

# Evaluation of Youth Football Development Programs Using the CIPP Model: Evidence from Seyegan United Football School

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## Abstract

This study evaluated the youth football development program at Seyegan United Football School in Sleman, Indonesia, using the Context, Input, Process, and Product (CIPP) evaluation model. It addresses the limited evaluation of youth football development programs at the local football school level, particularly within the Indonesian context. An evaluative qualitative design with a descriptive-inductive approach was employed, involving 15 participants: three administrators, three coaches, and nine athletes. Data collection methods included observation, semi-structured interviews, and documentation, with analysis conducted using the interactive model of Miles and Huberman. The findings indicate that the context and input components were sufficient, the process component was good, and the product component was very good. These results demonstrate that the program has established a clear organizational foundation, sufficient human resources and facilities, structured training implementation, and positive competitive outcomes. Nevertheless, the program continues to face challenges related to funding limitations, administrative capacity, stakeholder support, athlete discipline, and achieving long-term performance targets. In conclusion, the program has shown positive progress; however, its sustainability will require stronger institutional support, broader collaboration, and more systematic monitoring and evaluation.

**Keywords:** Youth football, football development program, program evaluation, CIPP model, football school.

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## INTRODUCTION

Youth football development is currently understood as a multidimensional process encompassing technical, tactical, physical, psychological, social, and environmental aspects of athlete development (Murr *et al.*, 2018; Reeves *et al.*, 2018). Recent studies emphasize that talent development in football is non-linear and cannot be explained solely through isolated performance indicators. Rather, player development results from dynamic interactions among individual characteristics, coaching processes, social support, and institutional conditions over time (Gledhill *et al.*, 2017; Kelly *et al.*, 2022).

Recent systematic reviews further reinforce this multidimensional perspective in youth football development. Sociological predictors such as accumulated training hours, coach-athlete interactions, parental support, and educational context have been identified as key factors influencing the development of

junior-elite players (Reeves *et al.*, 2018). In addition, psychological and perceptual-cognitive factors such as dribbling ability, ball control, decision-making, achievement motivation, and responses to failure have also been shown to be relevant in predicting early football development (Murr *et al.*, 2018). These findings highlight that evaluating youth football development programs should not rely solely on match outcomes, but must also consider the quality of the developmental system that supports athlete growth.

Empirical evidence from large-scale perspective studies further underscores the importance of multidimensional assessment in football talent development. Höner *et al.* (2021) found that combining objective and subjective assessments yields more accurate predictions than relying on a single method, with tactical skills, sprint performance, and dribbling identified as key predictors of future success. Furthermore, Kelly *et al.*, (2022) demonstrated that talent development processes in football academies are

influenced by multiple factors, including psychological characteristics and the ability to engage in high-quality training.

Beyond performance outcomes, youth football academies are also expected to provide positive developmental experiences for athletes. Research on former youth academy players in England indicates that academy environments can support the development of transferable life skills and readiness for life beyond football. However, these outcomes are strongly influenced by contextual demands, daily practices, and the quality of interpersonal relationships (Rongen *et al.*, 2021). Recent action research on parental support in football academies also highlights the importance of parental involvement and attention to organizational culture in supporting youth player development (Newport *et al.*, 2024).

Evaluating youth football programs requires a framework capable of examining alignment among program objectives, available resources, implementation processes, and achieved outcomes. The CIPP model provides such a framework by assessing four components: context, input, process, and product (Stufflebeam, 2005). This model is considered comprehensive because it evaluates whether a program is implemented as planned and produces outcomes aligned with its intended objectives.

Football schools play a central role in grassroots development and the cultivation of youth talent. Seyegan United Football School in Sleman, Special Region of Yogyakarta, has implemented a youth development program with a well-structured organization, clear vision and mission, and systematically organized training activities. However, the program also faces several limitations, particularly in terms of funding, facilities, and achieving national-level performance targets. Despite these challenges, the school has demonstrated significant competitive outcomes, including repeated regional achievements and player progression to higher development pathways (Harian Merapi, 2021; PSS Sleman, n.d.).

