







RESEARCH ARTICLE

Evaluation of The Sports Coaching Program in South Sulawesi: an Evaluative Research CIPP Model Program

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Abstract

This research aims to obtain input about the benefits, value and usefulness of a program, as well as the effectiveness of providing coaching and training through the CIPP (context, input, process and product) model developed by Stufflebeam. Therefore, we use cross-sectional design in this study. The object of this research is the South Sulawesi sports development program, include: availability of infrastructure, availability of human resources, organizational performance and funding sources. Variables are measured through questionnaires, observations, interviews, documents and test results. The results of implementing sports coaching are in the good category, including: (1) context aspects, the average score is 89.2%, which means that the sports coaching program is appropriate and relevant to government goals and policies, (2) aspects of input, planning programs and resources are in accordance with a score of 78.0% of the maximum score, (3) process aspects, assessment of the sports coaching process is in accordance with a score of 86.3% of the maximum score, athlete assessment a score of 86.8% of the maximum score, (4) product aspect, the achievement of athletes' abilities is considered to have increased significantly, the average initial test score is 65% while the average final test score is 84.04%, resulting in an increase in the average athlete score of 19.04%. The measurement of interest a score of 78.1% of the maximum score, while attitude a score of 80.3% of the maximum score, this means that the athlete's assessment of the implementation of sports coaching tends to be positive and good.

Keywords

CIPP Model, Program Evaluation, Sports Development

INTRODUCTION

Sports coaching and development covers all sports in Indonesia. However, due to the existing limited conditions, it is difficult to master all sports to achieve international level achievements which are something to be proud of if you look at the current condition of Indonesia's achievements. Therefore, in accordance with the principles of efficiency and effectiveness and the possibility of achieving impressive achievements, it is necessary to take steps to determine regional maps and priority scales for certain sports branches to be developed more intensively. This is in line with

what was expressed by Jean-Loup Chappelet (2018) who stated that to achieve efficiency and effectiveness in sports development, there needs to be a clear roadmap and structured policies. The priority scale is determined based on the level of international achievement targets to be achieved.

Success in the sports development program requires monitoring and evaluation, both carried out by KONI (sports institutions in Indonesia) and institutions involved in sports development in South Sulawesi Province, Indonesia. In line with what Potrac (2016) stated in his study, he found that the sports coaching process involved various stakeholders, including mentors, clubs, athletes and

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parents. Moreover, an overall program evaluation in South Sulawesi has never been carried out. Because to see the effectiveness of the program, we don't just look at the implementation of sports coaching activities, but there are many factors that must be taken into account, in this case how the athletes, organizers, coaches/coaches, activity program structure, facilities and infrastructure, coaching strategies, financing, management and evaluation carried out in these activities. Therefore, the success of a program in achieving its stated goals is significantly influenced by various factors, including context, input, process, and outcomes. Kirkpatrick (2006) states that there are three reasons why program evaluation is needed, namely: (1) to show the existence and funds spent to achieve the goals and objectives of the program being carried out, (2) to decide whether the activities being carried out will be continued or stopped, (3) to collect information on how to develop the program in the future.

Studies related to evaluating sports coaching programs in Indonesia are still lacking. Therefore, we conducted this study to fill the gap in the literature regarding this matter. More specifically, we chose to use the CIPP model developed by Stufflebeam (1985). Because the model as a whole can evaluate a system of activities as a whole starting from context, input, process and product. The subjects in this research include sports coaching organizers, athletes, coaches/instructors, and infrastructure. This research is expected to provide benefits in the form of actual information. The scientific use of this research is to synergize regional development policies with the development of sports that are of interest to the public. The practical use of this research is to provide information for KONI about potential sports to be developed in the research area, to provide information for the parent organization, what potential sports can be developed in the research area and it is hoped that the results of this research will become reference material for further research with hopes can be developed with broader variables and problems. This research aims to obtain input about the benefits, value and usefulness of a program, as well as the effectiveness of providing coaching and training through the CIPP (context, input, process and product) model developed by Stufflebeam.

