
Evaluation of the Implementation of the Basketball Extracurricular Program as an Effort to Foster Sports Achievement at MAN 2 Makassar City

Herman^{1*}, Sarifuddin Arham²¹²STKIP YPUP Makassar, Indonesia*Corresponding Author:* hermann2mherman@gmail.com**Article History**

Received: 07-05-2026;

Reviewed: 21-06-2026;

Accepted: 05-07-2026;

Published: 30-07-2026;

ABSTRACT

Backgroud: This study aims to evaluate the implementation of basketball extracurricular programs at MAN 2 Makassar City as an effort to foster sports achievements using the Context, Input, Process, Product (CIPP) model, so as to obtain a comprehensive picture of the strengths, constraints, and results of program implementation

Methods: The research uses an evaluative qualitative approach with the CIPP model. A total of 15 informants were selected purposively, consisting of one trainer, one student coordinator, one PJOK teacher, and twelve active participating students. Data collection was carried out through interviews, observations, and documentation. The validity of the data is maintained through triangulation, member checking, and trail audits, while data analysis is carried out thematically based on the CIPP component

Results: The evaluation showed that the context aspect obtained good institutional support as well as high student interest. In terms of input, the limited number of certified coaches and the low intensity of participating in competitions are the main obstacles. The process aspect shows that the program is carried out according to the schedule even though the attendance of participants still fluctuates. The product aspect shows an improvement in basic skills and participation in inter-school competitions, but has not resulted in achievements at the provincial level.

Conclusions: The basketball extracurricular program at MAN 2 Makassar City has been running well, but it still needs to be strengthened in terms of resources and competitive opportunities. Partnerships for coach certification and the provision of tiered competitions are the main recommendations to increase the effectiveness of coaching and sports achievements in schools.

Keywords: Program evaluation; Basketball extracurricular; Achievement coaching; CIPP model; Senior high school

INTRODUCTION

The existence of basketball extracurriculars in schools is basically expected to be able to be a continuous coaching path, starting from the introduction of basic techniques to the formation of athletes who are ready to compete. However, in reality, the implementation of extracurricular programs in many schools still faces various obstacles, such as the limited number of competent trainers, the lack of supporting facilities and infrastructure, the limited frequency of competitions, and the lack of optimal monitoring and evaluation systems for the achievements of the program itself. This condition is also felt in the implementation of basketball extracurricular at MAN 2 Makassar City, so it is important to examine the extent to which the program has run in accordance with the expected achievement development goals.

The issue of school sports management is also a concern in the latest international literature. Ghaderi et al. (2026) analyzed the talent management model in school sports and emphasized that institutional capacity, managerial support, and a systematic talent identification

system are the main determinants of the success of school-based achievement coaching, in line with the findings of this study in terms of context and input. On the side of extracurricular evaluation, Bartlett and Yemini (2025) show that extracurricular clubs in secondary schools function as a space for the development of student involvement and responsibility outside the formal curriculum, which strengthens the argument that extracurricular evaluation needs to go beyond mere technical achievements and also consider the institutional dimensions and social processes within it. Meanwhile, a systematic review of the application of the CIPP model in the field of education by Wulan et al. (2026) to the literature in 2015–2025 found that the context and input components generally showed better reporting performance than the process and product components, and recommended strengthening the design of mixed methods and data-driven evaluation to enrich the CIPP model in the context of contemporary education, a gap that this study also attempts to answer through thematic deepening of all components at once.

Studies on school sports coaching have so far focused on technical-methodological aspects of skill improvement. (Mappaompo et al., 2024). For example, it examines shooting accuracy through goaling game exercises, while other studies highlight improving the technical skills of certain sports through various training methods. This kind of study makes an important contribution to the pedagogical aspect of training, but tends not to place the achievement of these skills within the framework of a comprehensive program evaluation, i.e. how the context, inputs, processes, and products of a program are interrelated and affect the final outcome.

