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PROGRAM EVALUATION OF FOOTBALL DEVELOPMENT IN GAGAK MUDA FOOTBALL SCHOOL

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Abstract The purpose of this study was to determine the results of the evaluation of the football coaching program at the Gagak Muda football school which included the components of context, input, process and product. This research is a type of evaluation research through a quantitative and qualitative approach. Program evaluation is carried out to determine the achievement of the targets that have been set. Then make a decision on the program. In the program evaluation research using the CIPP evaluation model, namely context, input, process, product. The four evaluation aspects are used to determine the implementation. The research subjects in this study were 6 respondents the overall component at the Gagak Muda football school were management, coaches, students and parents.

Keywords: Evaluation, CIPP, Development



INTRODUCTION

Hundreds of sports have been developed from ancient times to modern times today. As we all know that there are so many types of sports that are known by the public, ranging from the types of sports that are usually done singly to those that require many participants, both individual and group. One of them is the sport of football.

According to Dvorak and Junge, football is one of the most popular sports globally with an ever-increasing number of players and spectators (Andrew and Tarumanagara, 2015). Likewise in Indonesia, football is a fairly popular sport. With so many interests in football, Indonesia should be able to become a strong country in the sport of football because of the great interest of the people.

For that we need a sports coaching, especially in the football branch. Poerwadarminta (1987) says that coaching is an effort, action and activity that is carried out efficiently and effectively to obtain better results (Malihah et al., 2018). With good coaching, it is hoped that it can produce the seeds of the successor to Indonesian football.

A good coaching program in the sport of football should be carried out from the earliest possible age for prospective athletes, so that the results obtained are more optimal. Good and correct football coaching should be done when children are in the age range of 6-12 years, or it can be called grassroots coaching (Handoko and Sutisyana, 2019). After the children are over 13 years old they have entered the next phase of coaching. In this phase, children have to develop the basic techniques that have been learned in the fundamental phase. In this phase, children are also taught to play to win and learn to use a full field. So that by the time they are 17 years old, they already have good basic and advanced techniques.

With that awareness, many football coaching programs in Indonesia have been started which aim to create future athletes for a strong national team. To achieve the peak achievement of national sports is pursued through a pattern of national sports development that refers to the pyramid system. The pyramid system in question includes production, seeding, and achievement development to achieve peak performance (Directorate

General of Sports and the Ministry of National Education, 2004: 1).

Gagak Muda football school aims to channel the hobbies of children and youth in the sport of football because it has a football coaching program for ages 10 to 18 years. The football coaching system at the Gagak Muda football school is still something that needs to be studied and understood in depth so that the goal can be to further elevate the achievements of the sport of Indonesian football.

Therefore, in addition to the program that has been planned to run according to expectations, it is necessary to have an evaluation related to this. Evaluation of a coaching program is critical to determining how, and to what extent, the quality of training is effective in practice and outcomes. Standards for programs, program objectives, teaching and learning practices, learning outcomes require assessment and are integrated into a coaching program evaluation system. All of that must be integrated in order to create a quality football coaching. A systematic, planned, regular and continuous coaching process needs an evaluation because a field of work can

be done well or badly if an evaluation has been carried out.

In addition, the evaluation in this study uses the CIPP (*Context, Input, Process, Product*) evaluation model approach. The focus in this research are: (1) Context component, the focus is on the vision and mission in making Persija Academy coaching program (2). The Input component focuses on human resources (3). The Process component focuses on the function of implementing the coaching program and evaluating the Persija Academy coaching program which includes the process of implementing the coaching program and infrastructure, (4). Product component, the focus is on the function of the results of the implementation of the coaching program or the success of the Persija Academy coaching program.

METHOD

This research is a type of evaluation research with a descriptive qualitative evaluation research design, the approach in this study uses phenomenology, which allows to reveal the reality that describes the situation comprehensively with the real context of the football coaching program at the Gagak Muda football school and with

techniques The selection of subjects or informants was carried out by purposive sampling. To find out the achievement of the targets that have been set then make a decision on the program.

