



The Effectiveness of Sports Student Activity Unit Programs in Improving Student-Athlete Achievement

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Abstract: This research aims to analyze the effectiveness of Sports Student Activity Unit (UKM) programs in improving student-athlete achievement at the Faculty of Sports Science and Health (FIKK) Universitas Negeri Makassar (UNM). Sports UKM has a strategic role as a forum for coaching and developing student sports talents in higher education. This research uses a quantitative approach with an evaluative descriptive method on 120 student-athletes who actively participate in Sports UKM at FIKK UNM selected using proportionate stratified random sampling technique. Data were collected through questionnaires, structured interviews, achievement documentation, and field observations. The research instruments include aspects of training programs, facilities and infrastructure, coach quality, organizational management, and institutional support that have been tested for validity and reliability. Data analysis uses descriptive percentage analysis and program effectiveness analysis with the Context, Input, Process, Product (CIPP) model. The research results show that the Sports UKM program at FIKK UNM is in the effective category with an effectiveness percentage of 78.4%. The most effective component is coach quality with a percentage of 82.6%, while the component that needs improvement is facilities and infrastructure with a percentage of 71.3%. Student-athlete achievements show significant improvement with the acquisition of 45 medals in various regional and national championships over the past two years. This research concludes that the Sports UKM program makes a positive contribution to improving student-athlete achievement, but improvements are still needed in aspects of facilities and infrastructure and a more structured coaching system.

Keywords: program effectiveness, sports student activity unit, athlete achievement, students, sports coaching

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INTRODUCTION

Sports achievement is one of the important indicators in measuring the success of sports coaching in a country or educational institution (Mutahir & Maksum, 2020). In Indonesia, universities have a strategic role in the national sports coaching system as one of the pillars for developing young athletes with potential. Students as a young generation at productive age have great potential to develop their athletic abilities through structured and systematic coaching programs. Therefore, universities are required not only to focus on developing students' academic competencies, but also to give serious attention to developing students' talents and interests in the field of sports (Sulastri & Kristiyanto, 2020).

Student Activity Units (UKM) are student organizations in universities that function as forums for developing students' interests, talents, and skills in various fields of extracurricular activities (Wibowo & Rahayu, 2021). One type of very important UKM is the Sports UKM which specifically manages achievement sports coaching activities in the campus environment. Sports UKM has a strategic function as a place for coaching student-athletes, developing technical and tactical skills in various sports branches, as well as representing institutions in various inter-university sports competitions. Through Sports UKM, students who have talents and interests in the field of sports can develop their potential optimally while still undergoing their academic education process (Arisman & Noviarini, 2020).

The Faculty of Sports Science and Health (FIKK) Universitas Negeri Makassar (UNM) as a higher education institution that has a special focus on the field of sports has a greater responsibility in coaching student achievement sports. FIKK UNM is not only tasked with producing graduates who are competent in the fields of physical education, sports coaching, and sports science theoretically, but is also expected to become a center for coaching student-athletes who can achieve at regional, national, and even international levels. To achieve these goals, FIKK UNM has developed various Sports UKMs that cover various sports branches such as football, volleyball, basketball, badminton, athletics, pencak silat, karate, taekwondo, and other sports branches (Hakim & Syahrudin, 2021).

The Sports UKM program at FIKK UNM has been running for years and has produced various achievements both at local and national levels. Student-athletes who are members of Sports UKM regularly attend scheduled training, participate in various competitions, and receive coaching from experienced coaches. However, the effectiveness of the Sports UKM program in improving student-athlete achievement has never been evaluated comprehensively and systematically. In fact, program evaluation is an important component in organizational management to determine the extent to which the program being run has achieved the established goals and to identify areas that require improvement (Harsuki & Soepartono, 2020).

