

EVALUATION OF MEN'S VOLLEYBALL PERFORMANCE DEVELOPMENT IN THE SPECIAL REGION OF YOGYAKARTA

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Abstract: Volleyball, both indoor and beach, is one of the world's most popular sports and has grown significantly in Indonesia, particularly in Yogyakarta. Athlete development is essential not only for enhancing performance but also for shaping character and strengthening regional competitiveness. In Indonesia, schools, clubs, local governments, and the Indonesian Volleyball Association (PBVSI) share responsibility for talent identification and coaching in line with national policy (Law No. 11/2022). Despite structured programs, organizational strengthening, and regional development centers, challenges remain, especially regarding infrastructure, funding, and policy gaps. This study aimed to comprehensively evaluate the development of volleyball in Yogyakarta and identify strategies for improvement to restore competitiveness at the national level. The CIPP (Context, Input, Process, Product) evaluation model by Stufflebeam was employed for its comprehensive nature, assessing not only outcomes but also the initial context, available resources, and program implementation. The study involved 49 volleyball club coaches across five districts and cities.

Findings show that while the program has produced promising young athletes, weaknesses persist in objectives, facilities, funding, and execution. Coaching goals remain unclear, infrastructure and financial support are limited, and incentives for athletes are suboptimal, although monitoring is relatively stronger. Achievements at the regional level have been evident, yet national success remains difficult to achieve. To address these barriers, improvements in strategic planning, investment, infrastructure, transparent funding, and monitoring are crucial. Furthermore, the SPLISS framework emphasizes that sustainable elite performance requires not only athlete talent but also integrated policy support across financial, organizational, and developmental domains.

Keywords: Volleyball, evaluation, athlete development. PBVSI

INTRODUCTION

Volleyball is one of the most popular sports worldwide, both in its indoor and beach volleyball forms. The development of volleyball athletes plays a crucial role in enhancing sports achievement and must be carried out in a planned and continuous manner. Such development is not only essential for improving the physical, mental, and spiritual aspects of athletes but also for shaping character and strengthening regional competitiveness. In Indonesia, particularly in the Province of Yogyakarta Special Region (DIY), efforts have been made to foster young athletes through schools and volleyball clubs as part of long-term talent development programs. In this context, local governments are responsible for implementing structured coaching and athlete development in accordance with their authority and mandate to advance regional and national sports achievements (Bompa and Haff, 2009; I Gede Widyatmika Pratama, 2018; Bompa and Buzzichelli, 2019; UU No 11 Tahun 2022, 2022). Volleyball has experienced rapid development both globally and within Indonesia. This progress serves as a fundamental asset for the Indonesian Volleyball Federation (*Persatuan Bola Voli Seluruh Indonesia* or PBVSI) and volleyball coaches in general to continue advancing the sport and improving the quality of national volleyball performance. Strengthening organizational structures, enhancing athlete training programs, and promoting volleyball at the grassroots level are essential strategies for sustaining this growth and elevating Indonesia's competitiveness in the international arena (Pakaya, Rahayu and Ks, 2012; PBVSI, 2025).

Coaching and development of competitive sports are carried out and directed to achieve achievements at the regional, national, and international levels. Coaching is carried out by the parent organization of sports branches at both the regional and central levels. Development is also carried out by empowering sports associations, devel-

oping national and regional sports development centers, and organizing competitions in a tiered and sustainable manner (Pakaya, Rahayu and Ks, 2012; UU No 11 Tahun 2022, 2022). The development process based on age calculations shows that peak performance in volleyball can be achieved around the age of 20 to 25, and the start of playing sports at the age of 11-12 (Bompa and Haff, 2009; Bompa and Buzzichelli, 2019). To achieve success in the sport of volleyball, talent development must begin at an early age and be carried out consistently, continuously, fundamentally, systematically, efficiently, and in an integrated manner. It is therefore essential to cultivate habits that encourage children to enjoy playing and engaging in sports from a young age, as this will stimulate the development of their bodily functions. Through a persuasive and supportive approach, young children can gradually develop an interest in becoming athletes.