The use of the design in this study using the CIPP research design, this can provide an overview of the effect and improvement of the system provided by the design. The four key components of the CIPP evaluation model and their relationship to the program are illustrated in the figure below

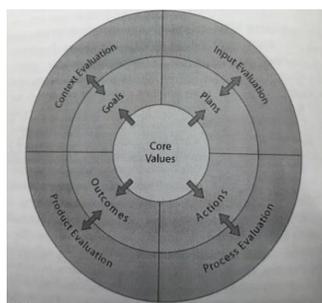


Figure 1. CIPP model

The figure above illustrates that the CIPP model illustrates the importance of the key values set. The innermost circle shows the core values that must be defined and based on the evaluation. The middle circle is divided into four sections related to the program: goals plans, actions, and outcomes. And the outer circle shows the types of evaluation, namely: context evaluation, input evaluation, process evaluation and product evaluation.

For further elaboration of the design that will be carried out as well as the groupings that will be implemented, will be discussed in detail in the table below:

Table 1. The research flow of the evaluation of the Persija Academy coaching program.

context	The Evaluator identified various information in the coaching program at the Gagak Muda football school regarding the background of the coaching program at the football school and the program used.
input	The evaluator determines the level of utilization of the various factors studied in the input for the implementation of the coaching program at the Gagak Muda football school. Consideration of this becomes the basis for the evaluator to determine whether there is a need for revisions or changes to the implementation of the program
process	The evaluator collects various information regarding the implementation of the coaching program at the crow's youth football school, then identifies various factors that support it and its weaknesses in implementation in the field. The evaluator must record the

various effects of process variables that occur in the field.

product The evaluator collects various information about the results of the coaching program at the crow football school, by comparing it to the standard and making decisions about the status of the coaching program at the crow football school

Data collection was carried out to find out the results of the evaluation of the Coaching Program at the Gagak Muda Football School in 3 ways, namely: interviews, documentation studies and observations. For more details regarding the techniques used in collecting data can be described as follows:

1. Interview

Interviews were conducted using interview guidelines for respondents to obtain information directly to stakeholders involved in the implementation of the Gagak Muda football school coaching program.

2. Documentation

Examine documents that can strengthen and complement the data that has been obtained from the results of observations and interviews. Various documents that can be used as complementary data for researchers can

be in the form of report cards, magazines, photos of activities and other information materials produced by a social institution and so on which are supporting data needed in research. Documentation studies were conducted to obtain data and activity reports, reports on funding activities, facilities and infrastructure as well as photographs related to the implementation of the Coaching Program at the Gagak Muda Football School.

3. Observasi

Observation can be interpreted as systematic observation and recording of the elements that appear in a phenomenon on the object of research. This observation technique is used to obtain data by systematically observing and recording the elements that appear in a symptom in the object of research. Observation is one of the data collection techniques expected in research. The technique used is a frank observation technique and a disguised observation technique. Observations can be made in places related to the evaluation aspect of the football coaching program at the Gagak Muda football school.

Not only interview, observation and documentation techniques were used in carrying out this research, other instruments were also used to support

this research in order to maintain its validity, therefore the researcher also used a questionnaire as an instrument in evaluating the program. According to (Risanty and Sopiyan, 2017) Questionnaire is a data collection technique that is carried out by communicating with data sources.

RESULT AND DISCUSSION

The system in the coaching program at the Gagak Muda Football School can be said to be still very far from good, because the Gagak Muda Football School is arguably a football school that is still pioneering. good and professional, in the next few years this football school will become one of the best football schools in Indonesia, especially in the DKI Jakarta area because the Gagak Muda football school has been registered with the Association of Indonesian Football Associations in South Jakarta City, which means Football School The Gagak Muda has been recognized by PSSI, the parent organization of football in Indonesia.

The focus of this research lies in evaluating the implementation of the football coaching program at the Gagak Muda Football School through the CIPP evaluation model approach which consists

of 4 components, namely Context, Input, Process, dan Product. In the Context Evaluation component there are 2 main indicators in it, namely: 1) Knowing the background of the football coaching program at the Gagak Muda Football School, 2) The football coaching program used at the Gagak Muda Football School. Furthermore, in the Input Evaluation component, there are 7 main indicators in it, namely: 1) The flow and criteria for the coach in the Gagak Muda Football School coaching program, 2) the facilities and infrastructure for the football coaching program at the Gagak Muda Football School, 3) the flow and criteria for students who can join the football coaching program at the Gagak Muda Football School, 4) the training program used in the football coaching program at the Gagak Muda football school, 5) the reasons for parents to include their children in the football coaching program at the Gagak Muda Football School, 6) the financing system for the football coaching program in the Gagak Muda Football School, 7) Rules for students and coaches on the football coaching program at the Gagak Muda Football School.

