

## Evaluation of the 10-11 Year Age Group (Ku-4) Swimming Achievement Program in the Swimming School of Bangkalan District

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### Abstract

*This study aims to evaluate the Swimming Achievement Program Development for Age Group 10-11 Years (AG-4) at the Bangkalan Swimming School (SRB). The research is motivated by the achievement results of the athletes, which are still fluctuating or unstable. Specifically, athletes in Age Group 4 (AG-4), aged 10–11 years, have not yet obtained significant achievements. The research model employed is the CIPP (Context, Input, Process, Product) evaluation model (evaluation research). This study is focused specifically on evaluating the Swimming Achievement Program for Age Group 10-11 Years (AG-4) at the Bangkalan Swimming School (SRB). The data collection technique utilized is quantitative, obtained through the distribution of questionnaires to the management, coaches, and athletes of Age Group 10-11 Years (AG-4) at the Bangkalan Swimming School. The research findings indicate that the overall evaluation of the SRB achievement development program for the Age Group 10-11 Years (AG-4) falls into the moderate criterion with a total score of 3.14. Furthermore, the study identifies several fundamental and important points that must be considered by the Bangkalan Swimming School (SRB) management to determine the future sustainability of the program. Based on the CIPP indicators, the Context (program background) scored 3.17 (moderate category), the Input (human resources) scored 3.10 (moderate category), the Process (program implementation) scored 3.16 (moderate category), and the Product (achievement) scored 3.15 (moderate category). In conclusion, based on the research results and data analysis conducted, the evaluation of the Bangkalan Swimming School (SRB) achievement development program for the Age Group 10-11 Years (AG-4) received a score of 3.16, which is categorized as moderate.*

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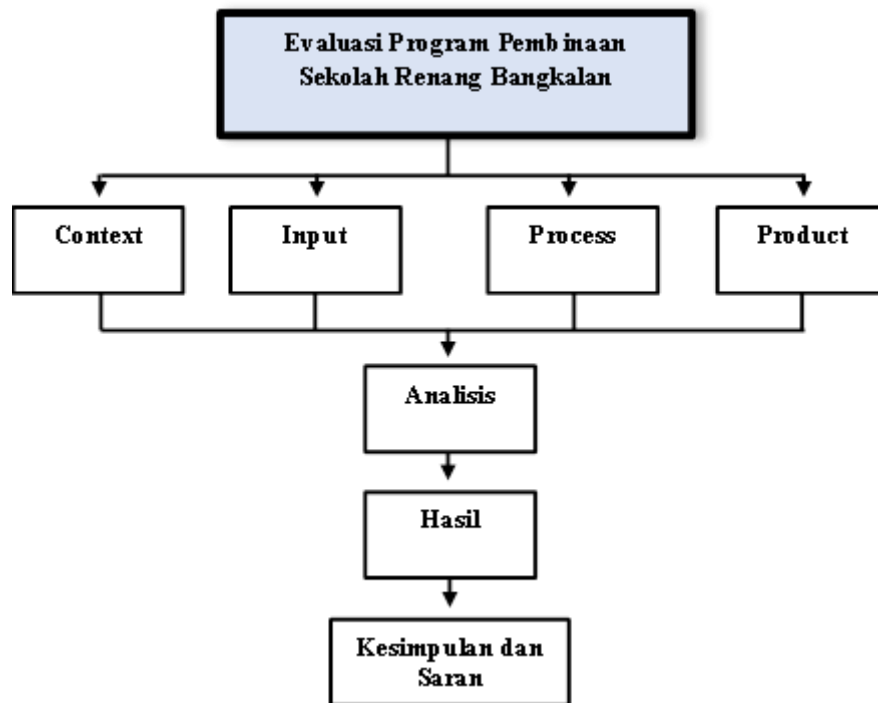
## 1. INTRODUCTION

Sports activities in the modern era are seen as capable of making a real contribution to improving the quality of life of human resources and meeting individual needs for education, recreation, and achievement. The Indonesian government has given serious attention through the ratification of Law Number 11 of 2022 concerning Sports, which emphasizes that sports encompass aspects of regulation, education, training, coaching, and systematic evaluation. Achievement coaching is not merely physical activity but rather a planned effort involving effective direction and control to achieve specific targets. Salahuddin et al. (2020) emphasize that coaching is a process involving planning, development, and the effective use of resources to achieve peak performance.