Program Evaluation

Evaluation is an inseparable part of a program or activity, because of the strategic function it has. The success of a program cannot be separated from the role of appropriate evaluation, which will produce accurate and useful data to be used as feedback for future improvements. Owen (1993) said that program evaluation is a process of parsing, explaining and obtaining information and discriminating it to be able to explain and understand a program or to justify decisions related to the program. As the results of a study conducted by Tayibnapis (2008) found that program evaluation is an activity of systematically collecting data or information about how the process works, about the impacts that may occur or may answer questions of interest. Thus, program evaluation is a process related to the design of a decision. Therefore, considering the effectiveness of the training program technically and substantively, the program evaluation is carried out at various stages from planning to final assessment which is designed in such a way as to produce the right decision.

From these definitions, it can be concluded that evaluation of training programs provides results as very important input for improving education and training programs, both technical and substantive aspects, through scientific procedures. Technical improvements are improvements that lead to perfecting the implementation of training programs, while substantive improvements are improvements that lead to perfection of training objectives, training materials, training methods and evaluation.

Development of Sports Achievement

The definition of sports coaching is efforts made to advance or perfect athletes so that they can perform well. According to the Big Indonesian Dictionary, coaching is efforts made to make them a little more advanced or perfect. The main characteristic of achievement sports coaching is always being oriented towards the future to achieve high achievements at an international level. This planning can be developed well if it is supported and grown in a solid coaching system, which is organized for integrated and continuous sports coaching (Syarifuddin et al, 1996).

Sports achievements can be achieved with a gradual, directed, systematic and continuous development program. Sports achievements will never be achieved with an instant coaching program, even if there were, these achievements

would definitely not last long. Talking about gradual, directed, systematic and continuous development, it must definitely start from early childhood. Therefore, the development, talent scouting, recruitment and coaching of an athlete must start where the child is in this early childhood education institution. If sports organization parents are just waiting for children to excel at elementary, middle and high school levels, it could be said to be too late.

Facilities and Infrastructure

Sports facilities and infrastructure are a "container" for carrying out sports activities, thus to welcome the future of Indonesian sports, it is necessary to prepare sufficient "containers" so that all people can get the same opportunity to exercise so that they can gain fitness and health in accordance with the concept of "sport for all". The role of regions in efforts to advance their regions, including the field of sports, lies in the ability and commitment of the region itself to determine whether it will move further forward in developing sports achievements.

One of the supports for developing sports achievements is the ability to make optimal use of existing facilities and infrastructure, or tips for optimizing minimal facilities and infrastructure to develop and produce achievements. However, what needs to be prioritized by regions is maintaining and developing existing facilities and infrastructure and the most important thing is the use of facilities and infrastructure according to their intended use. [Harsuki \(2003\)](#) stated that sports infrastructure is a forum for carrying out sports activities. Thus, to welcome the future of Indonesian sports, it is necessary to prepare sufficient forums so that all people can get the same opportunity to exercise so that they can obtain fitness and health in accordance with the concept of "sport for all. The Deputy for Performance and Sports stated that sports facilities are equipment and equipment used for sports activities.

Human Resources

Development of the quality of human resources can be carried out through the main approaches to: physical aspects, spiritual aspects and social aspects. All of them are aimed at achieving the same end result, namely complete prosperity, which means increasing independence in bio-psycho-sociological life, namely increasing independence in physical-spiritual-social life, which means increasing the quality of life.

Complete prosperity, which is a healthy concept by the World Health Organization (WHO), states that health is: physical, spiritual and social prosperity, not just freedom from disease, disability or weakness. Therefore, health is: the basic capital for all life activities.

Sports personnel consist of coaches, teachers/lecturers, referees, judges, managers, promoters, administrators, guides, counselors, instructors, medical and para-medical personnel, nutritionists, biomechanics experts, psychologists, or other designations appropriate to their specialty and participate in organizing sports activities. Sports personnel serving in every sports organization and/or sports institution are required to have qualifications from a competency certificate issued by the parent sports organization concerned and/or the authorized government agency.

Organizational Performance

The meaning or definition of organization comes from the Greek organon which means tool or means. Referring to this understanding, adherents of this school view organizations as means (means) to achieve a goal (ends). According to [Andreas Budihardjo \(2011\)](#) an organization is a group of people (social entities) that have a goal and are deliberately designed to carry out activities that are systematically coordinated and open and related to the external environment. All organizations have a vision, mission and targets to achieve; This target is commonly known as organizational effectiveness.

