the results of interviews or not. The results of the document study and interview results are described in detail according to the indicators to obtain correct data.

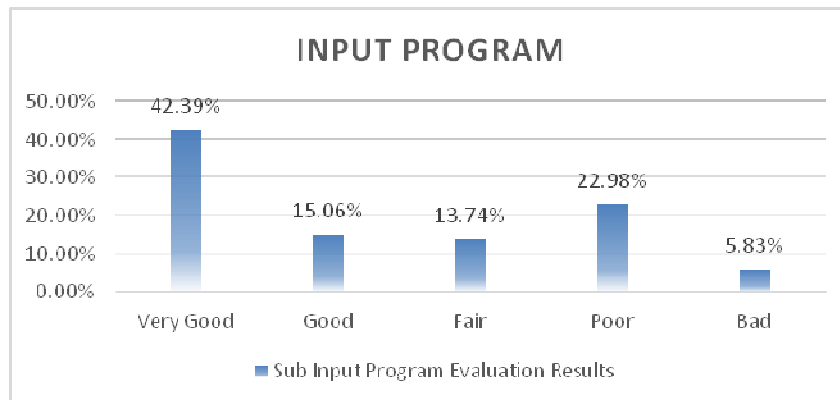
**2. Input Evaluation**

The next evaluation of the implementation of the 2017 Menpora Cup U-12 Student League Program was the input evaluation. The input evaluation identified the objective conditions of resource support that support the implementation of the league program. The sub-focus of the input evaluation included four factors: 1) participants, 2) implementation, 3) financing, and 4) committee. The results are presented in the following table.

**Table 2.** Sub-input program evaluation results

Value	Frequency	Percentage	Category
5	127	42.39%	Very Good
4	45	15.06%	Good
3	41	13.74%	Fair
2	69	22.98%	Poor
1	17	5.83%	Bad
<b>Total</b>	<b>300</b>	<b>100%</b>	-

Additionally, a bar chart showing the results of the sub-input data from the input evaluation is shown in Figure 4 below.



**Fig. 4** Bar chart of the sub-input program evaluation results

As shown in Table 2 and the bar chart in Figure 4 of the results, the sub-input evaluation included four factors: 1) participants, 2) implementation, 3) financing, and 4) committee. Out of 300 respondents, 127 respondents (42.39%) stated it was very good, 45 respondents (15.06%) stated it was good, 41 respondents (13.74%) stated it was fair, 69 respondents (22.98%) stated it was poor, and 17 respondents (5.83%) stated it was not good. Thus, it can be concluded that the sub-input program can be categorized as good.

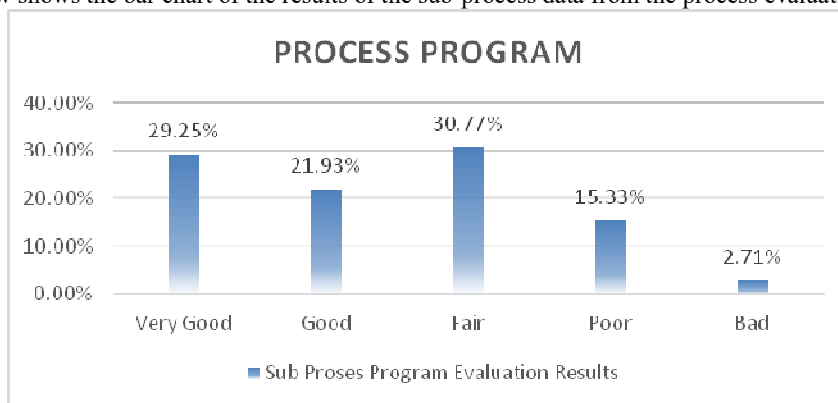
### 3. Process Evaluation

The evaluation process included the stages of competition regulations, implementation, the level of participation and public interest, the role of the media in the publication and promotion of sports to the community, and the emergence of potential sportsmen from the community. The sub-focus of the process evaluation included four factors: 1) competition rules and 2) implementation. 3) the level of participation and public interest, and 4) the emergence of potential athletes from the community. The results are presented in Table 3 below.