A comparative understanding of the development of insights and enriching the research agenda in this field, introducing the system and structure of sports coaching with analysis based on government policies and sports coaching from various contexts to outline the opportunities available for advanced coaching; and highlighting several issues and challenges that hinder the development of sports, steps aimed at recommendations for future policy and practice improvements (Chen and Chen, 2022).

The achievements of the Indonesian Volleyball Association (PBVSI) in the Special Region of Yogyakarta over the past ten years show a downward trend in quality. This can be seen from the achievements at the junior level, where the Special Region of Yogyakarta was ranked second in 2012 but fell to fifth place in 2013 (Faizin, 2015). Nevertheless, various efforts to develop young athletes continue to be carried out through the organization of regional indoor volleyball club championships as a means of monitoring the development of athletes. This development program is an important step, but a more comprehensive evaluation is needed to assess the extent of progress achieved and determine improvement strategies to restore the Special Region of Yogyakarta's volleyball achievements to a more competitive level nationally.

METHOD

This study was carried out in the Province of Yogyakarta, specifically at the PBVSI District and City Offices across the region, from October 15 to 22, 2024. The research population consisted of individuals with characteristics aligned with the study's objectives, namely administrators and coaches affiliated with the PBVSI District/City Offices throughout Yogyakarta. A program evaluation approach was employed to examine the effectiveness of sports coaching based on predetermined criteria. Evaluation in this context is understood as a systematic process of obtaining relevant information to support decision-making, conducted objectively and grounded in data (Sukardi, 2015; Suharsimi, 2020). Such an approach ensures that the findings not only reflect the current state of volleyball coaching within Yogyakarta but also provide a foundation for strategic improvements in fostering athlete development.

In this context, a program is defined as a series of structured, continuous activities that take place over a certain period of time (Arikunto, 2009; Daniel L. Stufflebeam, 2014; Endres, Fiekowsky and Holley, 2015). The evaluation model used is CIPP (Context, Input, Process, Product), developed by Stufflebeam. This model was chosen because of its comprehensive and applicable nature in evaluating sports coaching programs. CIPP evaluation focuses not only on the final results (products), but also on the initial conditions (context), availability of resources (input), and the program implementation process.



Figure 1. CIPP Evaluation Model

The strength of the CIPP evaluation model lies in its ability to formulate important and relevant evaluative questions while simultaneously providing systematic guidance for assessing each stage of a program (Stufflebeam, 2003; Hakan and Seval, 2011; Daniel L. Stufflebeam, 2014). This model operates through four interrelated components. Context evaluation focuses on assessing the background, identifying needs, and clarifying program objectives, as well as determining the relevance of the program to environmental conditions and target groups. Input evaluation examines the planning process, the adequacy and availability of resources, and the feasibility of the strategies used to achieve the program's objectives. Process evaluation emphasizes the assessment of program implementation in practice, including the identification of obstacles, the degree of conformity with the plan, and documentation of the process. Finally, product evaluation measures the outcomes of the program by analyzing the effectiveness of achievements, their broader impact, and the efficiency with which resources have been utilized. Through these components, the CIPP model provides a comprehensive and practical framework for evaluating programs in sports coaching and beyond.

The sampling technique employed in this study was purposive sampling, namely the selection of samples based on specific considerations relevant to the study objectives (Sugiyono, 2021). The research population consisted of individuals possessing characteristics aligned with the study's purpose, namely administrators and coaches under the supervision of PBVSI District/City Boards across the Yogyakarta Special Region (DIY). All subjects were considered to have an understanding of the athlete development programs implemented by the respective PBVSI District/City Boards. The sample, therefore, included administrators and coaches directly involved in these coaching activities.