Basically, The definition of an organization can essentially be divided into two categories: the static sense and the dynamic sense. In the static sense, an organization is seen as something stationary or unchanging, typically represented through various charts or organograms. Conversely, in the dynamic sense, an organization is viewed as a living entity, a dynamic organism. This perspective considers not only the structure and form of the organization but also its content and activities.

Source of Funds

In organizational life, finance is a very vital resource. With financial resources, all aspects can run as they should, as a basis for compensation for all existing human resources. Sports funding is a shared responsibility between the Government, regional governments and the community. The government and regional governments are required to allocate a sports budget through the State Revenue and Expenditure Budget and Regional

Revenue and Expenditure Budget. Sports funding sources are determined based on the principles of adequacy and sustainability.

MATERIALS AND METHODS

Research Design

This research is more oriented towards an evaluation system that tries to answer the effectiveness of a sports development program using the CIPP evaluation model. Therefore, we use cross-sectional design in this study. As a study conducted by Kesmodel (2018) determined that the cross-sectional research design has the capacity to offer a broad overview of the phenomenon being investigated. The object of this research is the South Sulawesi Advanced sports development program, respondents include: availability of infrastructure, availability of human resources, organizational performance and funding sources. We have elaborated all these variables and attached the data according to what we found when conducting research.

Participant

The population category in this study is Athletes totaling 100 athletes, coaches totaling 28 and mechanics/staff totaling 7 people. So that the total population of this study is 135 consisting of athletes, coaches and staff). We gave them time to be involved in this study for two times forty-eight hours, where they will first consider the benefits and consequences that they will get when they become participants in this study. We do this as a form of complying with research ethics and providing a sense of security to participants. After they filled in their willingness to become participants in this study, we found that there were 35 athletes willing, 15 coaches 15 and 5 mechanics/staff. So that the total number of participants in this study was 55 participants consisting of athletes, coaches and staff.

Instruments

Variables are measured through questionnaires, observations, interviews, documents and test results. Researchers use questionnaires, which are systematically designed written lists of questions, to collect data from respondents. This questionnaire contains closed and open questions that are designed to measure certain variables according to the research objectives. Respondents are asked to answer questions according to their personal experiences or opinions.

In addition to questionnaires, researchers also conduct observations, which are direct observations of certain behaviors, actions, or situations that are relevant to the variables being studied. Observations are carried out in a natural environment or in conditions that have been arranged, and researchers systematically record everything that is observed to obtain accurate and objective data. Furthermore, interviews are conducted as another method for measuring variables, where researchers interact directly with respondents through question and answer sessions. Through interviews, researchers try to dig up in-depth information about respondents' views, attitudes, or experiences related to the variables being studied. Then data collection is also carried out through document analysis, which involves reviewing various written or recorded documents that are relevant to the research. As part of measuring variables, researchers may also use test results, which are assessments carried out through tests or exams that are specifically designed to evaluate the abilities, knowledge, or certain characteristics of research subjects. The results of this test provide quantitative data that can be further analyzed to understand the variables studied.

Procedures

This research was carried out in several stages, namely: the first stage, the researcher conducted a preliminary study to ask for permission and discuss the evaluation to be carried out, the second stage, the researcher evaluated the context which included assessing the program objectives, their relationship to program needs and environment. The third stage, namely the researcher evaluates the input which includes program planning and coaching resources as well as the readiness of the coaching institution's resources, the fourth stage, namely the process researcher which includes the implementation of coaching activities, assessing documents and program activities through observing the training process which assesses the suitability of the presentation with the training program, pre and post tests, assessment of athlete abilities, and coaching service questionnaires. The fifth stage, namely researchers evaluating the product which includes the achievement of the coaching program with skill progress and its influence on the athlete's positive attitude. Where the variables or problems that need to be answered are measured through various data collection tools, namely questionnaires,

observations, interviews, documents and the results of measuring athletes' abilities through tests. Data collection in research has met ethical standards which of course we attach.

