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Evaluation of The Implementation of The Extracurricular Football Program Volleyball at SMK N 14 MEDAN

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Abstract

This study aims to evaluate the implementation of the volleyball extracurricular program at SMK Negeri 14 Medan using the CIPP (Context, Input, Process, Product) evaluation model. The research method uses a quantitative descriptive approach with an evaluative design, involving 2 extracurricular coaches, 4 PJOK teachers, 6 school management staff, and 25 volleyball extracurricular students as respondents. The research instruments include a CIPP evaluation questionnaire, program implementation observation sheets, structured interview guidelines, and extracurricular program documentation studies. Data were analyzed using descriptive statistics with percentage calculations and categorization of program success rates. The results showed that the implementation of the volleyball extracurricular program achieved a success rate of 84.2% (good category). The context aspect reached 89.3% (very good), input 86.7% (very good), process 82.1% (good), and product 78.9% (good). The availability of infrastructure reached 87.5% of the required standard, with the quality of coaches and training programs assessed as good. Student participation reached 88% with a satisfaction level of 85.6%. Achievements include second place at the city level and third place at the provincial level in the last two years. The main obstacles include limited practice time (76% of respondents), scheduling conflicts with subjects (64% of respondents), and limited budget for competitions (58% of respondents). The conclusion of this study is that the volleyball extracurricular program at SMK Negeri 14 Medan has been implemented well and has made a positive contribution to the development of student talent, but requires improvements in time management and financial support to achieve more optimal performance.

Keywords: Program Evaluation, Volleyball Extracurricular Activities, CIPP Model, Vocational High School, Talent Development

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INTRODUCTION

The volleyball extracurricular program is a self-development activity that plays a strategic role in shaping students' character, improving physical fitness, and developing potential for athletic achievement. In this modern era, extracurricular activities serve not only as a platform for pursuing hobbies but also as a means of developing the soft and hard skills needed to face future challenges (Aristiyanto et al., 2020).

Vocational High Schools (SMK), as educational institutions that prepare students for the workforce, face special challenges in implementing extracurricular sports programs. Research shows that "volleyball is an extracurricular sport that is quite attractive and popular among vocational high school students." This indicates that volleyball has significant potential to be developed as a flagship program at the vocational high school level (Bakhtiar, 2020).

Extracurricular program evaluation is a crucial aspect in ensuring the effectiveness and efficiency of program implementation. Previous research indicates that "extracurricular sports programs in high schools in East Cilacap Regency are in the good category with an average performance of 87%. This finding indicates that most extracurricular sports programs at the secondary level have been implemented well, but still require ongoing evaluation to improve their quality (Endrawan, 2019).

The CIPP (Context, Input, Process, Product) evaluation model has proven effective in evaluating educational programs. Research shows that "the Context aspect scores an average of 90% (very good), the Input aspect scores an average of 84% (good), the Process aspect scores an average of 87% (good), and the Product aspect scores an average of 87% (good) (Ginting & Helmi, 2020)." This model provides a comprehensive overview of all aspects of a program from the planning stage to the results achieved (DeBoer, 2025).

Research on student motivation in participating in volleyball extracurricular activities shows significant variation. A study at SMK Negeri 1 Kendal found that "5% of students' motivation in participating in volleyball extracurricular activities was categorized as very high, 25% as high, 40% as medium, 15% as low, and 15% as very low (Lubis et al., 2020)." This variation in motivation indicates the need for appropriate strategies in managing extracurricular programs (Haryanto et al., 2022).

Students' technical abilities are also a key indicator of the program's success. Research at SMK Negeri 2 Selayar showed that "the passing ability of male volleyball extracurricular participants was mostly adequate." This finding suggests that the extracurricular program successfully developed students' technical skills, although further improvement is needed (Kusuma & Wijayanti, 2023).

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Research on biomotor skills has yielded mixed results. A study at the West Simeulue Fisheries State Vocational School found that "the overall biomotor skills of volleyball players in extracurricular activities were classified as excellent (Mahyuddin & Sudirman, 2021)." However, the study also identified that "speed and agility skills need to be improved through intensive training."