Data collection represented a crucial stage of the research, as it provided the foundation for obtaining the necessary information. Creswell (2003), emphasized that the data collection process involves delimiting the focus of the study, gathering information through observations, questionnaires, interviews, documentation, and designing data recording protocols (Creswell and Creswell, 2018). Similarly, Sugiyono, (2021), asserted that data collection techniques are the most strategic step in research, as the essence of any study lies in obtaining valid and reliable data. In this study, both quantitative and qualitative data were collected using four main techniques: observation, interviews, documentation, and questionnaires.

DATA COLLECTION

The data collection in this study was conducted through four primary techniques: observation, interviews, documentation, and questionnaires.

- First, observation was carried out directly and systematically to understand the phenomena occurring in the field. The researcher could either be directly involved in the activities (participatory) or observe from outside (non-participatory). The main objective was to record the implementation of coaching programs conducted within PBVSI District/City Boards across the Yogyakarta Special Region
- Second, interviews were conducted to gather in-depth information from key informants regarding the coaching programs. This method was applied in both structured and unstructured forms, and the results were recorded for subsequent analysis
- Third, documentation served as a complementary technique, involving the collection and review of relevant archives such as official decrees on management structures, organizational statutes (AD/ART), performance records, and other formal documents from PBVSI, KONI, or related institutions.

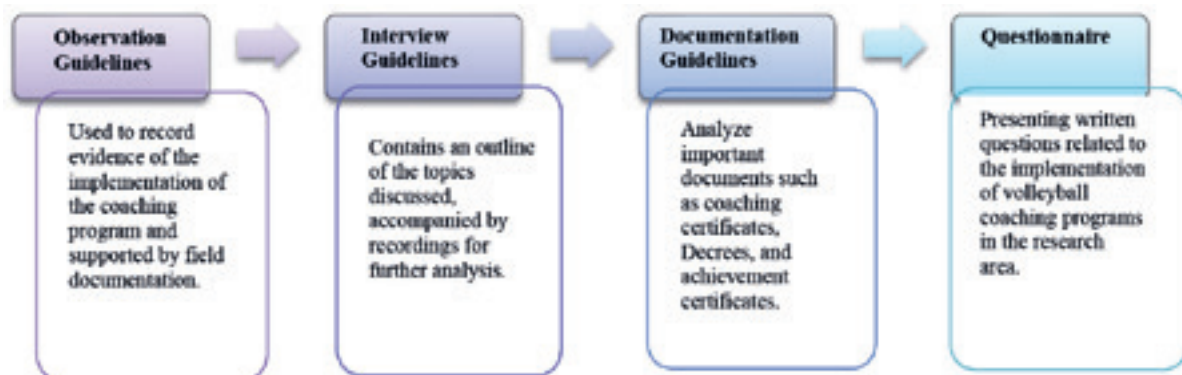


Figure 2. Research Instrument

- Finally, questionnaires were distributed to administrators and coaches under PBVSI DIY. These questionnaires consisted of written statements, and respondents were asked to provide answers according to their perceptions of the implementation of the coaching programs.
- Through these four techniques, data collection was expected to provide a comprehensive picture of the implementation and effectiveness of volleyball coaching programs in DIY.

DATA ANALYSIS

The data analysis process was carried out through the following stages: First, data collection, where information was obtained by ensuring its validity to guarantee the validity and reliability of the results. Second, data analysis and interpretation, which involved evaluating the athletic training programs at the PBVSI district/city offices throughout the Special Region of Yogyakarta, with a focus on the relevance of the programs as guidelines for men's volleyball training in the region. Third, drawing conclusions based on field findings, which are dynamic and can be adjusted if new, stronger data emerges, thereby summarizing the overall picture of the program and its suitability for the needs of men's volleyball coaching.

The criteria for program success are measured based on the achievement of established standards, with reference to Law Number 11 of 2022 concerning Sports, which regulates national sports performance development. The evaluation results are presented descriptively, based on the respondents' answers to the questions asked, and compared with the applicable coaching standards. Through this approach, the study is expected to provide a comprehensive picture of the successes and challenges in the volleyball coaching program in the Special Region of Yogyakarta, in line with the evaluation of sports programs that use a mixed method to support injury prevention and performance improvement.