This study was conducted after receiving ethical approval from the Sports Research Ethics Committee, Universitas Negeri Makassar, Indonesia, with reference number 453/UN36.3.4/TU/2024. Participants provided informed consent, with a voluntary form that included details of the study, risks, benefits, confidentiality, and participants' rights. This study strictly adhered to the principles of research ethics by prioritizing the rights and welfare of participants in the design, procedures, and confidentiality measures.

Data Analysis

In this study, we used two main data analysis methods, namely t-test and ANOVA (Analysis of Variance), to test hypotheses and

analyze differences between groups of variables studied. We used the t-test to compare the means of two different groups in this study. This analysis aims to determine whether there is a statistically significant difference between the two groups related to the variables measured. Then we used the ANOVA (Analysis of Variance) test which we use to analyze data from more than two groups or variables that have several levels of treatment, we use ANOVA. ANOVA allows us to evaluate whether there is a significant difference between the means of three or more groups.

RESULTS

The findings of the evaluation results on the sports coaching program in South Sulawesi are as follows, presenting a summary of the evaluation results of the CIPP model for implementing sports coaching:

Table 1. The descriptive resume statistics context evaluation results

Evaluation	Aspect	% Maximum Score	Assessment criteria
Context	1. Objectives refer to Government policy	93,4%	Very suitable
	2. Implementation based on Government Policy	93,4%	Very suitable
	3. Implementation based on the activity program	93,4%	Very suitable
	Sub Average	93,4%	
	4. Goals of sports coaching berdasar	86,6%	Suitable
	5. Implementation of sports coaching based on needs	93,4%	Very suitable
	6. A needs analysis is carried out before the program	80,0%	Very suitable
	7. The formulation of objectives is related to the results achieved	80,0 %	Very suitable
	Sub Average	85%	
	Total average	89,2%	Suitable

The evaluation component table which concerns the components of the context of implementing sports coaching is considered good where the implementation of activities is based on central policy and the policy of the sports coaching institution. Even though this activity has not yet

carried out a Training Needs Assessment (TNA), at the start of each meeting, feedback is carried out between the instructor and the athlete to identify coaching needs. So that the policy context and program objectives can be continued in the future.

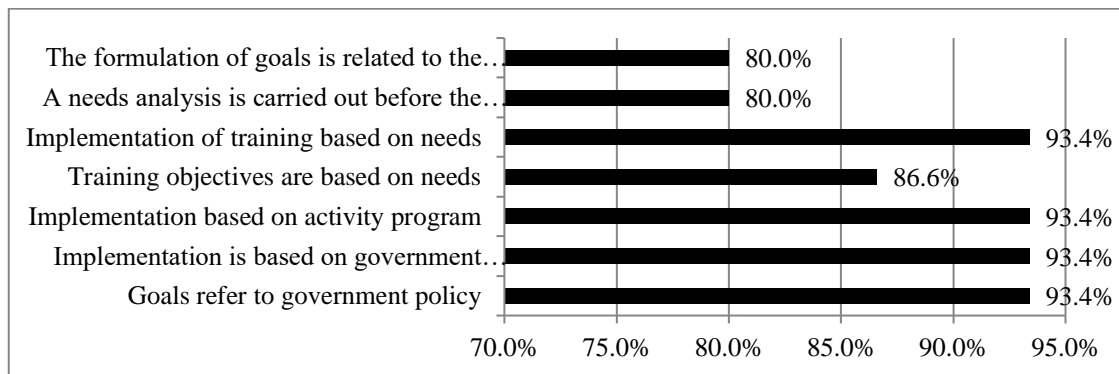


Figure 1. Context evaluation results diagram

Table 2. Descriptive resume statistics of input evaluation results

Evaluation	Aspect	% Maximum Score	Assessment criteria
Input	1. Program planning	86,7%	Good
	2. Resource planning	80,0%	Good
	3. Sports Coaching Curriculum	80,0%	Suitable
	4. Coach/Instructor	86,7%	Good
	5. Implementing staff/facilitators	53,3%	Not good
	6. Sports Coaching Athletes	80,0%	Suitable
	7. Infrastructure	79,0%	Adequate
Average		78,0%	

Evaluation component table involving input components. Overall program planning has gone well, getting an assessment of 86.7% of the maximum score. Overall program resource planning was well planned and received a score of 80.0% of the maximum score. All sports development program resources that have been properly planned and implemented cover all aspects, but the non-academic measurement instrument aspects are considered inadequate by observers, only getting a score of 40% of the maximum score and need to be improved immediately.