Local competition reports indicate that Seyegan United won Group C of the Sleman Dispora League U-11 with nine points from three matches, while the PSS Sleman website records the team as one of those advancing to the next stage of the Super Elja Football Festival U-12 (Harian Merapi, 2021; PSS Sleman, n.d.).

Although numerous studies have highlighted that youth football development is influenced by technical, tactical, psychological, social, and environmental factors (Murr *et al.*, 2018; Reeves *et al.*, 2018), most research has focused on talent development, performance predictors, and individual athlete characteristics (Baker *et al.*, 2020; Höner *et al.*, 2021; Kelly *et al.*, 2022). Studies that specifically evaluate the

overall quality of development programs at the local football school level, particularly in Indonesia, remain limited. Comprehensive program evaluation is essential to assess alignment among program objectives, resource availability, implementation processes, and achieved outcomes. Therefore, this study aims to address this gap by evaluating the youth football development program at Seyegan United Football School using the CIPP model, encompassing context, input, process, and product components.

## RESEARCH METHODS

### *Research Design and Setting*

This study employed an evaluative qualitative research design with a descriptive-inductive approach to examine the implementation of a youth football development program in its natural context. The evaluation was guided by the CIPP model, which includes context, input, process, and product components. The study was conducted at Seyegan United Football School in the Special Region of Yogyakarta, Indonesia. The evaluation focused on program context, resource availability, implementation processes, and program outcomes.

### *Participants*

The study involved 15 participants: 3 administrators, 3 coaches, and 9 athletes. A total sampling technique was employed, whereby all members of the population relevant to the evaluation focus were included as data sources. The inclusion of administrators, coaches, and athletes aimed to obtain complementary perspectives on program planning, resource support, training implementation, implementation challenges, and development outcomes.

### *Instruments*

The research instruments consisted of observation guidelines, semi-structured interview guides, and documentation sheets, all developed based on the CIPP evaluation model and covering the context, input, process, and product components. The interview guide included 34 items representing program background and objectives, resources, implementation processes, and outcomes. Instrument validity was assessed through content validity using expert judgment and analyzed with the Gregory index. The resulting content validity coefficient was 0.59, indicating moderate validity.

### *Data Collection Procedures*

Data were collected through observation, semi-structured interviews, and documentation to obtain a comprehensive understanding of the program implementation at Seyegan United Football School.

Observations were conducted to examine facilities, training implementation, and the dynamics of the development program in the field. Through observation, the researcher recorded factual conditions

related to program implementation, coach–athlete interactions, and the training environment as part of the evaluation components. Semi-structured interviews were conducted with administrators, coaches, and athletes to gather information on program objectives, implementation, resource support, challenges, and outcomes. This format ensured consistency in guiding questions while allowing greater depth in exploring participants' responses. Documentation was used as supporting data to complement and verify information obtained from observations and interviews. The analyzed documents included organizational records, training programs, achievement archives, activity photographs, and other relevant materials.

All field data were recorded in descriptive and reflective notes. Descriptive notes contained raw data on what the researcher observed, heard, and experienced, while reflective notes included initial interpretations, comments, and insights. Both types of notes were used to organize data and guide subsequent data collection.

#### **Data Analysis**

Data were analyzed using Miles and Huberman's interactive model, which includes data collection, data condensation (reduction), data display, and conclusion drawing and verification (Miles *et al.*, 2019). During the data collection phase, data were continuously collected from observations, interviews, and documentation. In the condensation phase, relevant data were selected, focused, simplified, and organized according to the CIPP components. In the data display phase, reduced data were systematically presented in narrative, matrix, or thematic formats to facilitate the identification of patterns and relationships. The final stage involved drawing and verifying conclusions by interpreting meanings, examining relationships among findings, and ensuring consistency with the available data.