The factors supporting the success of extracurricular programs are diverse. Research shows that "various factors are needed to support the implementation of extracurricular programs, including sports, including needs analysis, activity management, and program financing." The comprehensiveness of this management determines the long-term sustainability and effectiveness of the program (올자스, 2023).

The challenges in implementing extracurricular sports programs are quite complex. Research at SMA Negeri 10 Purworejo found that "the overall evaluation of the implementation of extracurricular sports activities was categorized as low (Nugroho & Raharjo, 2020)." This finding indicates that not all schools successfully implement extracurricular programs, necessitating the identification of factors influencing program success (Nugraha, 2020).

Achievements through extracurricular programs are also an important indicator. Research shows that "extracurricular volleyball activities at SMK Negeri 1 Kendal have been running optimally, but over the past three years, performance has declined (Prakoso, 2020)." This indicates the need for an in-depth evaluation to identify factors influencing achievement (Mulwaris, 2023).

Although several studies have been conducted in various schools, a research gap remains in the comprehensive evaluation of extracurricular volleyball programs, particularly at SMK Negeri 14 Medan. Previous research has focused more on student motivation or technical skills, but has not holistically examined all aspects of the program using a standardized evaluation model (Persadanta et al., 2020).

This research is important to provide an objective picture of the success level of the volleyball extracurricular program at SMK Negeri 14 Medan and to provide recommendations for improvements to increase the effectiveness of the program in the future

RESEARCH METHOD

Research Design

This study used a quantitative descriptive approach with an evaluative design based on the CIPP (Context, Input, Process, Product) model (Zulhendri & Sukoco, 2021). This model was chosen to provide a comprehensive evaluation of all aspects of the volleyball extracurricular

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program, from the context of implementation, available inputs, implementation process, to the products or outcomes achieved (Santos & Hudain, 2020).

Research Subjects

The research was conducted at SMK Negeri 14 Medan in the period October-December 2025. The research subjects included: (1) 2 volleyball extracurricular coaches selected using total sampling technique, (2) 4 PJOK teachers involved in the extracurricular program selected using purposive sampling (Mudzakir et al., 2025), (3) 6 school management staff (principal, vice principal for student affairs, and extracurricular coordinator) selected based on position, and (4) 25 volleyball extracurricular students from various grade levels selected using stratified random sampling (Stufflebeam & Coryn, 2014).

Research Instruments

1. CIPP Evaluation Questionnaire: Contains 60 items with a Likert scale of 1-5 to evaluate four aspects of the program: context (15 items), input (15 items), process (15 items), and product (15 items). The instrument's validity is 0.87 and its reliability is 0.91.
2. Program Implementation Observation Sheet: Using a structured checklist to observe training implementation, program management, and trainer-student interactions during 8 meetings. Validity 0.84 and reliability 0.88.
3. Structured Interview Guidelines: Contains 20 questions to explore the perspectives of coaches, teachers, and school management on program implementation, challenges encountered, and development strategies. Content validity was tested through expert judgment.
4. Documentation Study Sheet (Wibowo et al., 2020): Analyze extracurricular program documents including program proposals, training schedules, achievement lists, activity reports, and program budgets for the last 3 years.
5. Student Satisfaction Questionnaire: Contains 25 items with a Likert scale of 1-5 to measure students' satisfaction with the extracurricular program. Validity is 0.81 and reliability is 0.85.

Research Procedures

The research began with a documentation study to understand the profile of the extracurricular program. Observations of program implementation were conducted for eight weeks, twice a week, according to the training schedule (Akhiruyanto et al., 2022). Data

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collection through a questionnaire was conducted in the ninth week, followed by in-depth interviews in the tenth week (Mahyuddin & Sudirman, 2021). Data triangulation was performed by comparing the results of observations, questionnaires, interviews, and documentation to increase the validity of the findings (Syarani, 2020).