Then in the Process Evaluation component there is 1 main indicator in it, namely: 1) Executor of the football

coaching program at the Gagak Muda Football School. While the last one in the Product Evaluation component there is only one main component, namely to find out the results of the evaluation of the Football Coaching Program at the Gagak Muda Football School.

The evaluation process of this program is carried out by analyzing the available documents, observing and interviewing the takers or implementers of the football coaching program at the Gagak Muda football school. Therefore, qualitative data will be obtained through the results of document analysis, observation and interviews in the hope of obtaining detailed and comprehensive program evaluation results. Then after data analysis, a comparison will be made between the results of the data analysis against each indicator for each component in the CIPP evaluation model and ends with a final assessment and decision making on these results.

1. Context Evaluation

The context evaluation focuses on two main indicators, namely 1) the background of the coaching program at the Gagak Muda Football School, and 2) the football coaching program at the gagak Muda football school, which includes the decision letter, vision and

mission, program objectives and strategies. and Organizational Structure of Gagak Muda Football School. Based on this description, this Context evaluation has 4 main sub-indicators, namely: 1) Knowing the Vision and Mission of the Football Coaching Program at the Crow Young Football School, 2) The Goal of the Football Coaching Program at the Gagak Muda Football School, 3) Program Strategy Football Development at the Gagak Muda Football School, 4) Organizational Structure at the Gagak Muda Football School. Through distributing questionnaires to coaches at football schools

Gagak Muda Football School, quantitative results are obtained as shown in the following table:

Tabel 2. Context Evaluation

Category	Score	Frequency	%
Very bad	1	0	0%
Bad	2	0	0%
Quite good	3	0	0%
Good	4	3	50%
Very good	5	3	50%
Total		6	100%

Based on the results in Table 2 regarding the Context evaluation component which focuses on: 1) Knowing the Vision and Mission of the

coaching program at the Crow Young Football School, 2) The Goal of the Coaching Program at the Gagak Muda Football School, it was found that from 6 respondents in total there were 3 respondents.(50.00%) expressed a very good opinion, 3 respondents (50.00%) expressed a good opinion, and no one stated that the opinion was quite, not good and none of the respondents expressed a very bad opinion. Based on these results, it can be concluded that overall for the evaluation of the Context component which involves 2 indicators, namely 1) The background of the coaching program at the Gagak Muda Football School, 2) The coaching program at the Gagak Muda Football School. Gagak Muda Football School can be categorized as good or even very good

2. Input Evaluation

Input evaluation aims to analyze resources in this case are athletes, coaches and also other supporters such as funds, facilities and infrastructure needed to achieve the program's goals. In addition, the evaluation of inputs will also be used as material for formulating strategies and alternatives that must be considered in achieving a successful program through existing human resources. The input components in the

implementation of the football coaching program at the Gagak Muda Football School include: 1) Recruitment and coaching system for coaches in the coaching program at the Crow Young Football School, 2) The recruitment and coaching system for students in the coaching program at the Crow Young Football School, 3) Training programs at the Crow Young Football School, 4) Support for facilities and infrastructure. infrastructure in the coaching program at the Gagak Muda football school, 5) financial support for the coaching program at the crow youth football school, 6) the support and views of students' parents on the coaching program at the crow youth football school, 7) the application of rules to the coaching program in Gagak Muda football school. The following is an evaluation of the input components of the football coaching program at the Gagak Muda Football School. Through the distribution of questionnaires to football coaches at the crow youth football school, quantitative results were obtained as shown in table 3 below:

Table 3. Input Evaluation

Category	Score	Freque ncy	%
Very bad	1		0%

Bad	2	0	0%
Quite Good	3	0	0%
Good	4	5	83,4%
Very good	5	1	16,6%
Total	6	100%	

Based on the results in Table 3 regarding the Input evaluation component which focuses on: 1) The recruitment and coaching system for coaches in the coaching program at the Crow Young Football School, 2) The student recruitment and coaching system in the coaching program at the Crow Young Football School, 3) Program training at the crow youth football school, 4) support for facilities and infrastructure in the coaching program at the crow youth football school, 5) financing support for the coaching program at the crow youth football school, 6) support and views of students' parents on the coaching program at school Gagak Muda's football, 7) Application of the rules in the coaching program at the Gagak Muda's football school., it was found that from 6 respondents overall there was 1 respondent (16.6%) stated that the opinion was very good, 5 respondents (83.4%) stated good opinion, and none of the respondents stated that the opinion was quite good, bad and very bad.

Apart from the ability of the athlete himself, the success of a sport cannot be separated from the role of the existing coach. Therefore, it is very important to have a trainer who has both technical and non-technical input. This is important considering that the function and role of a coach is not only related to technical matters but also must understand the non-technical side of the athletes as a reference in developing a more mature mentality for athletes. Based on this statement, the two initial components regarding the athlete and coach recruitment system are very important for the success of the football coaching program at the Gagak Muda football school.

3. Process Evaluation

The process evaluation component focuses on the process of identifying problems and finding solutions to the coaching program at the Crow Young Football School in which there are main indicators, namely the process of implementing the coaching program at the Crow Young Football School. quantitative results as in the following table:

Table 4. Process Evaluation

Category	Score	Freque ncy	%

Very bad	1	0	0%
Bad	2	0	0%
Quite good	3	1	16,7%
Good	4	4	66,6%
Very good	5	1	16,7%
Total		6	100%

Based on the results in Table 4 regarding the evaluation component of the Process which focuses on the process of implementing the coaching program at the Gagak Muda Football School, it was found that out of 6 respondents overall there was 1 respondent (16.7%) stating a very good opinion, 4 respondents (66.6 %) expressed a good opinion, 1 respondent (16.7%) stated that the opinion was quite good, and no one said it was bad and very bad.

In this case, the process of implementing the coaching program at the Crow Young Football School indicates that there are many elements such as training planners, training facilities and infrastructure, the presence of coaches, the presence of parents, the presence of implementers, and supporting resources in the success of the coaching program at the Gagak Muda Football School. The ability of the trainers in carrying out an exercise program that is appropriate to the age level of the students is no longer necessary. This becomes very

important, especially in terms of increasing achievement so that it runs according to the previously desired target.

4. Product Evaluation

Evaluation of the Outcomes of the Coaching Program at the raven youth football school assesses and provides an interpretation of the project's achievements, whether it is at the end of the project cycle or in the middle of the cycle, because this evaluation is related to decisions regarding whether the activity should be continued, modified, stopped, or repeated. This product evaluation will focus mainly on the achievement results where the planning and objectives have been achieved.

Through the distribution of questionnaires to the coaches at the Gagak Muda football school, quantitative results were obtained as shown in the following table:

Table 5. Product Evaluation

Category	Score	Frequency	%
Very bad	1	0	0%
Bad	2	0	0%
Quite good	3	0	0%
Good	4	4	66,7%
Very good	5	2	33,3%

		and son in the coaching program at the Gagak Muda Football School are quite good and clear.		Management and coaching team conduct internal meetings once a month
	7. Rules	7. The rights and obligations of students and trainers are quite clear. However, there are no standard rules for reward and punishment	Product	Results of the built program
Process	Program implementation	1. Parents and students are very enthusiastic in participating in the coaching Championship program at the Gagak Muda Football School. 2. Development programs in schools Gagak Muda Football carries out a promotion and relegation process for its students. If the student has potential, it is not prohibited to join a better professional club 3. Monitoring and evaluation is always carried out by the technical director and the coaching team.		1. There are some students who are able to be promoted to professional clubs 2. Performance is not good enough. Because the focus of the Gagak Muda SSB is to create players, not teams
KESIMPULAN				
Based on the evaluation of the football coaching program at the Gagak Muda football school using the context, input, process and product (CIPP) model, several conclusions can be drawn, namely as follows:				
1. Context Evaluation				
The findings in the context evaluation will discuss the findings on planning indicators with a sub focus, namely the background of the coaching program at the Gagak Muda Football School. The coaching program at the Gagak Muda football school has a good idea to provide opportunities for children to develop their football talents.				