In the sports ecosystem, sports clubs or schools play a key role in coaching because they interact directly with athletes through routine training. Dewi et al. (2019) stated that sports clubs occupy a strategic position because their operations determine the quality of athletes on the field. In Bangkalan

Regency, the Bangkalan Swimming School (SRB) under the auspices of the Youth and Sports Agency (Dispora) is a center for cultivating potential talent. Although swimming pool facilities in Bangkalan have met national standards, athlete achievement at SRB is reported to still fluctuate. The achievement gap is clearly visible in the 10-11 age group (KU-4), where in the 2024-2025 period, this group has not shown significant medals compared to other age groups.

Given this phenomenon, an in-depth evaluation is needed to identify the existing obstacles. Evaluation, according to Asmawi (2017), is a decision-making process based on the collection of accurate information. This study utilized Stufflebeam's CIPP (Context, Input, Process, Product) evaluation model, known as a comprehensive model for providing program evaluation standards. Through this approach, it is hoped that all coaching components in the SRB can be objectively analyzed to improve the program's effectiveness in the future.



**Figure 1.1** Framework of thinking  
(Source: Personal Documents, 2026)

## 2. RESEARCH METHOD

This research uses a descriptive method with a quantitative approach. As stated by Arikunto (2020), quantitative research requires the use of numbers, from data collection to interpretation. The research design focused on program evaluation in SRB, referring to the four dimensions of the CIPP model: context (background), input (resources), process (implementation), and product (achievements). The research was conducted at the Bangkalan Youth and Sports Agency Olympic Swimming Pool in June 2025.

The study population included all SRB members, with sampling using a purposive sampling technique. Dawis et al. (2023) explain that purposive sampling is a technique with specific requirements to ensure the sample is representative of the research objectives. The selected sample included coaches, active administrators, and registered KU-4 athletes. The data collection instrument was a questionnaire validated using SPSS to ensure its reliability. Furthermore, observation and

documentation techniques were used to strengthen field data related to facilities and infrastructure and achievement certificates.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.885	37

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.848	47

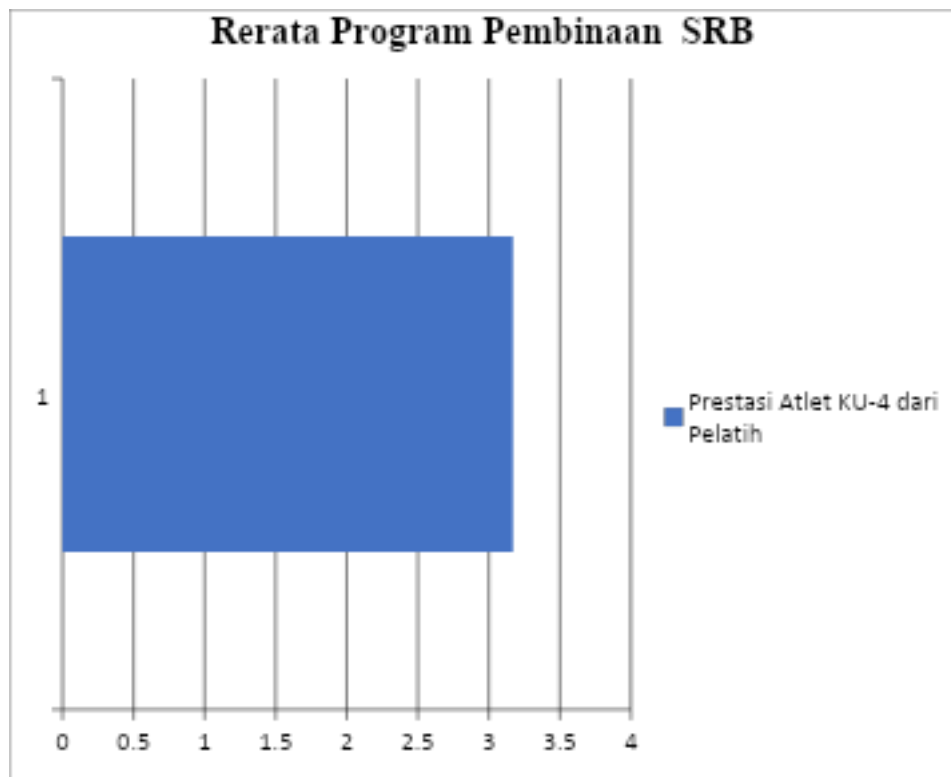
**Figure 2.2** Trainer Questionnaire Reliability Results  
(Source: Personal Document, 2026)

The collected data were analyzed using the Norm-Referenced Assessment (NPA) technique. According to Azwar (2018), the use of scoring criteria based on the Mean (M) and Standard Deviation (SD) allows researchers to categorize evaluation results into five levels: Very Good, Good, Moderate, Poor, and Very Poor. The results of this analysis were then presented descriptively to provide an objective overview of the effectiveness of the coaching program at SRB.