#### **Trustworthiness**

The trustworthiness of the data was ensured through credibility, transferability, dependability, and confirmability, which are key criteria for rigor in qualitative research. Credibility was strengthened through methodological triangulation (observation, interviews, and documentation) and source triangulation involving administrators, coaches, and athletes. Transferability was supported by providing detailed descriptions of the research context, participant characteristics, and program setting. Dependability was ensured through documentation of research procedures, field notes, and an audit trail of analytical decisions. Confirmability was established by grounding interpretations in raw data, documents, interview results, and observational records.

#### **Ethical Considerations**

This study received ethical approval from the Research Ethics Committee of Yogyakarta State

University (No. B/1506/UN.34.16/PT.01.04/2025). Prior to data collection, all participants were informed about the study's objectives, procedures, benefits, and implications. Participation was voluntary, and informed consent was obtained from all participants. Confidentiality was ensured by excluding personal identifying information from the research report. For participants who were minors, consent was obtained from parents or legal guardians.

## **RESULTS**

Based on the CIPP evaluation model, the youth football development program at Seyegan United Football School demonstrates varying levels of achievement across components. The context and input components are categorized as adequate, the process component as good, and the product component as very good. These findings indicate that the implementation of the development program has been generally positive; however, further improvements are needed in strategic planning, resource support, funding, and program sustainability. In terms of the context component, Seyegan United Football School has established a clear organizational structure, vision, mission, and program orientation. However, strategic targets at the national level have not yet been fully achieved. This condition suggests that, while the organizational foundation is in place, strategic planning and organizational evaluation still need to be strengthened to ensure more measurable, sustainable development directions.

Regarding the input component, core human resources—comprising administrators, coaches, and athletes—are available, and basic facilities, including training infrastructure, are in place. Nevertheless, funding remains a major constraint, as the program relies heavily on parental contributions. This limitation affects operational flexibility and the program's participation in competitive events.

For the process component, training implementation follows an annual periodization plan, accompanied by regular monitoring and routine coordination between administrators and coaches. The program also includes internal activities and friendly matches with other football schools or academies. However, athlete discipline in attending and participating in training has not been fully optimal, indicating that program control and enforcement still need improvement.

In the product component, Seyegan United Football School performs best. The school has achieved repeated success at the regional level and has facilitated the progression of several players to higher development pathways, including the Elite Pro Academy and Liga Nusantara. However, national-level achievement targets have not yet been fully attained, indicating that existing competitive outcomes need to be consolidated through

stronger governance and more sustainable resource support.

**Table 1: Summary of Program Evaluation Based on the CIPP Model**

CIPP component	Evaluation category	Main findings	Development implications
Context	Sufficient	Organizational structure, vision, mission, and program orientation are in place, but national targets have not yet been achieved.	Strategic planning and organizational evaluation need to be strengthened.
Input	Sufficient.	Human resources and basic facilities are available, but funding remains limited.	Diversification of funding sources needs to be developed.
Process	Good.	Training, monitoring, and coordination are implemented, but athlete discipline remains a challenge.	Program implementation control and athlete discipline need to be improved.
Product	Very good.	Strong regional achievements and several players have progressed to higher development pathways.	Competitive achievements need to be consolidated through governance and sustainable resource support.

## DISCUSSION

The findings indicate that the quality of the youth football development program at Seyegan United Football School is uneven across the CIPP components, although overall progress is positive. Context and input are rated as adequate, process as good, and product as very good, suggesting that competitive outcomes have advanced more rapidly than the institutional and resource foundations required to sustain them over time. This pattern reinforces the view that youth football development is a complex, multidimensional process in which technical and tactical abilities interact with psychological, social, environmental, and experiential factors (Kelly *et al.*, 2022; Verbeek *et al.*, 2023). Accordingly, the strong results in the process and product components cannot be attributed solely to training intensity or match performance, but rather to the interplay of multiple elements within the development system.