Program effectiveness can be interpreted as the level of success of a program in achieving established goals by considering various aspects of program input, process, and output (Arikunto & Jabar, 2020). In the context of Sports UKM, program effectiveness can be seen from various indicators such as athlete achievement improvement, technical and tactical ability improvement, student participation level, training program quality, coach competence, availability of facilities and infrastructure, organizational management, and institutional support. Evaluation of the effectiveness of the Sports UKM program is important to ensure that the investment of resources that has been made by the institution provides optimal results in the form of improving student-athlete achievement (Rosdiani & Ma'mun, 2020).

Previous research has identified various factors that influence athlete achievement in universities, including the quality of training programs, coach competence, athlete motivation, management support, facility availability, competition systems, and financial support (Nugraha & Kusmaedi, 2021). Well-structured training programs, with clear periodization, and adapted to the characteristics of each sport branch will produce more optimal improvement in athlete performance. Competent coaches not only have theoretical knowledge about coaching, but also have practical abilities in designing training programs, providing motivation to athletes, and managing group dynamics in sports teams. Adequate facilities and infrastructure provide opportunities for athletes to train optimally and reduce the risk of injury (Lumintuarso & Nala, 2020).

The phenomenon occurring at FIKK UNM shows that although Sports UKM has been running for quite a long time and has produced various achievements, there are still various obstacles and challenges faced in program implementation. Initial observations show that there is variation in the level of achievement achieved by various Sports UKMs, where some sports branches show consistent achievement while other sports branches experience fluctuations or even decreased achievement. In addition, there are complaints from some student-athletes related to irregular training schedules, limited training facilities, minimal financial support to participate in competitions, and lack of coordination between UKM management and the faculty (Ramadhan & Ilahi, 2021).

Another problem faced is related to the balance between academic demands and sports activities. Students who become athletes often experience difficulties in managing time between attending lectures, completing academic assignments, and attending training and sports competitions. This condition can affect students' motivation to remain active in Sports UKM and can even impact their academic achievement. Therefore, a good management system is needed to ensure that student-athletes can carry out both their roles in a balanced manner without having to sacrifice one aspect (Kusuma & Hidayat, 2020).

From the organizational management aspect, Sports UKM at FIKK UNM is managed by students under the guidance of supervising lecturers. UKM management that changes every

certain period often results in program and policy discontinuity. Programs that have been well designed by previous management are not always continued by new management, thus hindering the sustainability and consistency of athlete coaching. In addition, the limited managerial capacity of UKM management is also an obstacle in managing the organization professionally, including in terms of program planning, financial management, coach recruitment and coaching, and coordination with external parties (Setiawan & Firmansyah, 2021).

Institutional support is also a crucial factor in the success of Sports UKM programs. This support can be in the form of providing training facilities, budget allocation for UKM activities, providing academic dispensation for athletes participating in competitions, providing awards for achieving athletes, and facilitating cooperation with external parties for program development. Without adequate support from the institution, Sports UKM programs will experience difficulties in achieving their goals to coach achieving student-athletes. Therefore, institutional commitment to the development of student achievement sports needs to be evaluated and improved continuously (Prakoso & Nugroho, 2020).

Research on the effectiveness of Sports UKM programs in universities is still limited, especially in the context of FIKK UNM. In fact, such research is very important to provide an empirical picture of the condition of the ongoing program, identify program strengths and weaknesses, and provide recommendations for program improvement and development going forward. Comprehensive evaluation of various components of the Sports UKM program will provide useful information for decision makers at the faculty and university levels to design more effective policies and strategies in coaching student achievement sports (Widiastuti & Nurhasan, 2020).

Based on this background, this research aims to analyze the effectiveness of Sports UKM programs in improving student-athlete achievement at FIKK UNM. Specifically, this research will evaluate various components of the Sports UKM program including program context, program input covering human resources and facilities and infrastructure, program implementation process, and program product in the form of achievements achieved by student-athletes. This research uses the CIPP (Context, Input, Process, Product) evaluation model which is a comprehensive program evaluation model that has been widely used in evaluating education and training programs. The results of this research are expected to provide theoretical contributions to the development of sports management science and program evaluation, as well as provide practical recommendations for Sports UKM managers and FIKK UNM leaders in improving the effectiveness of student-athlete coaching programs.