### 3. RESEARCH RESULTS AND DISCUSSION

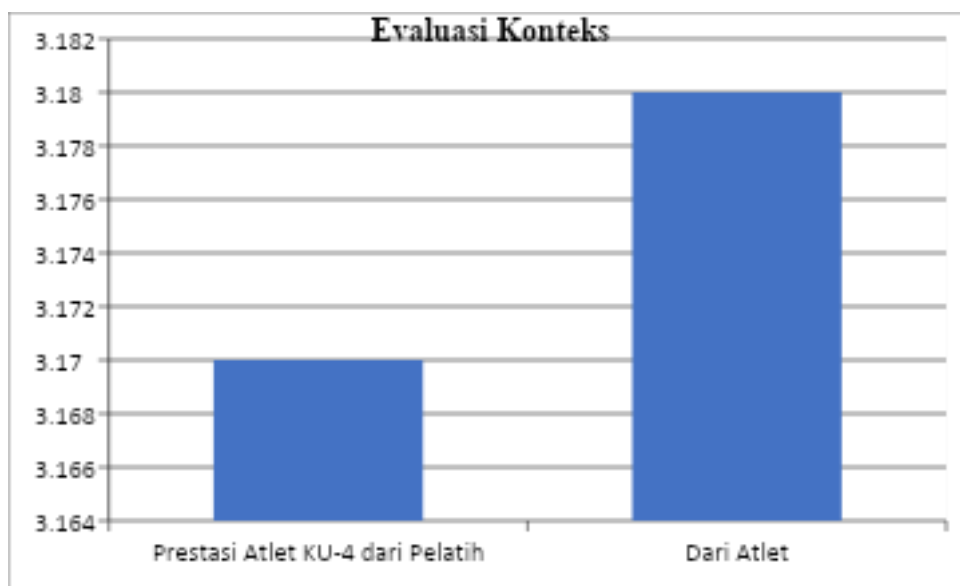
#### 3.1. Evaluation Result Data Description

Based on data processing using the PAN formula, a general overview was obtained that the coaching program at SRB is in the "Moderate" category with an overall average score of 3.16. The statistical data breakdown by aspect is as follows:



**Figure 3.1** Average SRB Construction Program  
(Source: Personal Document, 2026)

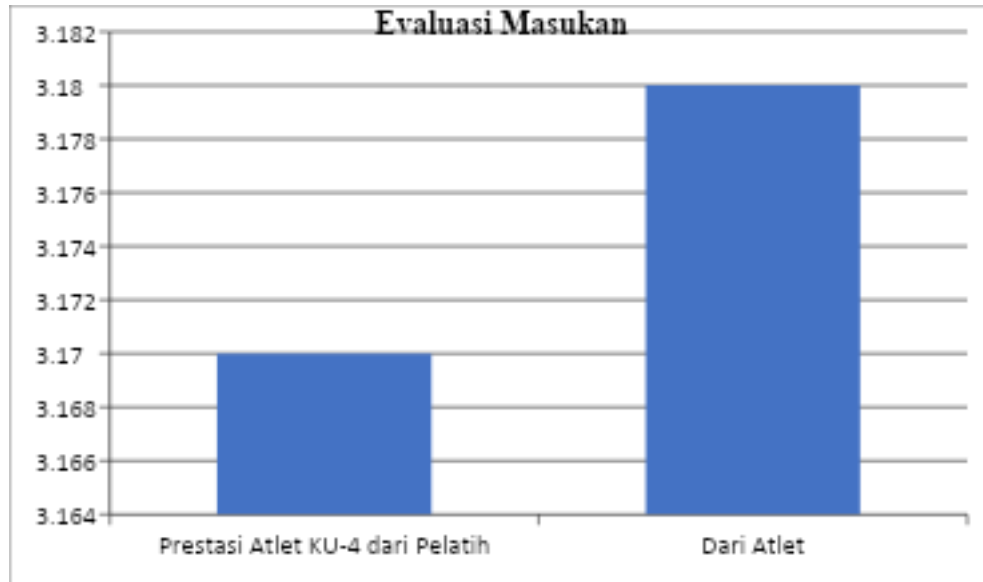
### 3.1.1. Context Evaluation



**Figure 3.2** Context Evaluation  
(Source: Personal Document, 2026)

From the trainer's perspective, this aspect received an average score of 3.17 (Moderate). Although the program's background indicator was rated "Good" (3.32), there were critical notes regarding the program's objectives (3.00) and the coaching program (3.08), which were still categorized as "Poor." This indicates that the organization's long-term vision and goals are not yet fully understood by all elements.