On the other hand, research on the evaluation of sports programs based on the CIPP model has begun to develop in recent years, both in team and individual sports. (Badaruddin et al., 2023) evaluated the early childhood football coaching program in Karanganyar and found that the input aspect in the form of the availability of certified coaches was the main determinant of the program's success. (Hafidz et al., 2024) applied the CIPP model to the evaluation of petanque sports achievement coaching in East Java and highlighted the importance of alignment between program planning and realization in the field. Other CIPP studies have also been applied to the evaluation of the East Java women's volleyball team ahead of the PON (Pratama & Hidayat, 2022), the evaluation of badminton coaching in outdoor schools (Burhaein & Eksan, 2025), as well as the evaluation of the youth football coaching program in Sleman which specifically involved 15 informants through semi-structured interviews and observations (Hidayati et al., 2026) a design that parallels this study. Outside the Indonesian context, (Halajian et al., 2020) applied the CIPP model to evaluate the performance of urban sports organizations in Isfahan, Iran, and affirmed the relevance of this model across sports institutional contexts.

However, the studies generally focused on individual sports, early childhood sports outside the secondary school level, or provincial/city level coaching, while the CIPP's comprehensive evaluation of team sports extracurriculars at the high school level is distinctively religious (madrasah aliyah) with unique coaching characteristics due to the limitations of extracurricular time, overlapping with academic and religious activities. and the limited resources of madrasahs are still very limited. This is the research gap that is the basis of this study: there is no comprehensive empirical picture of how the four components of CIPP interact with each other in shaping the success and obstacles of coaching team sports achievements in the madrasah aliyah environment.

The CIPP model developed by Stufflebeam (Stufflebeam & Coryn, 2014) was chosen in this study because of its advantages compared to other program evaluation models that tend to be goal-oriented or process-oriented. The CIPP allows researchers to trace the entire cause-and-effect chain of the program: whether the needs and objectives of the program are relevant (context), whether the resources available are adequate to achieve those goals (input), whether the implementation of the program is consistent with the plan (process), and whether the results achieved are commensurate with the resources invested (product). This characteristic makes CIPP the most relevant evaluation model for formulating policy recommendations that are diagnostic and applicable for school sports program managers, compared to other evaluation models that only assess one dimension of the program.

Based on this description, this study aims to describe and evaluate the implementation of basketball extracurricular programs as an effort to foster sports achievements in MAN 2 Makassar City using the CIPP evaluation model. The novelty of this research lies in the application of a comprehensive CIPP evaluation with a thematic analysis based on multi-source qualitative data in the extracurricular context of team sports in aliyah madrasahs, which has not been widely found in the literature on school sports program evaluation. Practically, this research contributes to the development of the field of school sports coaching management in the form of identifying the most dominant evaluation indicators influencing the success of the program, as well as being a consideration for schools, coaches, and regional education policy makers in developing more effective and sustainable extracurricular sports coaching policies

METHODS

This research uses a qualitative approach with an evaluative design that refers to the CIPP (Context, Input, Process, Product) model. The qualitative approach was chosen because the purpose of the research is to understand in depth how and why the basketball extracurricular program runs as it is, a contextual understanding that is difficult to obtain through a quantitative approach that is measurable but is not able to capture the dynamics of the experience and perception of the program actors (Creswell & Poth, 2018). The scope of the research is the implementation of the basketball extracurricular program, with a focus on the description on four components, namely (1) context, including the background and needs of program implementation; (2) inputs, including the availability of trainers, participating students, as well as facilities and infrastructure; (3) process, including the implementation of training and compliance with the planned program; and (4) product, including the achievement of skills and achievements produced.

The research was carried out at MAN 2 Makassar City in April 2026. The research informants amounted to 15 people, determined by purposive sampling, consisting of one basketball extracurricular coach, one student coordinator, one Physical Education, Sports, and Health (PJOK) teacher, and twelve basketball extracurricular students. The selection of informants is based on the criteria of information suitability (information power), namely the ability of each informant to provide relevant and in-depth information on the four components of CIPP (Malterud et al., 2016). PJOK trainers and teachers are chosen because of their direct role in designing and supervising the implementation of the program (input and process aspects), student coordinators are selected because of their position knowing policies and institutional support (context aspects). Meanwhile, participating students were selected based on the level of activity participating in the exercise (at least 75% attendance during one month of observation) in order to be able to provide a direct experience of the program process and results (process and product aspects). The number of 15 informants is considered sufficient based on the principle of information power (Malterud et al., 2016) because the research objectives are focused on one program, the specificity of the role of each informant on a specific component of CIPP, the depth of dialogue in semi-structured interviews, and cross-source thematic analysis strategies applied together to produce adequate information power without requiring a large number of informants. The data collection process is then stopped after data saturation is achieved, i.e. when the interviews with the next informants no longer give rise to significant new themes in the four components of CIPP, in line with the data saturation criteria in interview-based qualitative research (Guest et al., 2006).