RESULT

This research was conducted on the volleyball training program (men) at the PBVSI Regency Executive Board (Pengkab) throughout Yogyakarta Special Region (DIY) in five regions: 1) Sleman; 2) Yogyakarta City; 3) Bantul; 4) Kulonprogo; and 5) Gunungkidul. The following is a list of coaches involved in this study:

Table 1. Description of the Number of Coaches in the Volleyball Training Program Evaluation Research at the PBVSI Regency Executive Board (Pengkab) throughout Yogyakarta Special Region

No	Regency Executive Board	Coach
1	PBVSI Sleman	12
2	PBVSI Yogyakarta	10
3	PBVSI Bantul	10
4	PBVSI Kulon Progo	7
5	PBVSI Gunung kidul	11

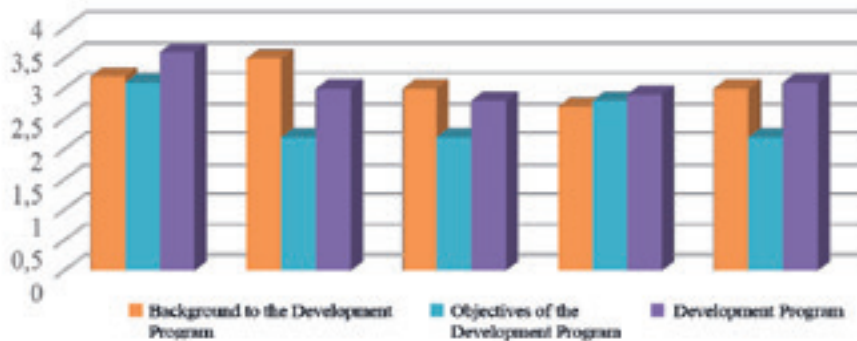
The results of the Aiken validity test showed that all items in the questionnaire were valid with a V Aiken's value above 0.871. The Cronbach Alpha reliability test showed that the instrument was reliable with a Cronbach's Alpha value of 0.812. The results of the reliability test using Cronbach's Alpha 0.812 had a high level of reliability, reinforced by the results of previous research that was in line with Ricky Susiono, that the Cronbach's Alpha value of 0.812 was concluded to have a good level of reliability (Tavakol and Dennick, 2011; Solikhin *et al.*, 2023; Susiono *et al.*, 2024)

Table 2. Summary of Data Analysis of the Evaluation Questionnaire for the Volleyball Development Program (Men) at the PBVSI Regency Executive Board throughout DIY

Indicator	Coach Data Source					Mean	Category
	Sleman	Yogyakarta	Bantul	Gunung Kidul	Kulon Progo		
CONTEXT							
a. Program Background Coaching	3,2	3,5	3	3	2,7	3,1	Good
b. Program Objectives Coaching	3,1	2,2	2,2	2,2	2,8	2,5	Not enough
c. Coaching Program	3,6	3	2,8	3,1	2,9	3,1	Good
INPUT							
Coaches	3,1	3	2,7	2,7	3	2,9	Not enough
b. Athlete	3,5	2,7	3	3	3,1	3,1	Good
c. Infrastructure	2,7	3	2,5	2,5	2,7	2,6	Very less
d. Funding	2,4	2,9	2,8	2,4	2,7	2,6	Very less
e. Parent Support	3,9	3	3,4	2,8	2,9	3,2	Good
PROCESS							
a. Implementation of the Mentoring Program	3	3,4	2,9	2,6	3	2,9	Not enough
b. Monitoring	3,5	2,8	3,5	3	2,9	3,1	Good
PRODUCT							
a. Achievement	3,2	3,7	3,3	2,7	2,3	3,1	Good

The Context of Component

The context evaluation covers the background, objectives, and development program. The results indicate that the development program at the PBVSI Regency/City levels throughout Yogyakarta has been running sustainably, although there are still shortcomings in its implementation.