**Table 3.** Sub-process program evaluation results

Value	Frequency	Percentage	Category
5	88	29.25%	Very Good
4	66	21.93%	Good
3	92	30.77%	Fair
2	46	15.33%	Poor
1	8	2.71%	Bad
<b>Total</b>	<b>300</b>	<b>100%</b>	

Figure 5 below shows the bar chart of the results of the sub-process data from the process evaluation.



**Fig. 5** Bar chart of the sub-process program evaluation results

Based on Table 3 and Figure 5 of the bar chart showing the results, the sub-focus of the evaluation process included four factors: 1) competition rules, 2) implementation, 3) the level of participation and public interest, and 4) the emergence of potential athletes from the community. The results of the evaluation process from 300 respondents stated that 88 respondents (29.25%) said it was very good, 66 respondents (21.93%) said it was good, 92 respondents (30.77%) said it was fair, 46 respondents (15.33%) said it was poor, and 8 respondents (2.71%) said it was not good. Thus, the results of the evaluation of the sub-process program were categorized as good. The results of the document study and interview were described in detail according to the indicators to obtain correct data. Sub-indicators in the evaluation process were categorized as good.

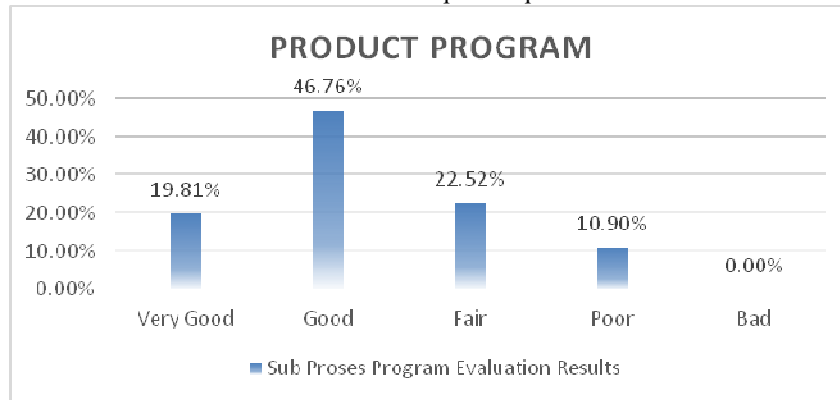
### 4. Product Evaluation

Product evaluation describes and details environmental needs, namely the level of participation and public interest, the role of the media in the publication and promotion of sports to the community, and the emergence of potential athletes from the community. The results are presented in Table 4 below.

**Table 4.** Sub-product program evaluation results

Value	Frequency	Percentage	Category
5	59	19.81%	Very Good
4	140	46.76%	Good
3	68	22.52%	Fair
2	33	10.90%	Poor
1	0	0.00%	Bad
<b>Total</b>	<b>300</b>	<b>100%</b>	-

Figure 6 below shows a bar chart of the results of the sub-process product evaluation.



**Fig. 6** Bar chart of sub-product program evaluation results

As shown in Table 4 and Figure 6, the sub-focus data from product evaluation included three factors: 1) clarification about the level of participation and public interest, 2) the role of the media in publication and promotion of sports to the public, and 3) the emergence of potential athletes from the community. Product evaluation results from 300 respondents showed that 59 respondents (19.81%) said it was very good, 140 respondents (46.76%) said it was good, 68 respondents (22.52%) said it was fair, 33 respondents (10.90%) said it was poor, and no respondents said it was not good. Thus, the results from the sub-focus product evaluation data cover three factors that were categorized as good.

### Discussions

This study emphasizes the evaluation of the implementation of the 2017 Menpora Cup U-12 Student Football League Program, which used the CIPP evaluation model approach consisting of Context, Input, Process, and Product components. In the context component, the sub-focus includes three factors: 1) legal basis and government policy, 2) aims and objectives, and 3) targets. The input components include four factors: 1) participants, 2) implementation, 3) financing, and 4) committee. The process components for the sub-focus include: 1) rules for sports competitions/contests and 2) implementation. Meanwhile, the product components for the sub-focus include three factors: 1) the level of participation and public interest, 2) the role of the media in the publication and promotion of sports to the community, and 3) the emergence of potential athletes from the community.