The literature on youth football consistently highlights the importance of multidimensional and holistic assessment. Prospective studies show that combining subjective and objective evaluations yields stronger predictive power for future success, with sprint performance, tactical skills, and dribbling emerging as key predictors (Höner *et al.*, 2021). These insights underscore that program evaluation should not be restricted to competitive achievements, but must also encompass the quality of developmental processes and indicators of athlete growth. Similarly, recent work foregrounds psychosocial attributes as critical for academy players, while noting implementation challenges related to coach capacity, external support, and curricular integration (Barracough *et al.*, 2024). In the present study, the good rating for the process component likely reflects not only structured training, but also ongoing coordination, supervision, communication, and athlete motivation within the program.

The results further highlight the importance of supportive talent development environments. Effective football development settings are characterized by long-term focus, clear and consistent communication, aligned expectations, holistic preparation, and robust support networks (Gesbert *et al.*, 2021; Mitchell *et al.*, 2021). The adequate ratings for context and input suggest that these systemic features particularly governance, communication, and environmental support remain underdeveloped and require strengthening at the organizational level. Coaches also play a pivotal role in shaping effective developmental processes; evidence indicates that psychosocial skill development can be integrated into coaching through workshops, training practices, and deliberately designed learning environments (Mitchell *et al.*, 2024). Thus, the positive appraisal of the process component can be interpreted as an indication that coaches contribute not only to routine training delivery, but also to the construction of a more supportive learning climate.

Relationships among administrators, coaches, athletes, and parents emerge as another key factor in program sustainability. Studies on parental support in football academies show that interventions are most beneficial when they address both individual needs and the broader organizational culture (Newport *et al.*, 2024). This aligns with the current findings, which point to the need to strengthen coordination and communication among stakeholders to enable the program to operate more consistently and predictably. At the same time, previous research has demonstrated that academy environments can foster transferable life skills and preparedness for life beyond football, contingent on environmental demands, available support, and the quality of interpersonal relationships (Rongen *et al.*, 2021). Taken together, these insights support the argument that program quality should be assessed not only in terms of team or individual performance, but also in terms of its capacity to provide healthy, meaningful developmental experiences.

The use of the CIPP model in this study is consistent with prior program evaluations in football development settings, such as the ASIOP Football Academy in Jakarta, which have shown that context, input, process, and product provide a comprehensive lens for assessing alignment between program objectives, resources, implementation, and outcomes (Fitriani *et al.*, 2021). Conceptually and practically, the CIPP framework provides a robust basis for assessing whether a program is being implemented as intended and whether its outputs align with its stated goals. From a practical standpoint, the present findings emphasize that program success cannot be sustained by training intensity and competitive results alone. Governance, funding, facilities, organizational administration, communication with parents, and systems for monitoring athlete development also require systematic reinforcement. Without such strengthening, the current positive ratings in process and product are at risk of being difficult to maintain in the long term.

This study has several limitations. First, it focuses on a single football school, so the findings are best interpreted as context-specific rather than broadly generalizable. Second, the research relies predominantly on qualitative data from observations, interviews, and documentation, which could be enriched by quantitative indicators such as training attendance, performance trajectories, and long-term competitive outcomes. Third, although ethical procedures and consent processes are implemented, they could be reported in greater detail to further enhance the rigor and transparency of scientific reporting. In light of these limitations, future research is recommended to involve multiple football schools to enable cross-context comparisons, and to employ mixed-methods or longitudinal designs to generate a more comprehensive understanding of the relationships between program quality, athlete development processes, and performance outcomes over time.

## CONCLUSION

This study concludes that the youth football development program at Seyegan United Football School demonstrates generally good quality based on the CIPP evaluation. The context and input components are categorized as adequate, the process component as good, and the product component as very good. These results indicate that the program has established a promising organizational base, structured training implementation, ongoing monitoring, and competitive achievements that reflect meaningful developmental progress.

Nonetheless, several areas require reinforcement, particularly strategic planning, funding, facilities, administrative capacity, athlete discipline, and the pursuit of long-term performance targets. Sustainable program development therefore depends on stronger institutional support, broader stakeholder collaboration, and more structured, continuous evaluation mechanisms. Targeted improvements in these areas are expected to

help maintain and enhance the program's current positive trajectory in its process and product outcomes.

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