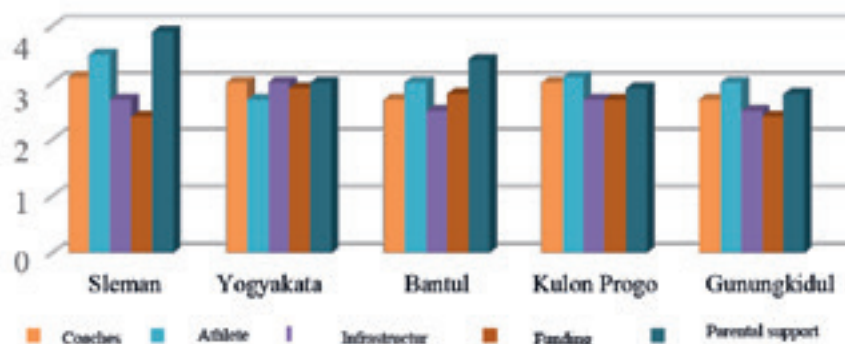


Graph 1. Results of the Evaluation of the Context of the PBVSI District Executive Board

Based on the questionnaire assessment results, it was explained that the evaluation of the coaching context in the Yogyakarta Special Region (DIY) PBVSI Regency Management Board has been ongoing in each district, although some shortcomings remain in its implementation. The context evaluation results, according to the average in Yogyakarta, showed a background score of 3.1 (good), a coaching program objective of 2.5 (poor), and a coaching program of 3.1 (good). Strong support from all parties is crucial to achieving optimal and sustainable results.

The Component of Input

The input evaluation included coaches, athletes, facilities and infrastructure, funding, and parental support. Results indicated that most input aspects were satisfactory, but facilities and infrastructure and funding remained inadequate.

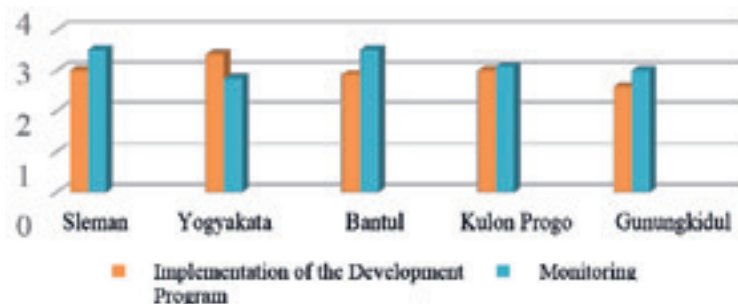


Graph 2. Results of the Evaluation Results of PBVSI District Management Input Throughout DIY

According to the input evaluation results chart above, the average achievement of DIY coaches is 2.9 (less), athletes 3.1 (good), infrastructure 2.6 (very less), funding 2.6 (very less), parental support 3.2 (good). The results of the coaching input evaluation at the DIY PBVSI Regency Executive Board have been running continuously in each district, although there are still some shortcomings such as the average in each region of infrastructure and funding which are still very lacking. So it requires direct intervention from the Regency Executive Board according to needs, because the provision of facilities and infrastructure and transparent funding are important elements in achieving achievements.

The Component of Process

Process evaluation includes the implementation of the coaching program and monitoring. Results indicate that the coaching program has been running well, but monitoring needs to be improved.