The input training program has been planned and implemented well and obtained a total average score of 80.0% of the maximum score, but there are aspects that are still not well prepared and need to be immediately improved, namely aspects of the prepared training material that are not in accordance with the athlete's needs and only achieved a score of 46.7% of the maximum score and was the lowest score in the exercise program input group.

Input on the readiness of coaches/instructors in the implementation of sports coaching which includes the involvement of coaches/instructors

based on competency and educational qualifications, educational background, coaching experience, use of training tools/media by coaches/instructors, and coaching skills has been well planned and implemented and is appropriate with the needs of sports coaching athletes.

Planning for the involvement of personnel and staff in the implementation of sports coaching as a whole is not good, only reaching an average total score of 53.3% of the maximum score, and the aspect that really needs attention to be corrected and immediately improved is the division of tasks for each facilitator which is still chaotic and confusing. athletes thus only get a score of 40.0% of the maximum score. Coordination and a clearer division of tasks and responsibilities need to be improved in the implementation of future sports coaching.

Overall planning of athlete input and infrastructure has been carried out well and respectively obtained a total average score of 80.0% and 79.0% of the maximum score. Thus, the overall input planning for the sports coaching program aligns with the needs of the athletes being coached.

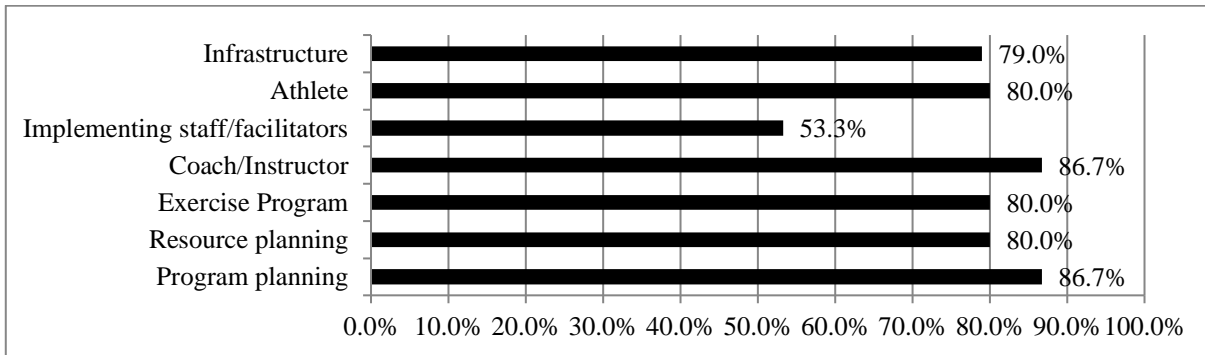


Figure 2. Input evaluation results diagram

Table 3. Descriptive statistical summary of process evaluation results

Evaluation	Aspect	% Maximum Score	Assessment criteria
Evaluation by observer			
Process	1. Implementation of learning programs	90,5%	Good
	2. Athlete activity	88,9%	Good
	3. Learning strategies	67,8%	Good
	4. Sports coaching services by the organizer	82,8%	Good
	5. Coach/Instructor Appearance	85,0%	Good
	6. Sports coaching facilities	82,9%	Good
	Average	86,3%	
Evaluation by athletes			
	1. Learning program	85,8%	Good
	2. Sports coaching services	89,3%	Good
	3. Trainer/Instructor	85,3%	Good
	Average	86,8%	

The evaluation of the sports coaching implementation process indicates that, from a procedural perspective, the program has been well planned and executed, aligning with the needs of the athletes.