This will have an impact on the Indonesian nation to improve sports achievements in the sport of football. From the findings in the context evaluation will be explained as follows:

a. The coaching program at the Gagak Muda Football School has a clear vision and mission. The vision of the coaching program at the Crow Young Football School is: 1) Providing opportunities for children to develop their football talents. Then for its mission, namely: 1) Creating players who have noble character and make humans as a whole, 2) Develop mental qualities and coach knowledge at a young age in accordance with the Youth Development Program, 3) Create professional football management.

b. The coaching program at the Crow Young Football School has clear aims and objectives, the objectives of the coaching program at the Gagak Muda Football School are: 1) Not only introducing the development of football playing skills but also upholding the ethical values of life, 2) Creating players who has technique, then there is mentality, discipline, character and intellectual (the way of thinking of the players).

2. Input Evaluation

The findings on the input evaluation will discuss the findings in the following sub-focuses: 1) Trainers; 2) Facilities and Infrastructure; 3) Students; 4) Exercise Program; 5) Parents of Students; 6) Financing; 7) Rules. The input evaluation is intended to record or identify the objective conditions of resource support owned by the coaching program at the Gagak Muda Football School. The input findings are:

a. The coaches on the coaching program at the Gagak Muda football school are good and clear. Because the coaches at the Gagak Muda football school must have a coaching license in the sport of football or graduate from a sports coaching study program. So that the implementation of the coaching program at the Gagak Muda football school was carried out well.

b. The facilities and infrastructure used in the coaching program at the Gagak Muda football school are quite good in terms of quantity and quality. For the field and other facilities provided by the Air Defense Artillery Battalion 10, while for training equipment owned by the Gagak Muda football school which came from contributions made by students.

c. The coaching program at the Gagak Muda Football School was attended by participants from elementary school (SD), junior high school (SMP), and high school (SMA) students. Participants in the coaching program at the Gagak Muda Football School were considered appropriate because they had successive levels. So that the implementation of the coaching program at the Gagak Muda football school was carried out well.

d. The training program used in the coaching program at the Crow Young Football School uses a curriculum issued by PSSI, namely the Indonesian Football Philosophy Curriculum or FILANESIA. So that the implementation of the coaching program at the Gagak Muda Football School was carried out well because it was in line with the program that had been implemented by PSSI.

e. Parents of students in the coaching program at the Gagak Muda Football School are very supportive of the development of their sons and daughters, it can be seen from the reasons and support given to their sons and daughters. So that the implementation of the coaching

program at the Gagak Muda football school was carried out well.

f. Funding for the coaching program at the Crow Young Football School comes from registration fees and students' monthly tuition fees. So that the implementation of the coaching program at the Gagak Muda football school was carried out well.

g. The rules for the coaching program at the youth crow football school include the rights and obligations of students and coaches. The rights and obligations of the coaching program at the Gagak Muda football school have been implemented properly, so that the implementation of the coaching program at the Gagak Muda football school is carried out properly.

3. Process Evaluation

The findings in the evaluation process will discuss the findings on implementation and monitoring indicators with sub-focuses including:
1) Implementation process. The findings that the researchers got were:

a. The coaching program at the Gagak Muda football school implements a promotion and relegation system. If students who have good abilities will be channeled or given the freedom to find a better professional

club for career development in the field of football.

b. The monitoring and evaluation process is carried out on the coaching program at the Gagak Muda Football School. The coaches will evaluate the results of training or matches led by the Technical director, then the evaluation results will be reported in an internal meeting with management. So that the process of the coaching program at the Gagak Muda football school was carried out well.

4. Product Evaluation

Evaluation of Outcomes The coaching program at the Gagak Muda football school assesses and provides an interpretation of project achievements, whether they are at the end of the project cycle or in the middle of the cycle, because this evaluation is related to decisions regarding whether the activity should be continued, modified, stopped, or repeated. This product evaluation will focus mainly on the achievement results where the planning and objectives have been achieved.

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