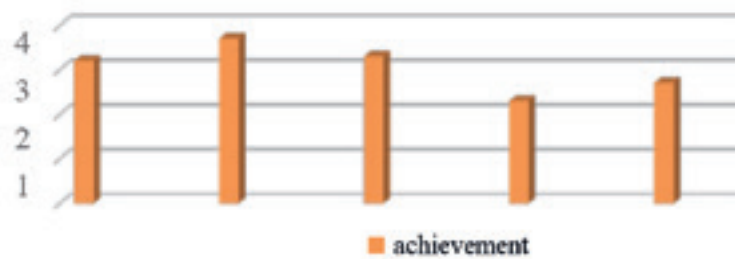


Graph 3. Results of the Evaluation Process of the PBVSI Regency Executive Board throughout DIY

According to the process evaluation results chart above, the average achievement of DIY in implementing the coaching program was 2.9 (poor), and monitoring was 3.1 (good). The evaluation results of the coaching process at the DIY PBVSI Regency Executive Board have produced superior seeds that can be managed and developed further. Furthermore, although the number of available athlete incentives is material, it still does not meet training needs. This can be a special concern for the administrators personally who always monitor and monitor ongoing training.

The Product Component

Product evaluation covers achievements at the district, provincial, and national levels. Results indicate that achievements at the district and provincial levels are quite good, but achievements at the national level still need improvement.



Graph 4. Results of the Product Evaluation of the PBVSI District Executive Board throughout DIY

According to the product evaluation results chart above, the average achievement of DIY was 3.1 (good). Based on the questionnaire assessment results, it was explained that the evaluation of coaching products at the PBVSI Se-DIY Regency has produced superior seeds that can be managed and developed further. Furthermore, although material incentives for the number of athletes are available, they still do not meet training needs. Therefore, this can be a special concern for administrators personally who always monitor and monitor ongoing training.

DISCUSSION

At the 2024 PON XXI Aceh–North Sumatra, the Regional Management of PBVSI Yogyakarta Special Region has set a target of securing four gold medals in beach volleyball, three additional medals in other volleyball events, and one medal in indoor volleyball, while also expressing the expectation that other participating teams will contribute further to the overall medal achievements(Hutama, 2024). The entire DIY contingent has returned from the Aceh-North Sumatra PON. Previously, DIY had only targeted 16 gold medals to bring home. However, on the fourth day of the Aceh-North Sumatra PON 2024, that target was achieved. This result is certainly very different from the 2021 PON, where DIY only won 8 gold medals, 12 silver medals, and 18 bronze medals. In the 2018 PON held in West Java, DIY also won 16 gold medals, 15 silver medals, and 25 bronze medals. This is far from the results obtained this year. In terms of volleyball, the initial target was to win 1 bronze medal from Sand Volleyball (JogjaProv, 2024). While the overall medal tally for the province surpassed its general target of 16 gold medals matching and even improving upon previous PON performances the specific outcome in volleyball highlights the need for a more systematic evaluation. To address this gap, the CIPP (Context, Input, Process, and Product) evaluation model provides a comprehensive framework for reviewing the planning and implementation of training and competition strategies. Through context evaluation, the relevance of targets and their alignment with regional strengths can be assessed. Input evaluation examines the adequacy of resources, athlete preparation, and coaching methods(Hakan and Seval, 2011; Pakaya, Rahayu and Ks, 2012). Process evaluation focuses on training program implementation, competition strategies, and management support. Finally, product evaluation considers actual results compared to expected goals. By applying the CIPP model, PBVSI Daerah Istimewa Yogyakarta can gain valuable insights into factors contributing to poor performance in volleyball, while also identifying strengths that lead to overall success. This structured evaluation is essential to ensure better program design and sustained performance improvement in future competitions.

The results of the context evaluation show that the volleyball development program at the PBVSI Regency/City level in Yogyakarta has been running sustainably, although certain shortcomings remain in its implementation. The average scores indicate that the background of the program (3.1) and the development program itself (3.1) fall into the “good” category, while the objectives of the coaching program are still considered “poor” (2.5). This implies that the direction and targets of the coaching program are not yet fully clear or measurable, thereby requiring stronger support from various stakeholders to ensure optimal and sustainable results (Stufflebeam, 2003)

