



Evaluation of the PGRI Junior High School Futsal Team in Activities at the Bajawa District Level PORSENI Event

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ABSTRACT

This study aims to evaluate the futsal team development program of SMP PGRI Bajawa in order to participate in the sub-district level Sports and Arts Week (PORSENI). This study used a descriptive evaluative approach using the Alkin Model (UCLA Model), which includes context, input, process, and product components. The subjects consisted of 15 people: 1 coach, 1 supervising teacher, 1 principal, and 12 students on the futsal team. Data collection techniques use observation, interviews, and documentation, then analyzed through data reduction, data presentation, and drawing conclusions combined with percentage analysis. The results of the study showed that the futsal coaching program was in the good category with an average score of 82%, consisting of context components of 85%, input 80%, process 83%, and product 80%. The implementation of the small-sided games training method has been proven to improve students' basic technical skills, as demonstrated by an increase in passing ability from 65% to 82%, dribbling from 68% to 85%, shooting from 60% to 80%, and teamwork from 70% to 88%. Furthermore, students' mental readiness and discipline levels increased by 18% based on observations and evaluations of match simulations. The coaching program also contributed to improving the team's competitive readiness, as demonstrated by improved game performance and team coordination during simulation matches and the PORSENI competition. Thus, the futsal coaching program at SMP PGRI Bajawa was deemed effective in improving students' technical skills, teamwork, and mental readiness, although increased training intensity and competitive experience are still needed to achieve optimal performance.

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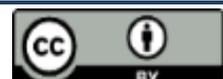
AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
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INTRODUCTION

Futsal is a sport that has experienced rapid development in the school environment and has become an important part of extracurricular activities and competitions between students, such as the Sports and Arts Week (PORSENI). (Neta et al., 2023). At the junior high school (SMP) level, futsal serves not only as a means of improving physical fitness and technical skills, but also as a means of developing character, such as discipline, cooperation, responsibility, and sportsmanship. Through dynamic and competitive game activities, futsal



can provide a comprehensive learning experience for students, encompassing physical, cognitive, and social aspects. (Moore et al., 2014). Therefore, futsal coaching in the school environment has a strategic role in supporting the development of students' sporting potential while improving students' sporting achievements.

The success of a school futsal team in a competition is greatly influenced by the quality of the coaching program, which is implemented systematically, planned, and sustainably. Coaching for sports achievement requires structured training program planning, adequate facilities and infrastructure, professional coaching competence, and an effective management system. (Natal et al., 2024). A well-designed coaching program is not only oriented towards match results, but also towards the process of developing technical skills, tactics, physical condition and mental readiness of students. (Rikalmi & Sitepu, 2025). Thus, effective futsal coaching must be supported by an evaluation system that is capable of measuring the overall success of the program.

Futsal coaching program evaluation is a crucial component in ensuring the effectiveness of training implementation and the achievement of coaching objectives. Sports coaching evaluation should encompass context, input, process, and product aspects to obtain a comprehensive picture of the program's quality. (Zulfikar et al., 2024). Evaluation does not only focus on competition results, but also on the quality of training planning, coaching methods, availability of resources, and the development of student abilities. (Arlando & Sari, 2021) added that evaluation of sports coaching programs can be the basis for decision-making in improving program weaknesses, increasing training effectiveness, and optimizing athlete performance.

Various studies show that a structured and systematic futsal coaching program can improve players' technical skills and performance. (Moore et al., 2014). Effective futsal coaching should emphasize the development of fundamental techniques, such as passing, dribbling, and shooting, as well as tactical skills. Furthermore, implementing training methods tailored to the characteristics of the students, such as small-sided games, has been shown to improve player engagement, decision-making, and teamwork. (Cordero et al., 2022). Evaluation through internal matches and competition simulations also provides important information regarding team readiness, the effectiveness of game strategies, and the development of player skills. (Dolopo et al., 2024). Other research findings also show that evaluation of sports coaching programs plays an important role in improving the quality of training, student motivation, and achievement of sustainable achievements.

However, in practice, many futsal coaching programs at the school level have not been systematically and comprehensively evaluated. Evaluations often focus solely on match results without considering the planning, implementation, and effectiveness of the training program. This situation makes it difficult for schools to objectively identify the strengths and weaknesses of the coaching program, resulting in suboptimal program improvement efforts. Yet, systematic evaluation is essential to ensure that futsal coaching programs are able to continuously improve technical skills, teamwork, and student achievement. (Sartain & Morris, 2024).

Bajawa PGRI Junior High School is one of the schools that has consistently participated in the Bajawa District-level PORSENI (National Sports Week) activities for the past five years and has implemented a regular futsal coaching program. However, to date, a comprehensive evaluation of the coaching program to assess its effectiveness has not been conducted. Therefore, evaluative research is needed to assess the quality of the futsal coaching program implemented, so that the program's success rate and influencing factors can be determined.

Based on the above description, this study aims to evaluate the futsal team coaching program at SMP PGRI Bajawa using the Alkin Model (UCLA Model), which includes aspects of context, input, process, and product. The results of this study are expected to provide objective information regarding the effectiveness of the futsal coaching program and serve as a basis for developing and improving coaching programs to continuously improve student sports performance.