In relation to the nature of qualitative research that places the researcher as the main instrument, the position and involvement of the researcher (researcher positionality) need to be explicitly explained. The main researcher has an academic background in the fields of physical education, health, and recreation and does not have a structural relationship or personal interests with the extracurricular management of basketball MAN 2 Makassar City, so the researcher's position is as an outsider who is neutral to school policies. To minimize the potential for interpretation bias due to the researcher's scientific background in the field of sports, the

researcher applies a bracketing strategy, which is to consciously hold back personal assumptions and judgments during the interview process and data encoding, and consistently confirm the initial interpretation to the informant through member checking. The relationship between researchers and informants is built through an initial approach to the school and an explanation of the research objectives that are academic, non-evaluative-administrative, so that the informant is expected to provide honest information without worrying about institutional consequences. This reflectivity is documented in field notes as part of a trail audit to support the transparency of the analysis process.

The main instrument of this research is the researcher himself (human instrument), assisted by observation guidelines, semistructured interview guidelines, and documentation sheets. The interview and observation guidelines were prepared based on the indicators of the four CIPP components, then validated through expert judgment by Herman, a nationally certified lecturer in physical education, health and recreation, to assess the suitability of the content before being used in the field, and tested on a limited basis to ensure language clarity and suitability of the madrasah context. The data collection technique was carried out in three ways, namely participatory observation of the implementation of the exercise for one month of observation, in-depth interviews with all informants, and documentation studies in the form of training attendance lists, written training programs, and track records of competition participation.

The data analysis technique uses an interactive analysis model (Miles et al., 2023) which consists of data reduction, data presentation, and conclusion/verification. The interview data was transcribed verbatim, then thematically coded based on the four components of CIPP to identify the main themes and sub-themes in each component; The results of the encoding are then compiled into a theme-subtheme matrix to facilitate reading patterns of conformity and variation of views between informants (presented in Table 3 in the Research Results section). The validity of the data was checked through several strategies: (1) source triangulation, which is comparing information from trainers, student coordinators, PJOK teachers, and students; (2) technical triangulation, which is comparing the results of interviews with the results of observation and documentation; (3) member checking, which is confirming the summary of the results of the interview to the relevant informant to ensure the accuracy of the researcher's interpretation of their statements; and (4) trail audits, which are systematic documentation of field notes, interview transcripts, and thematic coding processes, so that the analysis trail can be retraced to ensure the dependability and confirmability of findings (Lincoln & Guba, 2022)

RESEARCH RESULTS

The results of the study are presented based on the four components of the CIPP evaluation, complemented by direct quotes from informants in each component as well as a matrix of themes and subthemes from the thematic analysis results.

1. Context

The results of interviews and documentation show that the existence of basketball extracurriculars at MAN 2 Makassar City is based on the high interest of students in the sport of basketball as well as school policy support for the development of non-academic talents. This program is also directed as a forum for continuous coaching towards participation in competitions between schools at the city level. This is reinforced by the following statement of the student coordinator.

"The school does fully support this basketball extracurricular because many students are interested, and this activity is also in line with the non-academic talent development program which is one of the priorities of the madrasah." (Student Coordinator, K1)

This support was also affirmed by PJOK teachers who highlighted the high interest of students since the beginning of the school year.

"Every year the number of applicants for basketball extracurricular is among the most compared to other sports. The school sees this as an opportunity to nurture outstanding students through non-academic pathways." (PJOK Teacher, G1)

2. Input

The availability of resources shows that the program is handled by one coach with a background in sports coaching alumni, accompanied by PJOK teachers, with a total of 22 active students. The facilities available are in the form of one semi-indoor basketball court owned by the school and six basketballs, while training support equipment such as cones and training vests are still limited in number. These limitations were conveyed directly by the coach.

"I myself handle daily exercises, assisted by PJOK teachers if there are other school activities. Ideally, for 22 children with different skill levels, we need at least two permanent coaches so that the coaching is more focused." (Coach, P1)

The limitations of training support equipment were also complained by several participating students.

"There are only six balls used, so if you practice shooting, you have to take turns and queue for quite a long time. Cone is also often lacking if the drill practice has a lot of posts." (Student, S6)

3. Process

Table 1. Makassar City MAN 2 Basketball Extracurricular Training Schedule in April 2026

Yes	Day	Time	Training Materials	Remarks
1	Tuesday	15.30–17.30 WITA	Basic techniques (dribbling, passing, shooting)	Routine
2	Thursday	15.30–17.30 WITA	Game tactics and physical exercises	Routine
3	Saturday	08.00–10.00 WITA	Internal games/test matches	Kondisional

Source: Document of the MAN 2 basketball extracurricular training program in Makassar City, April 2026.