From an observer's perspective, the process of implementing sports coaching, which consists of implementing training programs, athlete activities,

training strategies, coach/instructor performance, and sports coaching facilities, has been assessed as good. However, despite the sports coaching services being generally well-implemented by the organizers, some aspects received lower marks. This was primarily due to the training materials not being distributed to the athletes, which was considered challenging and hindered their participation in the coaching sessions.

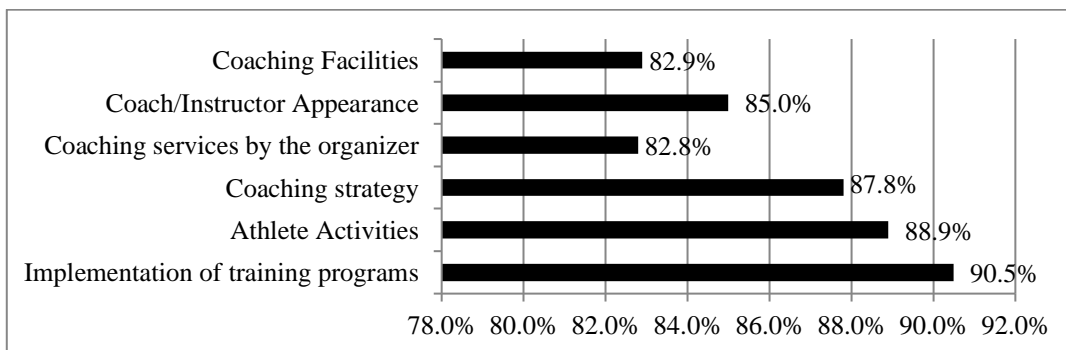


Figure 3. Diagram of observation process evaluation results

From the athlete's perspective, sports coaching evaluates the overall coaching implementation process as good, viewed from the

perspective of the training program, sports coaching services, trainer/instructor readiness.

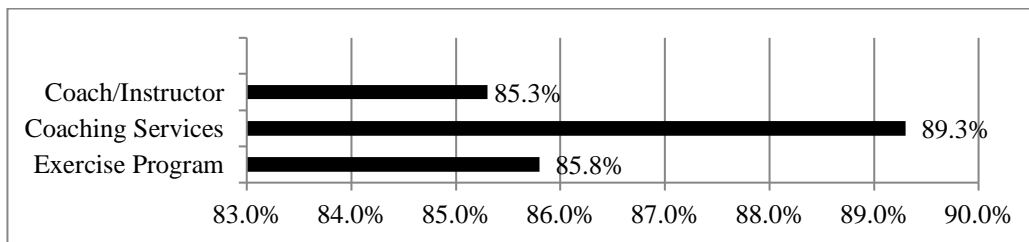


Figure 4. Athlete Process Evaluation Results Diagram

Table 4. Descriptive Resume Statistics of Product Evaluation Results

Evaluation	Aspect	% Maximum Score (mean)	Assessment criteria
Athletes' learning outcomes			
Product	a. Pre-tes	65%	Enough
	b. Assessment during the process	77%	Good
	c. Post-tes	91,5%	Good
	d. Final grade (average b & c)	84,04%	Good
	e. Increase of pretest to final value (t-test)	19,04%	Significant
Evaluation	Aspect	% Maximum Score (mean)	Assessment criteria
Interest	Results of assessing athlete interest	78,1%	Pretty good
Attitude	Results of athlete attitude assessment		
	a.Questionnaire b.Interview	80,3% Effective	Good Satisfying

By comparing the results of the athletes' initial tests with the athletes' final tests, in general sports coaching can be said to be effective considering that the product produced is primarily the result of training, in addition to the observers' observations which concluded that the athletes' positive attitudes also contributed to the achievement of the results of the training. The

athlete's training results as measured by the initial and final tests as well as the t-test showed a very significant increase from the average pre-test result of 65% to the average final score of 84.04%, which means an increase of 19.04%. This means that athletes experience rapid changes in acquiring competence in the form of increasing abilities and skills.

