The Evaluation of Kids Athletic Massing Program

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Abstract. The purpose of this research is to evaluate the Kids Athletic massing program in Banyumas Central of Java. The research uses both qualitative and quantitative approach (mixed methods). CIPP evaluation model of Stufflebeam is used to evaluate the context, input, process, and outcome. Samples are taken using purposive and cluster sampling technique. The result showed that in the context evaluation scored 0.73, the input evaluation scored 0.71, the process evaluation scored 0.73, and the product evaluation scored 0.68. The conclusion are the aspect of context, input, and process, the programs are classified into good category. Meanwhile, the aspect of output, those are classified into fair category.

1. Introduction

Athletic competition is a strong traditional element of today's American society. An environment that involves athletics provides a positive space for attaining desired goals, such as fostering relationships, confidence, self-esteem, and health. Sixty million youth participate in sports between the ages of 6 to 18. However, there is an immense decline in participation during high school. At that point, only 7.5 million students participate in high school athletics (1). Thus, it is important that satisfaction with sports is developed amongst adolescents and children, especially with the declining rates of exercise among adults (2). Participation in sports and athletics heavily contributes to a child's overall activity level (3).

The present literature review attempts to understand how parents can play a positive or negative role in the decision to begin and maintain athletic participation throughout emerging adulthood. This study looks at what constitutes healthy support and pressure. Furthermore, parental attachment and parenting style are discussed; specifically which styles promote a continuation of athletic participation. Due to the overwhelming focus on a mother's relationship with her child the current literature, this review pays special attention to the father's role in athletics. The different levels of support and pressure regarding athletic participation from the mother and father are examined. This paper proposes that both the mother's and father's support and pressure greatly influence their children's participation in athletics and their decision to continue athletics beyond high school (4).

Kids Athletics is first officially competed in Indonesia at students' sports festival called National School Sports Olympiad. This Olympiad is particularly addressed to elementary school students to participate in some sport competitions: 1). Sprint and Kanga's Escape, 2). Frog Jump, 3). Turbo Throwing, as well as 4). Hurdles and Slalom /Formula One (5). Kids Athletics is an implementation model of a comprehensive or multilateral development sports concept for children in their early ages. Those sports competitions represent exercises which develop various skills and motoric competences to provide various basic movements of running, jumping, and throwing based on the modifications of

athletic sport types. Athletic sports competition for children is not only used as a basic medium of athletic movements but also provide best opportunities for children's growth and development that eventually athletics are more preferable to children. The massing means to involve or engage the crowd. Kids Athletic Massing Program is a program that aims to instill the fundamentals of athletic movement to children so that children love athletics at an early age (6, 7, 8, and 9).

Since introduced and competed in Indonesia in 2008, no efforts were made to evaluate the Kids Athletic massing programs. Thus, an evaluative research is necessary to be conducted to determine how well the program is implemented from the aspect of context, input, process, and output (product). This research is beneficial for a consideration in developing sports education as well as in implementing National School Sports Olympiad, and an input in determining policies related to the implementation of an athletic development model since early ages in the form of recommendation to the related parties (10, 11).

Athletic customs and traditions are passed on through the child's family. A family has the capability of influencing a child in their decision making concerning participation in sports. The family plays a major role in enhancing the amount of physical activity of the child. Initially, athletic participants are encouraged to try a variety of sports to find out if they enjoy them or if they have any skill. Adolescents take part in sports more often if they identify both of their parents as being active in sports or exercise. Financial and emotional support, parental involvement, and equipment availability are positively correlated with greater than thirty minutes per week of athletic participation as well (12).

Socioeconomic status, demographics, and social pressure significantly predict motivation for adolescent sports involvement. For example, sports participation is shown to have a connection with both parent's employment status. If the mother and father are unemployed, male and female children are less likely to participate in any form of athletic participation. This is likely due to the available finances of the parents. If they do not have extra money to buy adequate groceries, then it is apparent they would not be able to support their children in playing an organized team sport. In families from a low socioeconomic status, parents understand the importance and positive gain that their children receive from participating in athletics. However, there are still financial barriers that restrict their children's continued involvement in organized sports. If a child lives with both parents (and thus has more resources and time), they are more likely to have a higher level of physical activity within the household (13).

2. Research Methods

This research uses a combined method of qualitative and quantitative approach. The paradigm of a combined methodology is the sustainable one regarding to the elements of qualitative approach which focus on constructivism/ phenomenology and to those of quantitative approach which focus on positivism/empiricism (14, 15).

Due to the design, this research is classified into an evaluative research which aims to obtain information and to assess the benefits of a program related to the plan, goal, process, and product. The evaluation model used in this research is CIPP (Context, Input, Process, and Product) evaluation model of Stufflebeam. The population of this research includes 61 physical education teachers and 102 students of elementary schools in Banyumas. The samples are taken using purposive and cluster sampling technique. The research areas are Ajibarang East Purwokerto, and Sumpiuh sub-district (16, 17).

3. Results and Discussions

3.1. Context Evaluation

The objective aspect of this program includes several indicators: kid's athletics are considered as the athletic basic movement experiences, athletics is more preferable to children since their early ages, and implementation of multilateral development model. The data processing results show that the maximum

score is 5712, while the achieved score is 4732 (82.84%). The figure shows that only 82.84% of the program's objective aspects are completed. The achieved indicators: 1) in order to make athletics are more preferable in early ages is 83.11%, 2) to introduce basic athletic movements is 84.54%, and 3) as a multilateral development model is 79.22%.