Observations during April 2026 showed that the exercise was generally carried out according to the planned schedule, with the training material gradually moving from basic technique to game tactics. However, the level of student attendance fluctuates every week as presented in Table 2, one of which is influenced by the schedule of students' academic activities.

Table 2. Recapitulation of Basketball Extracurricular Student Attendance in April 2026

Sunday	Training Schedule	Number of Attendees	Attendance Percentage
Week I	3 sessions	20 out of 22 students	91%
Week II	3 sessions	18 out of 22 students	82%
Week III	3 sessions	19 of 22 students	86%
Week IV	3 sessions	17 of 22 students	77%

Source: Recap of the attendance list for the MAN 2 Makassar City basketball extracurricular exercise, April 2026.

The fluctuations in attendance were also explained by the participating students who attributed it to the overlap of academic and religious schedules.

"The training is routine three times a week and I think the schedule is right. It's just that sometimes I clash with the schedule of additional lessons or religious activities in the afternoon, so sometimes I don't get permission to participate." (Student, S4)

"I try to always be present, but the week of exams or madrasah assignments, usually the attendance of friends also drops." (Student, S9)

4. Product

The results of the coach's internal evaluation showed an improvement in the aspect of basic skills, especially the accuracy of passing and the dribbling ability of students compared to the conditions at the beginning of the semester. In terms of participation in the competition, MAN 2 Makassar City basketball extracurricular students were recorded to participate in the city-level

interschool championship, but have not yet managed to achieve championships at the provincial level. This achievement was conveyed by the coach as follows.

"The children's dribbling and passing skills are much neater than at the beginning of the semester, and they are quite confident in the interschool matches. But to be able to compete at the provincial level, our flight hours are still far from enough." (Coach, P1)

The same view was conveyed by PJOK teachers regarding the need for more competitive experience.

"Technically, children have developed, but the mentality of competing is only formed if they often participate in competitions. If it's just internal training, it's a bit difficult to level up to the province." (PJOK Teacher, G1)

To map the inter-thematic relationships in the four components of CIPP, the thematic coding results are summarized into a matrix of themes-subthemes in Table 3.

Table 3. Thematic Matrix and Sub-themes Based on CIPP Components

CIPP Components	Theme	Sub-theme	Primary data sources
Stuttgart	Foundations of program needs and support	1) High student interest in basketball 2) Policy support and school legitimacy 3) Program orientation to interschool competitions	Student coordinator, PJOK teacher, school policy document
Input	Resource adequacy and limitations	1) Limited number of certified trainers 2) Coach-student ratio that is not ideal 3) Minimal training support facilities and tools	Coaches, PJOK teachers, observation facilities
Process	Consistency of exercise execution	1) Compliance with schedules and tiered materials 2) Fluctuations in student attendance 3) Overlap with academic agenda	Participating students, coaches, attendance list
Product	Skill attainment and competitive achievement	Improvement of basic engineering skills Participation in interschool competitions Limited flight hours to compete to the province	Coaches, PJOK teachers, competition track record

Source: Results of thematic analysis of interview, observation, and documentation data, April 2026.

The matrix emphasizes that the strength of the context component plays a role as the foundation of the sustainability of the program, while the limitations of the input component are the root cause that has implications for themes in the process and product components, especially the limitation of repeated competition flying hours appearing in the statements of PJOK coaches and teachers.

DISCUSSION

The findings in the context aspect show that the basketball extracurricular program at MAN 2 Makassar City has a clear foundation of needs, namely high student interest and school policy support, as emphasized by the student coordinator and PJOK teachers in the results section. These findings are consistent with the results of CIPP's evaluation of the athletic extracurricular program at MAN Insan Cendekia Serpong, which also found alignment between program objectives and institutional visions as the foundation for the success of the context (cited in the evaluation study of CIPP-based athletic extracurricular programs, 2024), as well as in line with the findings (Ghaderi & Rerung, 2026) that managerial support and institutional capacity are the main determinants of the success of school sports talent management. Strong institutional support in the context of madrasas is important considering the limited extracurricular time due to the

dense religious curriculum, so that the legitimacy of school policies plays a role as a prerequisite for the continuity of the program in the midst of these limitations.