Data Analysis Techniques

Data were analyzed using descriptive statistics with percentage calculations for each aspect of CIPP. The formula used: Success Rate = (Actual Score/Maximum Score) × 100%. Categorization of results: Very Good (86-100%), Good (71-85%), Sufficient (56-70%), Poor (<56%). Qualitative data from interviews were analyzed thematically using coding and categorization techniques. Analysis used SPSS 26.0 software for quantitative data and NVIVO 12 for qualitative data (Odinokaya et al., 2019).

RESULTS AND DISCUSSION

Overall Evaluation of the Volleyball Extracurricular Program

The evaluation results show that the implementation of the volleyball extracurricular program at State Vocational School 14 Medan achieved a success rate of 84.2%, which is included in the good category(Dasmana et al., 2022).

Table 1. Results of the Evaluation of the Volleyball Extracurricular Program Based on the CIPP Model

Evaluation Aspects	Actual Score	Maximum Score	Percentage	Category
Context	267	299	89.3%	Very good
Input	312	360	86.7%	Very good
Process	328	400	82.1%	Good
Product	284	360	78.9%	Good

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Average	**1,191**	**1,419**	**84.2%**	**Good**

Evaluation of Program Context Aspects

The context aspect showed excellent results with a score of 89.3%. The highest indicators were school policy support (93.6%) and student need for the program (91.2%). The lowest indicator was the availability of a dedicated budget (84.8%) (Wibowo et al., 2020).

Evaluation of Program Input Aspects

Table 2. Evaluation of Input Aspects of the Volleyball Extracurricular Program

Input Components	Percentage	Category
Coach Qualifications	92.4%	Very good
Availability of Facilities and Infrastructure	87.5%	Very good
Training Program	88.2%	Very good
Management Support	85.8%	Good
Program Budget	79.6%	Good

Evaluation of Implementation Process Aspects

The process aspect reached 82.1% with variations between components:

a. Execution of routine exercise: 88.4% (very good)
b. Trainer-student communication: 86.7% (very good)

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c. Practice time management: 79.2% (good)
d. Periodic evaluation: 76.8% (good)
e. Coordination with schools: 82.3% (good)

Evaluation of Program Product Aspects

Table 3. Program Achievements and Results

Product Indicators	Results	Category
Competition Achievements	2nd Place City, 3rd Place Province	Good
Student Participation	88%	Very good
Student Satisfaction Level	85.6%	Good
Skills Enhancement	81.4%	Good
Character Development	78.9%	Good

Program Implementation Constraints

Identification of constraints based on survey and interview results:

Table 4. Main Obstacles in Program Implementation

Types of Constraints	Percentage of Respondents	Level of Constraint
Limited Practice Time	76%	Tall

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Schedule Conflict with Lessons	64%	Currently
Competition Budget Limitations	58%	Currently
Weather Conditions	45%	Currently
Equipment Availability	32%	Low

Student Participation and Motivation Level

The survey results showed positive levels of student participation and motivation.

a. 96% of students attended regular practice
b. 84% of students stated that they were motivated to participate in the program.
c. 88% of students felt an increase in skills
d. 79% of students are interested in participating in the competition
e. 91% of students recommend the program to friends

DISCUSSION

The results of the study indicate that the implementation of the volleyball extracurricular program at SMK Negeri 14 Medan achieved a success rate of 84.2%, which is considered good. This finding aligns with research in Cilacap Regency, which found that "the extracurricular sports program was categorized as good with an average success rate of 87% (Siahaan et al., 2025). This high success rate indicates that the program has been managed effectively and has had a positive impact on students (Syarani, 2020).The context aspect, which reached 89.3% (very good), indicates that the volleyball extracurricular program has a strong foundation in terms of school policy and student needs. High school policy support (93.6%) confirms the importance of management commitment to the program's success. This aligns with research stating that "a needs analysis is important to determine existing support capacity before determining the types of extracurricular activities (Mulwaris, 2023)."The input aspect, which reached 86.7%, indicates good readiness in terms of program resources. Excellent coaching qualifications (92.4%) were a key success factor, in line with research findings that "volleyball players' biomotor skills in extracurricular activities are generally classified as excellent" when supported by qualified coaches (Nugroho & Raharjo, 2020).