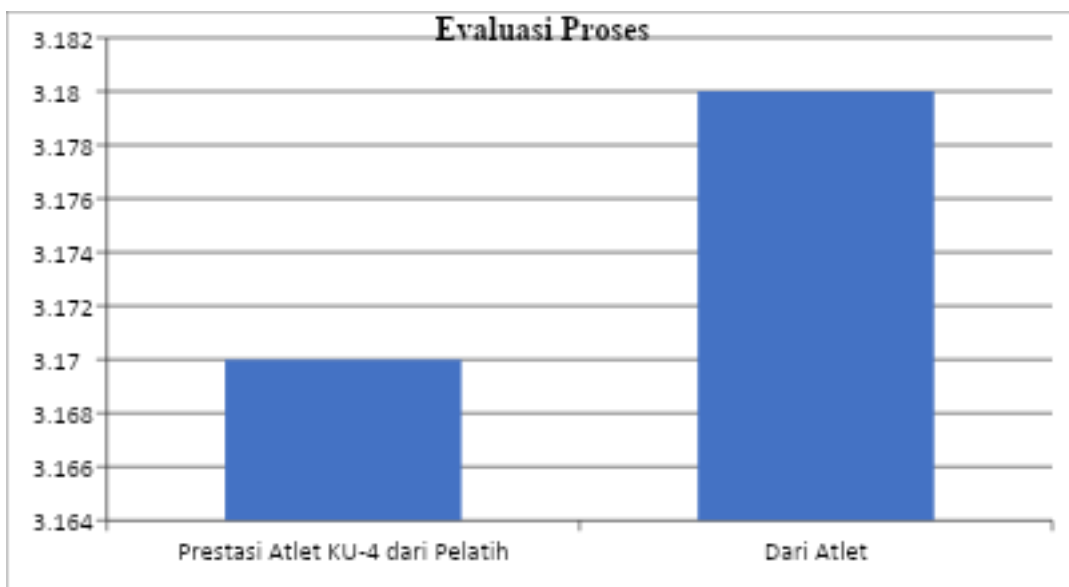
**3.1.2. Input Evaluation**



**Figure 3.3** Input Evaluation  
(Source: Personal Document, 2026)

Data from coaches showed a score of 3.09 (Moderate), while data from athletes showed a score of 3.13 (Moderate). The facilities and infrastructure indicator received high praise from coaches (3.33 - Very Good), but parental support, according to athletes' perceptions, was at the lowest level (2.95 - Poor).