The input evaluation, which covered coaches, athletes, facilities and infrastructure, funding, and parental support, revealed that most input aspects were satisfactory, but facilities, infrastructure, and funding remained inadequate. The average scores showed that coaches were rated 2.9 (less), athletes 3.1 (good), infrastructure 2.6 (very poor), funding 2.6 (very poor), and parental support 3.2 (good). These findings indicate that while volleyball development has continued across all districts, the lack of adequate infrastructure and limited funding remain major challenges. Both aspects are crucial elements for achieving athletic performance, thus requiring direct intervention and resource allocation from the management board(Baker *et al.*, 2003; Gao *et al.*, 2023)

The process evaluation included the implementation of the coaching program and monitoring. The results showed

that the implementation of the program averaged 2.9 (poor), while monitoring was rated 3.1 (good). This suggests that although the coaching program has successfully produced potential young athletes, the execution of training and the provision of athlete incentives have not yet fully met the needs of the athletes. Improved program management and more systematic monitoring are necessary to sustain the progress of athlete development (Melvin M. Mark, Gary T. Henry, 2000)

The product evaluation indicated that volleyball achievements in Yogyakarta are generally good at the district and provincial levels, with an average score of 3.1, but national-level achievements still require improvement. The evaluation results showed that the program has succeeded in producing talented athletes who can be further developed. However, the limited provision of incentives and inadequate facilities remain barriers to achieving higher levels of success.

Overall, the CIPP evaluation highlights that volleyball development in Yogyakarta has been implemented sustainably and has produced promising young athletes. Nevertheless, critical weaknesses remain in terms of program objectives, facilities and infrastructure, funding, and program implementation. Therefore, improvements in program planning, increased investment in facilities, transparent funding mechanisms, and strengthened monitoring are urgently needed to ensure that volleyball development in Yogyakarta becomes more targeted, effective, and capable of contributing to national-level achievements.

Oakley and Green, as cited in De Bosscher *et al.*, (2006), emphasize that there are ten key factors that appear to be relatively consistent across different countries in supporting elite athletic achievement. First, there must be a clear understanding of the roles of the various institutions involved, accompanied by effective communication networks to sustain the system. Second, administrative simplicity is required, supported by the alignment of sport and political boundaries. Third, an effective system for identifying and monitoring the progress of both talented and elite athletes is essential. Fourth, the provision of sports services is necessary to create a culture of excellence in which athletes, coaches, managers, and sport scientists can interact both formally and informally.

Fifth, a well-structured competition program with continuous international exposure is critical. Sixth, the development of modern, sport-specific facilities with priority access for elite athletes is required. Seventh, resources should be targeted toward a limited number of sports disciplines that demonstrate realistic potential for success at the global level. Eighth, comprehensive planning is needed to address the specific requirements of each sport. Ninth, there must be recognition that the pursuit of excellence is costly, requiring adequate funding for both infrastructure and human resources. Finally, the tenth factor highlights the importance of lifestyle support and preparation for life after an athletic career. These ten factors indicate that sporting excellence is not solely the product of individual talent but rather the outcome of a comprehensive, well-planned, and systematically supported development process. Thus, effective sports policy development requires synergy between institutional, financial, and cultural factors to create an environment that is conducive to sustainable, long-term achievement.

Additional thoughts related to the conceptual framework for analyzing sports policy factors that lead to sports success according to De Bosscher *et al.*, (2006), which can be used as a reference for the concept of developing volleyball sports in DIY to achieve greater success, are presented in the following figure.