The context evaluation includes three factors: 1) the legal basis and government policies, 2) aims and objectives, and 3) target. The number of respondents who considered the program good and very good was 248 (81.12%); thus, overall, program evaluation of the sub-context can be categorized as good. The purpose of program evaluation is to provide consideration before a decision is made by the policy Menpora owner. Furthermore, in the input evaluation, which includes four factors, namely 1) participants, 2) implementation, 3) financing, and 4) committee, although there are 86 respondents (28.81%) with a negative opinion, more than half of the respondents still had positive opinion. In total, 172 respondents (57.45%) considered the program good or very good; thus, the evaluation results of the sub-input program can be categorized as good. In the process evaluation, which includes four factors, namely 1) match regulations, 2) implementation, 3) the level of participation and public interest, and 4) the emergence of potential sportsmen from the community, respondents who believed that the student league program was in fair category was 30.77%. However, the positive opinion of respondents still reached more than 50%, specifically 51.18% (154 respondents); thus, the results of the evaluation of the sub-process program can be categorized as good. In the product evaluation, which includes three factors, namely 1) clarity about the level of participation and public interest, 2) the role of the media in the publication and promotion of sports to the community, and 3) the emergence of potential athletes from the community, 199 respondents (66.57%) had a positive opinion, and none of the respondents stated that the program was not good. Thus, the results of the product evaluation can be categorized as good.

The 2017 Menpora Cup U-12 Student Football League is part of an integral, sports achievement development system through a combination of achievement development and formal education in schools (Nogueira et al., 2018). This system has a strategic position in laying the foundation for the development of sports achievement in Indonesia at the potential 16 age (the golden age) in the context of developing talent in football (Pem, 2015). Sports development through sports centers, such as SSB and the Academy and Football Club are the main foundations of Indonesian football development that must be carried out carefully and accurately with a shared commitment to achieve maximum results in producing future football athletes who are able to become ambassadors for the country in international competitions (Fenanlampir et al., 2021).

Program evaluation is the process of determining the extent to which the goals and objectives of a program or project have been realized, providing information for decision making, comparing performance with standards or benchmarks to identify gaps, assessing value and quality, and systematically investigating the value or quality of an object (Barcelos et al., 2017). Program evaluation is a process to determine whether the goals have been realized (Montero, 2020). According to (Borg & Gall, 1983), program evaluation is intended to determine the level of success of the planned activities. Program evaluation measures the level of success of a predetermined goal.

Program evaluation provides input, study, and consideration when determining whether a program is worth continuing or discontinuing (Di Liegro et al., 2019). Under these conditions, the term program evaluation has become commonplace in educational institutions (Di Liegro et al., 2019). This study provided a review and introduction to the importance of program evaluation in educational institutions. The focus of this study is the meaning, purpose, and benefits of evaluation. Thus, a correct decision on the program can be implemented (Munthe & Rogne, 2015). The recommendation for the 2017 Menpora U-12 Student Football League selection mechanism refers to the achievements of athletes at both regional and national levels. From the results of the competition regarding the expectations of efforts to develop young soccer athletes, their achievements are quite good, and the coach's view is that this activity be continued forever because the 2017 Menpora Cup U-12 Student League applies a positive and competitive system that leads to maximum performance. From the results of the evaluation of the soccer coaching program in the 2017 Menpora Cup U-12 Student League regarding aspects of competition regulation, the achievements were quite good.

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### Conclusions

From the results of the evaluation of the soccer coaching program in the 2017 Menpora Cup U-12 Student League program regarding aspects of competition regulations, the achievements were good, especially in the implementation of a good and accountable competition system. The process of selection for the 2017 Menpora Student Football League U-12 is based on the achievements obtained by athletes at both regional and national levels. From the results of the competitions and regarding the expectations of efforts to develop young football athletes, their achievements were good, especially in professional selection. The recommendation for the 2017 Menpora U-12 Student Football League selection mechanism refers to the achievements of athletes at both regional and national levels. The Menpora Cup U-12 Student League program runs regularly and sustainably and based on the evaluation results of the 2017 Menpora Cup U-12 Student League program regarding aspects of the implementation of the program, the achievement was good, especially the continuous competition. The 2017 Menpora Cup U-12 Student League applies a positive and competitive system that leads to maximum achievement. For further research carried out a very large evaluation program and different age levels that better even evaluate professional football.

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