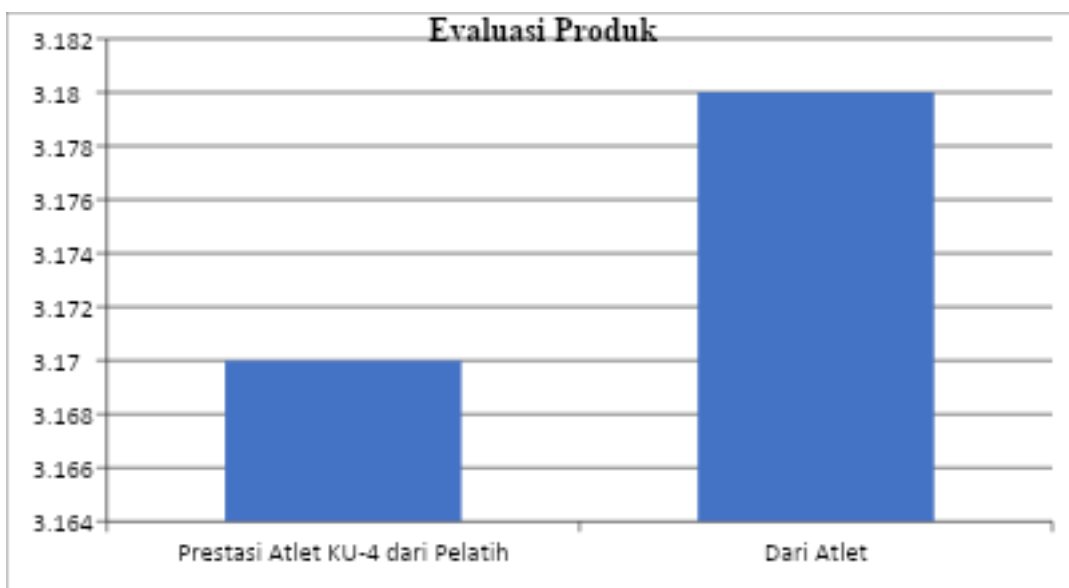
**3.1.3. Process Evaluation**



**Figure 3.4** Process Evaluation  
(Source: Personal Document, 2026)

The training program received an average score of 3.14 from coaches and 3.16 from athletes (in the Moderate category). The coaches' program implementation was deemed quite consistent, but synchronization between administrators still requires improvement.

**3.1.4. Product Evaluation**



**Figure 3.5** Product Evaluation  
(Source: Personal Document, 2026)

The KU-4 athletes' performance received a score of 3.17 from the coach and 3.18 from the athlete (Medium category). This data indicates that despite their efforts, their performance output has not yet reached the maximum target, or the "Good" category.

**3.2. Discussion and Strengthening of Expert Opinions**

The context evaluation shows that the SRB has a strong legal basis through the official designation of Indonesian Aquatics, number SP/012/SRB/2024. However, the low score on the objective’s indicator confirms Bukit et al.'s (2019) argument that context evaluation must help create program objectives that are relevant to field needs. Without clear objectives, training programs risk losing direction in the long term.

In terms of input, findings regarding coach competency are crucial. Several coaches at SRB are known to lack official certification. Cortela et al. (2017) stated that a coach's professional competence is crucial for the success of strategies in addressing real-world coaching challenges. Furthermore, Habibie et al. (2024) emphasized that talent identification, supported by qualified human resources, is an essential first step in developing athletes. Investing in coaches' interpersonal skills is also cited by Joel Rodriguez & Kelley Walters (2017) as a factor that optimally improves the quality of human resource output.

In the process evaluation, the implementation of the training program at SRB has implemented a tiered concept, but coordination between stakeholders needs to be improved. Darmawati & Susilo (2019) argue that coordination is the connecting link between organizations that integrates resources to achieve common goals. Athlete success is the result of a sound long-term training program, which, according to Pawestri et al. (2020), must be supported by ongoing feedback from process evaluation results.

Finally, in terms of product, fluctuations in the performance of KU-4 athletes indicate that organizational expectations have not been fully met. Görkem Erdogan & Mede (2021) explain that product evaluation serves to assess the level of success in achieving goals and compare actual results with initial expectations. To achieve optimal performance, synergy between the athlete's ability, the coach's quality, and adequate nutritional support is required. Consistent with Ishak et al. (2017), all dimensions of CIPP must complement each other to create sustainable performance improvements at the Bangkalan Swimming School.

#### 4. CONCLUSION

This evaluation study concluded that the overall swimming achievement development program for the 10-11 Year Age Group (KU-4) at Bangkalan Swimming School was in the "Moderate" category with a score of 3.16. In detail, the aspects of Context (3.17), Input of coaches (3.09) & athletes (3.13), Process of coaches (3.14) & athletes (3.16), and Product of coaches (3.17) & athletes (3.18) all showed consistency at the moderate level.

**Table 4.1** Overall Program Evaluation  
(Source: Personal Document, 2026)

Evaluation of the KU-4 Swimming Achievement Development Program							
Context Aspect	Coach Input	Input Atlet	Coachin g Process	Athlete Process	Platih Products	Athlete Products	Overall Category
3,17	3,09	3,13	3,14	3,16	3,17	3,18	3,16 (Medium Category)

Based on these findings, it is recommended that SRB management immediately refine the program's objectives and vision, which coaches currently deem insufficient. Improving the quality of human resources through coach certification and developing more measurable, long-term training programs are urgent steps to ensure KU-4 athletes achieve peak performance, similar to other age

groups. Synergy between coaches, parents, and administrators must be strengthened as a primary foundation for developing sports achievements in Bangkalan Regency.

## 5. ACKNOWLEDGEMENT

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