The environmental supporting aspect includes physical and non-physical supports. The data processing results show that the maximum score is 7344, while the achieved score is 4452 (60.62%). The figure shows that only 60.62% of the environmental supporting aspects provide contributions. The achieved indicators: 1) the infrastructures availability is 62.61%, 2) tool modification effort is 68.76%, 3) School Principal's support is 81.37%, 4) School Committee's support is 64.81%, and 5) organizing scientific events is 51.77%.

3.2. *Input Evaluation*

Children's characteristics consist of psychological and physiological aspects. The data processing results show that the maximum score is 5712, while the achieved score is 4877 (85.38%). The figure shows that only 85.38% of students' characteristic aspect is completed. Children characteristic aspect is shown from the achieved indicators: 1) 85.32% of children love various competitions, 2) 73.47% of children love competitions, 3) 81.45% of children want to become team members, 4) 78.55% of children are highly motivated, and 5) 74.55% of children are able to perform KA movements.

The aspect of teacher characteristics is shown from the indicator of knowledge, engagement in development program, and training experience. The data processing results show that the maximum score is 6528, while the achieved score is 4012 (61.45%). The figure shows that only 61.45% of teachers' characteristics aspect is completed. The aspect of teachers' characteristics is shown from the achieved indicators: 1) teachers' knowledge is 55.27%, 2) training experience is 47.45%, 3) active participation in development program is 66.46%, and 4) the ability to utilize KA facilities is 65.77%.

The aspect of infrastructures is shown from indicator of Children Sport Equipment (POA) availability, KA infrastructures, and convenient infrastructures. The data processing results show that the maximum score is 4896, while the achieved score is 3074 (62.78%). The figure shows that only 62.78% of infrastructure aspect is completed. The aspect of infrastructure is shown from the achieved indicators: 1) Children Sport Equipment availability is 60.34%, 2) secure and convenient area is 63.772%, 3) facilities availability for all sport types of KA is 55.23%, and 4) equipment adequacy for teaching-learning process is 54.24%.

The funding aspect consists of indicator of fund allocation and utilization to support KA development program. The data processing results show that the maximum score is 3124, while the achieved score is 2422 (74.20%). The figure shows that only 74.20% of the funding aspect may be completed. The funding aspect is shown from the achieved indicators: 1) funding source for KA facilities is 60.76%, 2) funding source for competition is 65.72%, 3) funding Source obtained from recommendations of school principals and School Committees is 75.11%, and 4) funding source obtained from School Operational Assistance is 79.44%.

3.3. Process Evaluation

The learning aspect consists of indicator of learning material, learning implementation, and learning time. The data processing results show that the maximum score is 5712, while the achieved score is 4301 (75.30%). The figure shows that only 75.30% of the learning aspect is completed. The aspect of learning is shown from the achieved indicators: 1) learning implementation at school is 83.47%, 2) KA learning material delivered in each athletic learning activity is 67.54%, 3) immediate learning is 61.23%, and 4) KA facilities Utilization is 73.44%, and 5) students' learning enthusiasm is 73.56%.

The evaluation aspect of learning implementation consists of indicator of process and outcome evaluation. The data processing results show that the maximum score is 3264, while the achieved score is 2578 (78.98%). The figure shows that only 78.98% of learning evaluation aspect is completed. In the aspect of learning evaluation is shown from the achieved indicators: 1) implementation of evaluation is

81.22%, 2) feedback giving is 79.37%, 3) students opportunity for discussion is 75.11%, and 4) evaluation result follow-up is 78, 57%.

The aspect of Extracurricular Activities consists of indicator of implementation, activity type, and implementation time. The data processing results show that the maximum score is 4080, while the achieved score is 2665 (65.32%). The figure shows that only 65.32% of extracurricular activity aspect may be completed. The aspect of extracurricular activities is shown from the achieved indicators: 1) implementation of extracurricular is 69.24%, 2) implementation of routine and scheduled extracurricular is 66.31%, 3) KA Extracurricular type is 57.21%, 4) development program for the elected students is 71.01%, and 5) immediate development program only for the upcoming competition is 63.45%.

The aspect of competition participatory consists of indicator of participation, selection, and school team formation. The data processing results show that the maximum score is 6528, while the achieved score is 4934 (75.58%). The figure shows that only 75.58% of the participatory aspect is completed. In competition participatory aspect is shown from the achieved indicators: 1) The implementation of school selection is 90.12%, 2) school development program is 65.58%, 3) time adequacy for the development program is 69.78%, and 4) competition participatory in sub-district level is 76.46%, 5) students' competition participatory is 86.15%, and 6) development program contribution for competition achievement is 78.03%.

3.4. Product Evaluation

The evaluation of outcomes is based on results of Indonesian Physical Fitness testing for the ages of 10 -12 required to 102 elementary school students of grade IV and grade V used as the research as follows; 7 (6%) students have the physical fitness level of "excellent", 18 (18%) students are in "good" category, 48 (48%) students are in "fair" category, and 27 (27%) students are in "poor" category.

4. Conclusion

Based on data analysis, the research conclusions are in terms of context evaluation, the program is classified into good category, in terms of input evaluation the program is classified into good category, in terms of process evaluation the program is classified into good category, and in terms of product aspect, and the program is classified into fair or moderate category.

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