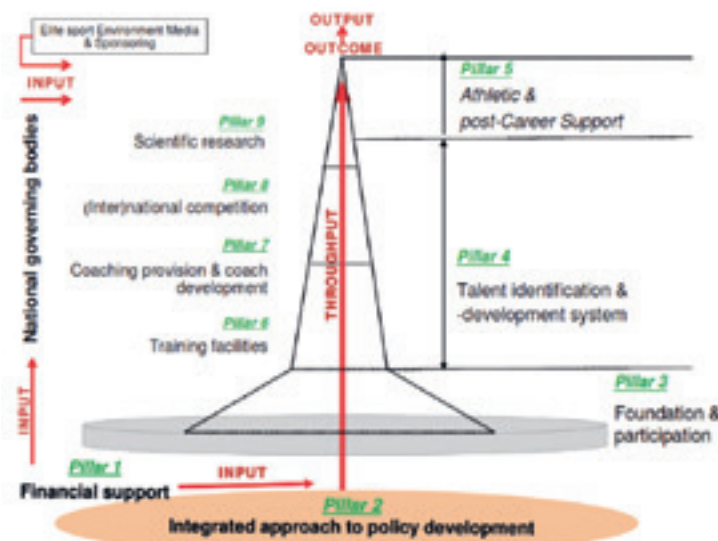


Figure 3. The nine pillars of sports policy factors influencing international success De Bosscher *et al.*, (2006) Licensed under CC BY-NC 4.0

The figure illustrates the SPLISS framework (Sports Policy factors Leading to International Sporting Success), which conceptualizes how national sports policies can contribute to international success. The model identifies nine policy pillars that interact through a process-oriented structure, moving from inputs, through throughputs, towards outputs and outcomes.

1. Input

Pillar 1: Financial Support

Financial investment is the foundation of any elite sports system. However, the model emphasizes that the size of the budget alone does not guarantee success; rather, the way financial resources are allocated and utilized is of greater significance.

2. Throughput (Policy Processes)

The throughput stage reflects the meso-level factors that can be shaped by national policies and sports governing bodies. These are operationalized into seven pillars:

Pillar 2: Organisation and Structure of Sport Policies – Clear governance structures and integrated policy frameworks.

Pillar 3: Foundation and Participation (Initiation) – Broad participation at grassroots level, including school physical education and non-organized sports, which serve as the basis for talent pools.

Pillar 4: Talent Identification and Development – Systematic mechanisms to detect and nurture young talent.

Pillar 5: Athletic and Post-Athletic Career Support – Support systems for athletes during their competitive careers (scholarships, psychological services, nutritional guidance) as well as after retirement (education, job opportunities).

Pillar 6: Training Facilities – Access to high-quality, modern, and specialized training infrastructure.

Pillar 7: Coaching Provision and Coach Development – Recruitment, education, and continuous professional development of qualified coaches.

Pillar 8: (Inter)national Competition – Strong domestic competitions and opportunities for athletes to gain international experience.

Pillar 9: Scientific Research and Innovation – Incorporation of sport science, research, and technological innovations to optimize athlete performance.

3. Output and Outcome

Output: Improved Climate

Effective implementation of the nine pillars fosters an improved climate for elite sports.

Outcome: International Sporting Success

Ultimately, the framework aims at producing athletes capable of winning medals and achieving success on the global stage.

CONCLUSION

The evaluation of volleyball development in Yogyakarta through the CIPP model demonstrates that, while the program has been implemented sustainably and has produced promising young athletes, critical weaknesses persist in areas such as program objectives, facilities, funding, and implementation. The context evaluation revealed that coaching objectives remained unclear and insufficiently measurable, highlighting the need for stronger strategic direction. Input evaluation identified significant deficiencies in infrastructure and funding, which continue to hinder athlete performance despite satisfactory coaching and athlete quality. Process evaluation showed that program execution and incentives remained suboptimal, while monitoring has been relatively stronger. Product evaluation confirmed achievements at the regional level but underscored the challenge of achieving success nationally.

To overcome these barriers, improvements in strategic planning, increased financial investment, infrastructure development, transparent funding mechanisms, and stronger monitoring systems are essential. The SPLISS framework further emphasizes that elite sports success requires not only athlete talent but also systematic policy support across financial, organizational, developmental, and scientific domains. Therefore, for Yogyakarta volleyball to reach higher levels of achievement, particularly at the national and international stages, a comprehensive, well-coordinated, and thoroughly resourced development approach is indispensable.

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