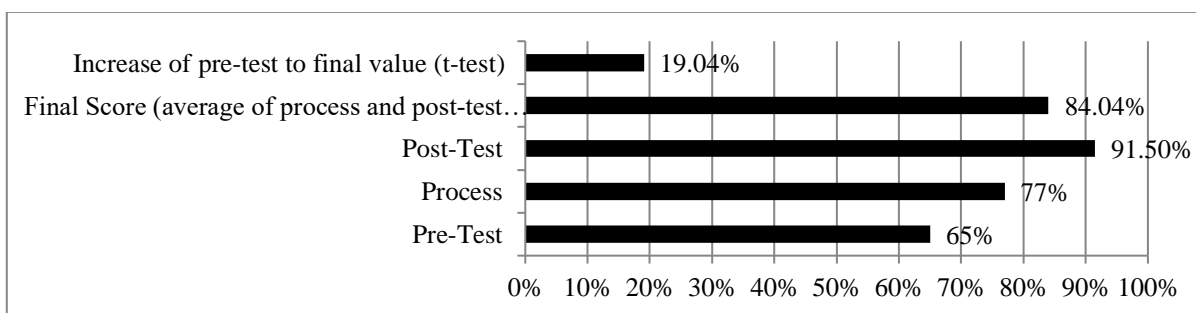


Figure 5. Product evaluation results diagram

The assessment of the athletes' attitudes during the coaching also showed positive things, meaning that sports coaching has helped create positive values for increasing the professionalism of sports coaching athletes. Starting from the high interest of athletes in taking part in sports coaching, supported by good preparation and implementation

of sports coaching, the attitude of sports coaching athletes becomes increasingly positive and can be expected to improve their performance. Through the interview instrument, it can also be seen that the athletes gain insight into new skills such as expertise in creating training models and expertise in making training equipment.

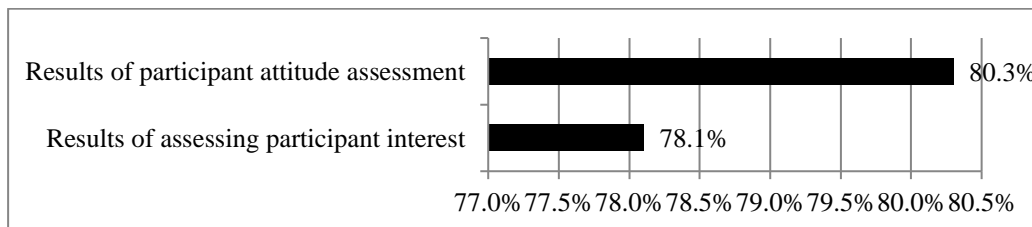


Figure 6. Diagram of evaluation results of athlete interests and attitudes

DISCUSSION

The increase in athletes' knowledge is evidenced by an increase in scores obtained in the initial test and final test. The difference between the initial test and the final test is very significant, indicating that the implementation of sports coaching has been running effectively. Viewed from the perspective of changes in the attitudes of the athletes according to the results of the questionnaire distributed at the end of the sports coaching implementation, it shows good results. This indicates that sports coaching has given rise to a positive attitude of optimism for improving one's career and professionalism as an athlete. In other words, from the perspective of increasing the positive attitudes of athletes, it shows that sports coaching has been taking place effectively. A study conducted by [Sawiuk et al \(2018\)](#) revealed that the most dominant factor in the effectiveness of sports coaching is the influence of social structures, political agendas and power, which can be proven through the formalization of mentoring for sports coaches.

This research is only limited to product research and does not yet include research into the impact of a sports coaching program. However, product measurements show that there has been an increase in athletes' competence and attitudes, showing that sports coaching is taking place effectively. So the implementation of activities in sports development is in accordance with the funds provided, both provided by the South Sulawesi Provincial Government, the Makassar City Regional Government and the Sports Provincial Government. So after receiving assistance funds from the authorities, in this case the South Sulawesi Province KONI, created a coaching design/concept, in order to understand what had to be done in this activity. Therefore, what has been done so far in monitoring activities is more focused on budget use. Of course, it is not optimal to monitor these activities in a coordinated manner, not only in terms of the use of the budget, but what is more important

is how the activities carried out in sports coaching are carried out. Published articles evaluating sports coaching programs reveal that there have been positive changes in improving athletes' skills. These improvements are evident in the increased performance and achievement of individual goals ([Bukari et al., 2023](#)).