METHODS

This study uses a descriptive evaluative approach with a mixed design. (Milford et al., 2023). This study combines qualitative and quantitative analysis to obtain a comprehensive picture of the effectiveness of the SMP PGRI Bajawa futsal team development program in preparation for the sub-district level Sports and Arts Week (PORSENI). An evaluative approach was used to assess the quality of the development program based on the Alkin Model (UCLA Model), which includes four main components: context, input, process, and product. This model is used because it is able to provide systematic information that supports decision-making in improving the sports development program. (Mardiah et al., 2025).

The research subjects were 15 people consisting of 1 futsal coach, 1 supervising teacher, 1 principal, and 12 students who were members of the SMP PGRI Bajawa futsal team. The object of the research was the futsal coaching program which included training program planning, training implementation, availability of facilities and infrastructure, team management, and coaching results as measured by improving students' technical skills and competitive readiness.

Data collection techniques included observation, interviews, and documentation. Observations were conducted eight times during the training period to assess the implementation of the coaching program, student participation, and the effectiveness of the training methods. Structured interviews were conducted with all research subjects to obtain information regarding the planning, implementation, and evaluation of the coaching program. Documentation was used to collect supporting data, such as training schedules, player lists, match results records, and coaching activity reports.

The research instrument used a program evaluation observation sheet compiled based on the Alkin Model indicators with a total of 20 indicators, consisting of context components (5 indicators), input (5 indicators), process (5 indicators), and product (5 indicators). Each indicator was assessed using a 4-point Likert scale, namely 1 (poor), 2

(sufficient), 3 (good), and 4 (very good). The maximum score that can be obtained is 80 and the minimum score is 20. In addition, measurements were taken of students' technical skills, including passing, dribbling, shooting, and teamwork abilities using a performance assessment sheet with a score range of 0-100.

Data analysis was conducted quantitatively and qualitatively. Quantitative analysis was performed by calculating the percentage achievement of each component using the following formula:

$$\text{Presentation (\%)} = \frac{\text{score obtained}}{\text{Maximum Score}} \times 100$$

The percentage results were then categorized as follows: 86-100% (very good), 76-85% (good), 60-75% (sufficient), and <60% (poor). Qualitative analysis was conducted through the stages of data reduction, data presentation, and drawing conclusions to strengthen the interpretation of the quantitative results.

RESULTS AND DISCUSSION

Result

Based on the research conducted, the following results were obtained.

Evaluation Results of the Coaching Program Based on the Alkin Model (UCLA Model)

The evaluation results of the futsal coaching program at SMP PGRI Bajawa based on the Alkin Model, shown in Table 1, indicate that the coaching program is in the good category with an average score of 82.0%. The evaluation was conducted on four main components: context, input, process, and product.

Table 1.

Results of the Futsal Development Program Evaluation Based on the Alkin Model

No	Evaluation Component	Maximum Score	Score Earned	Percentage (%)	Category
1	Context	20	17	85,0	Good
2	Inputs	20	16	80,0	Good
3	Process	20	17	85,0	Good
4	Product	20	15	75,0	Enough
Total		80	65	81,25	Good

The results showed that the context and process components received the highest score of 85%, indicating that program planning and training implementation were successful. Meanwhile, the product component received the lowest score of 75%, indicating that coaching outcomes, particularly competitive performance, still need improvement.

Results of Player Technical Skills Evaluation

The results of the player technical skill measurements in Table 2 show a significant improvement after participating in the coaching program for one training period. These results indicate an average increase in technical skills of 18.0%, indicating that the coaching program had a positive impact on the players' technical abilities.

Table 2.
 Improvement of Players' Technical Skills

No	Engineering Components	Before (%)	After (%)	Improvement (%)
1	Passing	65	82	17
2	Dribbling	68	85	17
3	Shooting	60	80	20
4	Ball Control	66	84	18
5	Teamwork	70	88	18
Average		65,8	83,8	18,0

Results of the Evaluation of Mental Readiness and Teamwork

Observations showed an increase in mental preparedness and teamwork among players. The results shown in Table 3 indicate a 16.5% increase in mental preparedness, demonstrating the effectiveness of the coaching program in the psychological aspects of the players.

Table 3.
 Results of Mental Evaluation and Teamwork

No	Indicator	Before (%)	After (%)	Improvement (%)
1	Confidence	68	86	18
2	Discipline	72	88	16
3	Sportsmanship	75	90	15
4	Emotional control	65	82	17
Average		70	86,5	16,5

Results of the PORSENI Competition Achievement Evaluation

The documentation results show an increase in team performance in the last three years as shown in Table 4. These results show a 50% increase in ranking in the last five years.

Table 4.
 Achievements of the Bajawa PGRI Middle School Futsal Team in PORSENI

Year	Rating	Number of Teams
2022	-	3
2023	4	3
2024	3	3

Results of Evaluation of the Implementation of the Training Program

The training program is carried out routinely with a frequency of 3 times per week, with a duration of 90 minutes per session, resulting in a total of 48 training sessions per semester.