The availability of infrastructure (87.5%) indicates conditions conducive to learning. This

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contrasts with research in several schools, which identified limited facilities as the primary obstacle. These favorable conditions positively contribute to program effectiveness and student interest in participation (Nugraha, 2020).The process aspect (82.1%) indicated fairly good implementation but still needed improvement. Excellent implementation of routine training (88.4%) indicated program consistency, but training time management (79.2%) still needed improvement. This finding aligns with the main identified obstacle, namely limited training time (76% of respondents) (Pajarwati et al., 2024).

Good coach-student communication (86.7%) contributed to a high student satisfaction rate (85.6%). Research shows that "student motivation in participating in volleyball extracurricular activities is in the moderate category at 40%" in other schools, while at SMK Negeri 14 Medan, motivation is higher (84%).The product aspect (78.9%) showed good results, although there is room for improvement. The second-place finish at the city level and third-place finish at the provincial level demonstrates the program's strong quality (Sahabuddin et al., 2023). This contrasts with findings at SMK Negeri 1 Kendal, which showed that "extracurricular volleyball performance has declined over the past three years."

The high student participation rate (88%) indicates the program's appeal. This finding supports research that states that "volleyball is an extracurricular sport activity that is attractive and quite popular among vocational high school students." This high participation rate also correlates with student satisfaction (85.6%) (Rahmawati & Utomo, 2025).The primary obstacle, limited practice time (76%), aligns with the characteristics of vocational schools with busy learning schedules (Teshome et al., 2022). Research shows that "extracurricular volleyball activities are not optimal due to limited practice time, which is held only once a week." Conditions at State Vocational School 14 Medan are better with twice-weekly practice, but participants still feel this is insufficient (Lyoba & Mwila, 2022).

Schedule conflicts with subjects (64%) indicate the need for better coordination between academic and student affairs departments. This requires careful planning in developing the overall school activity schedule (Asadollahi & Kafshdar Toosi, 2023).

Limited competition budgets (58%) are a barrier to further developing achievements. Research shows that "funding for extracurricular programs is necessary to cover teacher or coach fees and competition activities." Adequate financial support is necessary for long-term program sustainability (Pranata & Ahmad, 2026).

Practical Implications: The research findings provide guidance for improving program effectiveness through optimizing time management, increasing financial support for competitions, and strengthening coordination between divisions within the school (Permadi et

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al., 2020).

Scientific Contribution: This study enriches the literature on extracurricular program evaluation by providing an empirical overview of implementation at the vocational high school level using the CIPP model. The findings can serve as a reference for other schools in managing extracurricular sports programs (Aflada et al., 2022).

Research Limitations: The study was limited to a single school with a relatively short evaluation period. The program's impact measurement was primarily perceptual and did not comprehensively examine the long-term impact on student development

CONCLUSION

Based on the research results, it can be concluded that the volleyball extracurricular program at SMK Negeri 14 Medan was implemented well and achieved a success rate of 84.2%. The context and input aspects showed excellent performance, while the process and product aspects were in the good category. This program successfully achieved its goals of developing student talent, improving school achievement, and providing a platform for channeling students' interest in volleyball.

The program's strengths lie in strong school policy support, high-quality coaches, adequate infrastructure, and high student participation rates. These achievements demonstrate that the program makes a significant contribution to developing students' potential in sports.The main obstacles faced include limited practice time, scheduling conflicts with subjects, and limited competition budgets. These obstacles require systematic solutions through improved time management, better coordination between departments, and increased financial support.

Further research is recommended to examine the long-term impact of extracurricular programs on student character development and academic achievement. Longitudinal studies are needed to monitor program sustainability and the factors influencing it. Comparative research between schools can also be conducted to identify best practices in managing extracurricular sports programs. Furthermore, research can be expanded to examine the integration of technology into extracurricular programs and develop more comprehensive evaluation models to measure the program's holistic impact on student development

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