Assessment at the sports coaching context stage shows that the sports coaching program held is considered quite relevant to the needs of sports coaching athletes. Sports coaching programs in Indonesia evaluated using the Countenance Model have been proven to be effective in achieving athlete coaching goals ([Fielding & Turner, 2022](#)). Articles that discuss evaluations of sports coaching programs provide positive subjective findings from the discussion in each article, such as levels of satisfaction, motivation and perceptions of coaching ([Jaffe et.al., 2018](#)). This was confirmed by [Bukari et al., \(2023\)](#) that the program evaluation provided information that there were positive changes in helping to improve athletes' skills, which were seen in the aim of increasing individual and group achievement.

The implementation of sports coaching is formulated based on government policy and the policies of sports coaching organizers which refer to the needs of athletes in the field. Involvement of various stakeholders including coaches, parents and sports federations in supporting the success of sports development programs ([Fraina & Hodge, 2020](#)). Sports development programs are a very important focus, and other research shows that steps have been taken to achieve sustainability and improve future programs ([Beattie & Turner, 2022](#)). The needs of athletes are not captured using needs analysis or what is usually called TNA (Training Need Analysis) which is often carried out by KONI of South Sulawesi Province. As an organizer of sports coaching with various implementation models.

Conclusion

Specifically, the conclusions of the sports coaching evaluation results are as follows:

Context

At this stage the sports coaching program is assessed to be appropriate to the needs of athletes in the field. This is illustrated by the results of the assessment of government policy of 93.4% of the maximum score and the results of the assessment of the objectives of implementing sports coaching of 85%, so that the average score obtained by the context evaluation is 89.2%, which means that the sports coaching program What has been implemented is in accordance with and relevant to government policies and KONI policies of South Sulawesi Province based on the needs of athletes in the field.

Input

The program and resource planning carried out in sports coaching is considered to be appropriate and relevant to the stated objectives. This is proven by the average score of 78.0% of the maximum score from program planning, the assessment of coaching resource planning was carried out well according to needs.

Process

Evaluation at the process stage focuses on the training process. Sports coaching was in accordance with the objectives set at the beginning of the activity and obtained a score of 86.3% of the maximum score, which means that observers considered it to be good and appropriate. The athlete's assessment of the training process also received a score of 86.8% of the maximum score, which means it was also considered good.

Products

Athletes' ability achievements are considered to have increased significantly, as shown by the difference between the average initial test score and the average final score. The average initial test score was 65%, while the average final score was 84.04%, resulting in an increase in the average participant score of 19.04%. This means that sports coaching has resulted in significant changes in the abilities obtained by athletes. In measuring attitudes, a score of 80.3% of the maximum score was obtained, which means that the athletes' attitudes after participating in sports coaching tended to be positive and good, while the interest assessment obtained a score of 78.1% of the maximum score, so that athletes' interest in participating in sports coaching was quite high. Overall, the implementation of the sports coaching program has been going well and effectively.

Based on the results of research on the implementation of sports coaching, we recommend; Firstly, in planning sports coaching resources, instruments for measuring non-academic skills need to be prepared clearly. When planning a training program, the training materials prepared need to be adapted to the athlete's needs. In planning, the facilitator's division of tasks needs to be clearer, so that coordination can run well. Then the research focuses on context, input, process and product so that there is a possibility that the data that can be used as a basis for decision making related to sports development programs cannot be collected in its entirety, for this reason it is necessary to carry out further research using other components, especially those relating to evaluation of program planning.

ACKNOWLEDGMENT

Our thanks are conveyed to fellow researchers and research participants who have supported the completion of this research.

Conflict of Interest

We declare that the article we have written is not involved in any conflict of interest.

Ethics Statement

This research has met ethical rules. Research ethical approval was obtained from the Sports Research Ethics Committee, Universitas Negeri Makassar, Indonesia, with reference number 453/UN36.3.4/TU/2024

Author Contributions

Study conception and design: SS, AH, MIH, AAM; Data Collection: SS, AH; Analysis and Interpretation of results: AH, MIH, AAM; Draft manuscript preparation: SS, AH, MIH, AAM; All authors reviewed the results and approved the final version of the manuscript.

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