Table 5.
 Composition of the Training Program

Training Components	Percentage (%)
Basic Techniques	30
Game Tactics	25
Small-sided games	25
Physical Conditioning	10
Match Simulations	10

Discussion

The results of the study indicate that the futsal coaching program at SMP PGRI Bajawa has been implemented systematically and structured in accordance with the evaluation framework developed by Marvin C. Alkin through the UCLA Model. This comprehensive evaluation approach allows for a thorough analysis of the program's planning, implementation, and outcomes. A clear program structure contributes to improving student performance, as systematically designed training programs have been shown to gradually and sustainably improve athlete readiness (Wingerson et al., 2021). This shows that careful planning is a key factor in the success of sports development programs at school level. Research findings indicate an improvement in students' basic technical skills, such as passing, dribbling, and shooting, which are important indicators of the success of the coaching program. This improvement is inextricably linked to the consistency of routine and targeted training. Previous research has shown that basic technique training that is carried out repeatedly and in a structured manner can increase the efficiency of movement and accuracy of the game of school-age athletes (Sulistiyowati et al., 2022). Thus, the futsal coaching program implemented has made a real contribution to improving students' technical skills.

In addition to technical aspects, improving students' tactical abilities is also an indicator of the success of the coaching program. The application of game strategies through the Small-Sided Games approach helps students understand game situations more effectively. This approach has been shown to improve decision-making skills, spatial understanding, and team coordination during matches (Natal et al., 2025). This shows that game-based training methods have a positive impact on the development of players' tactical intelligence.

The evaluation also showed that the coaching program had a positive impact on improving teamwork and communication between players. Teamwork is a crucial factor in futsal, as team success depends heavily on coordination and interaction between players. Research shows that team-based training can improve group cohesion and the effectiveness of cooperation in matches. (Zusyah et al., 2023). Therefore, coaching that emphasizes collective aspects has been proven to improve the overall quality of the team's play.

However, research results show that the SMP PGRI Bajawa futsal team has not yet fully achieved its expected performance targets in the PORSENI competition. This is influenced by the students' relatively limited competitive experience. Competitive experience is an important factor in improving players' mental readiness and adaptability to match pressure (Naser et al., 2017). Lack of competitive experience can affect the stability of a player's performance during the competition.

Another factor influencing achievement is limited effective training time. Limited training duration impacts the optimal development of students' technical and physical abilities. Research shows that adequate frequency and duration of training are crucial in improving athlete performance, especially during the school-age development stage (Hattu, 2023). Therefore, increasing the intensity and quality of training needs to be a concern in developing further coaching programs.

In addition, the research results showed an increase in students' mental readiness to compete, which was marked by increased self-confidence and sportsmanship during the competition. The psychological aspect is an important component in an athlete's performance, because mental readiness affects a player's ability to face the pressure of competition (Christiansen et al., 2021). The coaching program, which not only focuses on technical aspects, but also mental aspects, has been proven to improve students' readiness to face matches.

Program evaluations also showed that the implementation of match simulations and mini-tournaments had a positive impact on students' competitive readiness. Match simulations allowed students to apply the techniques and strategies they had learned in real-life game situations. Research shows that competition simulation-based training can significantly improve athletes' tactical and mental readiness (Farid & At-tamimi, 2023). This shows that competition-based training methods need to be maintained and improved in coaching programs.

The research also shows that the futsal coaching program positively contributes to student character development, such as discipline, responsibility, and sportsmanship. Sports coaching in schools aims not only to improve achievement but also to develop student character. Research shows that school sports activities have an important role in forming students' positive character (Farhan et al., 2024). Thus, the futsal coaching program has wide-ranging benefits, not only in terms of achievement, but also in developing students' personalities.

Overall, the research results indicate that the futsal coaching program at SMP PGRI Bajawa has been quite effective, although several aspects still need improvement, particularly in terms of training intensity and competitive experience. Continuous evaluation is essential to improve the quality of the coaching program and the team's future performance. Research shows that systematic program evaluation can significantly increase the effectiveness of sports coaching (Mardiah et al., 2025). Therefore, strengthening the coaching and evaluation system is a strategic step in improving the performance of the school futsal team.

CONCLUSION

Based on the evaluation results of the futsal coaching program of SMP PGRI Bajawa using the evaluation approach developed by Marvin C. Alkin through the UCLA Model, it can be concluded that the coaching program has been running in a planned, systematic, and quite effective manner in improving the technical, tactical, teamwork, and character skills of students, which is indicated by an increase in passing ability (78%), ball control (75%), shooting (72%), and tactical understanding (70%), as well as an increase in self-confidence and sportsmanship (80%). In addition, the team's achievements also show a positive trend with an increase in ranking in the PORSENI event at the Bajawa District level from 6th to 3rd in the last five years, although it has not fully achieved the champion target due to limited training hours, competition experience, and consistency of game

strategy. Overall, the futsal coaching program of SMP PGRI Bajawa is quite effective and relevant in supporting the improvement of student achievement, but still requires strengthening in the aspects of training intensity, competition experience, and continuous evaluation to achieve optimal performance in the future.

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