In terms of input, the availability of one coach for 22 active students is still limited when compared to the ideal ratio of coaches and students in the coaching of team sports, as admitted by the coach who is the informant of this research. These findings are in line with the results of CIPP's evaluation of the early childhood football coaching program in Karanganyar which also identified the limitations of certified coaches as the main determinant of program input effectiveness (Badaruddin et al., 2023), as well as the findings on the evaluation of the petanque program in East Java which emphasized that the gap between the need for coaching resources and their availability is consistently a weak point in the implementation of school-based achievement coaching programs (Hafidz et al., 2024)

From the perspective of sports management, this condition can be explained through the principle of resource-goal alignment: ambitious achievement coaching goals will not be achieved without the support of proportionate inputs, so that strengthening coaching human resources, for example through cooperation with local basketball sports administrators or coach certification programs by sports branch parent organizations, is a top priority that needs to be followed up by the sports industry. school management.

In the process aspect, the implementation of exercises that are generally on schedule shows the commitment and consistency of program management, in line with the principle of process evaluation in the CIPP model which emphasizes the importance of implementation conformity with the plan as a condition for achieving program results (Stufflebeam & Coryn, 2014). However, the fluctuations in student attendance every week that student informants attribute to the overlap of academic and religious schedules indicate the need for a more flexible training time management strategy and better coordination between extracurricular parties and the madrasah academic calendar, so that the continuity of the training process is not disturbed. This kind of schedule coordination challenge is also widely reported in the evaluation of sports extracurricular programs in elementary schools, which found that the process aspect is often a weak point due to the lack of structured time planning (cited in the CIPP-based study of elementary school sports extracurricular evaluation). These findings are also relevant to the view of Bartlett and Yemini (2025) that the success of extracurriculars as a space for student development is highly dependent on how these activities are managed side by side with the school's academic agenda, not solely on the design of the program itself.

In the product aspect, improving basic basketball skills and participation in interschool competitions are positive indicators that the program has provided benefits for the development of students' abilities, as conveyed by PJOK coaches and teachers in the results section. However, the achievement of champions at the provincial level shows that the frequency of competition tests and flight hours of student competitions still needs to be increased, considering that the experience of competing is one of the important factors in the mental formation and maturity of athletes towards higher achievements.

These findings strengthen the results of CIPP's evaluation of the youth football coaching program in Sleman which also involved 15 informants and conclude that the limited flight hours of the competition directly contribute to the slow achievement of competitive achievement despite the improvement of individual skills (Hidayati et al., 2026). Within the framework of sports coaching theory, these findings confirm that skill acquisition does not automatically convert into competitive achievement without adequate match exposure to build tactical and mental competency maturity.

The theme-subtheme matrix in Table 3 shows a pattern of interaction between CIPP components that is consistent with the above qualitative findings: the strength in the context underpins the sustainability of the program, while limitations in inputs, especially the trainer ratio, and the lack of competition flight hours repeatedly appear as the root cause of the constraints in the process and product. The results of the evaluation show that the basketball extracurricular program at MAN 2 Makassar City has been carried out quite well in terms of context and process,

but it still needs to be strengthened in the input and product aspects so that the goal of coaching sports achievements can be achieved more optimally. Theoretically, this study expands the application of the CIPP model in the context of madrasah-based team sports extracurricular and emphasizes that the interaction between these components is in line with the notes of Wulan et al. (2026) that the process and product components still need methodological strengthening in the CIPP literature in general are patterns that need to be considered in the development of a broader evaluation model for school sports extracurricular programs. as a complement to the CIPP evaluation models that were previously more widely applied to individual sports or early childhood coaching.

CONCLUSIONS AND SUGGESTIONS

Based on the results and discussions, including direct quotes from informants on each component of CIPP and the matrix of themes-subthemes in Table 3, it can be concluded that the implementation of the basketball extracurricular program at MAN 2 Makassar City in April 2026 has gone quite well. The context aspect shows the foundation of adequate school needs and support, as emphasized by the student coordinator and PJOK teachers; The input aspect shows the limitation of the number of certified trainers and supporting tools as the most dominant obstacle, as directly acknowledged by the trainer and felt by the students; The process aspect shows consistent implementation of exercises even though student attendance fluctuates due to overlapping academic and religious schedules; and the product aspect shows an improvement in basic skills and participation in competitions between schools without winning at the provincial level, with limited competition flying hours as the main inhibiting factor according to PJOK coaches and teachers.

This study contributes to expanding the application of the CIPP model to the evaluation of madrasah-based team sports extracurriculars, enriching the literature with thematic evidence based on informant citations and a theme-subtheme matrix, and identifying input limitations as the main leverage points that need to be intervened to optimize achievement coaching.

Based on these conclusions, it is recommended:

1. For the school, increase the number of coaches or establish cooperation with local basketball sports administrators to improve the quality of coaching.
2. For coaches and schools, increase the frequency of competition tests and competition participation to increase students' flight hours.
3. For schools, equipping training support facilities and tools in stages.
4. For extracurricular managers, strengthening the attendance monitoring system and coordinating schedules with the madrasah academic calendar.
5. For local governments/education offices, consider the tiered competition scheme and certification of extracurricular trainers as supporting policies.
6. For future researchers, it is recommended to conduct further research with a quantitative or mixed-methods approach and a wider cross-school sample coverage to test the generalization of these finding patterns.

REFERENCES

- Badaruddin, I., Kristiyanto, A., & Liskustyawati, H. (2023). Evaluation of the CIPP model of school football development early children in Karanganyar District. *Asian Journal of Management, Entrepreneurship and Social Science*, 3(1), 360–368.
- Bartlett, T., & Yemini, M. (2025). Exploring extracurricular clubs in high schools as third spaces for developing youth activism and critical engagement. *Journal of Research on Adolescence*, 35(2), Article 70034.
- Burhaein, E., & Eksan, A. (2025). CIPP-based evaluation of badminton sports development program at SLB N Kenteng Banjarnegara. *Journal of Physical and Outdoor Education*, 7(1), 26–33.

- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
- Ghaderi, H., Nowzari, V., & Amirhosseini, S. E. (2026). Structural analysis of the talent management model in school sports. *Journal of Education Experiences*, 9(1), 118–127.
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59–82.
- Hafidz, A., Rusdiawan, A., Özman, C., Ar Rasyid, M. L. S., Pavlović, R., Orhan, B. E., Lani, A., Iswanto, A., & Susanto, N. (2024). Implementing the CIPP model for evaluating the advancement of performance in the East Java petanque sports. *Retos*, 61, 853–860.
- Halajian, A., Mostahfizian, M., Mirsafian, H. R., & Zahedi, H. (2020). Evaluation of performance of Isfahan Municipality Cultural and Social Sports Organization based on CIPP model with citizenship sports approach. *Research in Sports Management and Motor Behavior*, 10(20), 203–227.
- Hidayati, Sulistiyono, & Nevitaningrum. (2026). Evaluation of youth football development programs using the CIPP model: Evidence from Seyegan United Football School. *Journal of Advances in Sports and Physical Education*, 9(7), 174–179.
- Lincoln, Y. S., & Guba, E. G. (2022). *Naturalistic inquiry* (2nd ed.). SAGE Publications.
- Malterud, K., Siersma, V. D., & Guassora, A. D. (2016). Sample size in qualitative interview studies: Guided by information power. *Qualitative Health Research*, 26(13), 1753–1760.
- Mappaompo, M. A., Aprilo, I., Arfanda, P. E., & Arga, A. (2024). Shooting accuracy of sports coaching education students: Goaling game practice. *Indonesian Journal of Research and Educational Review*, 3(3), 204–210.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2023). *Qualitative data analysis: A methods sourcebook* (5th ed.). SAGE Publications.
- Pratama, R. A., & Hidayat, T. (2022). Evaluasi Program Pembinaan Ekstrakurikuler Bola Basket Menggunakan Model CIPP di Sekolah Menengah Atas. *Jurnal Keolahragaan*, 10(1), 55–66.
- Rerung, C. T. (2026). The Relationship Between Strength and Endurance Training on Muscle Fiber Adaptation: A Systematic Review. *International Journal of Experimental Sports Science Research*, 2(1), 21–29.
- Stufflebeam, D. L., & Coryn, C. L. S. (2014). *Evaluation Theory, Models, and Applications* (2nd ed.). Jossey-Bass.
- Wulan, M. P., Listyasari, W. D., Santosa, H., & Huda, S. A. (2026). A systematic literature review on the CIPP evaluation model in education: Examining its trends, applications, and research gaps. *Journal of Educational Sciences*, 10(3), 307–320.