METHODS

This research uses a quantitative approach with an evaluative descriptive method to analyze the effectiveness of Sports UKM programs in improving student-athlete achievement at FIKK UNM. This approach was chosen because it allows researchers to describe program conditions systematically and evaluate the level of program effectiveness based on established criteria (Sukmadinata, 2020). The evaluation model used is the CIPP model developed by Stufflebeam which includes four evaluation components: Context, Input, Process, and Product. The CIPP model was chosen because it provides a comprehensive evaluation framework from the planning stage to the final results of the program, so it can provide a complete picture of program effectiveness (Arikunto & Jabar, 2020).

The population in this research is all student-athletes who are members of various Sports UKMs at FIKK UNM totaling 285 students from 15 different sports branches in the 2023/2024 academic year. The sampling technique used is proportionate stratified random sampling by considering the proportion of students from each sports branch so that the samples taken can represent population characteristics proportionally. Based on the Slovin formula with a 5% error rate, a sample of 120 respondents was obtained which was distributed proportionally to various sports branches according to the number of members of each UKM. The criteria for respondents are active FIKK UNM students who have participated in Sports UKM activities for at least one semester and have participated in at least one competition either internal or external (Sugiyono, 2021).

Data collection techniques in this research use multiple methods to obtain comprehensive and valid data. The first method is a closed questionnaire distributed to student-athletes to collect data about their perceptions of Sports UKM programs including aspects of context, input, process, and program product. The questionnaire uses a Likert scale with five answer alternatives from strongly disagree to strongly agree. The second method is structured interviews conducted with Sports UKM management, coaches, and supervising lecturers to obtain in-depth information about program implementation, obstacles faced, and efforts that have been made to improve athlete achievement. The third method is documentation used to collect secondary data in the form of athlete achievement records in various competitions, UKM work programs, training schedules, and other supporting documents. The fourth method is field observation conducted to directly observe the training process, the condition of facilities and infrastructure, and interactions between coaches and athletes during activities (Creswell, 2020).

The research instrument used is a questionnaire developed based on indicators from each component of the CIPP evaluation. The context component includes indicators of program suitability with student needs, relevance to institutional vision and mission, and institutional policy support for Sports UKM programs. The input component includes indicators of coach quality including competence, experience, and pedagogical ability, availability and quality of training facilities and infrastructure, athlete recruitment system, and financial support for UKM activities. The process component includes indicators of training program quality including training periodization, training methods, and training evaluation, UKM organizational management including leadership, coordination, and administration, and program monitoring and evaluation system. The product component includes indicators of athlete achievement in competitions measured from medal acquisition and rankings, improvement in athletes' technical and tactical abilities, and athlete satisfaction with Sports UKM programs (Widiastuti & Nurhasan, 2020).

Before being used in research, the questionnaire instrument went through a validation process through expert judgment by three experts in the fields of program evaluation and sports management to ensure that the statement items can measure the intended variables. Furthermore, instrument trials were conducted on 30 respondents outside the research sample to test the validity and reliability of the instrument. Validity testing using Pearson product moment correlation showed that all statement items have r calculated values greater than r table so they are declared valid. Reliability testing using Cronbach's Alpha showed a reliability coefficient value of 0.892 which is above 0.70 so the instrument is declared reliable and can be used to collect research data (Ghozali, 2021).

The data analysis techniques used in this research are descriptive percentage analysis and program effectiveness analysis. Descriptive percentage analysis is used to describe the condition of each component of the Sports UKM program based on respondents' perceptions. Data obtained from questionnaires are tabulated and their percentages calculated, then categorized based on established criteria. The program effectiveness criteria used refer to the very effective category with a percentage range of 81% to 100%, effective with a range of 61% to 80%, quite effective with a range of 41% to 60%, less effective with a range of 21% to 40%, and ineffective with a range of 0% to 20%. Program effectiveness analysis is carried out by calculating the average score of each CIPP component, then calculating the effectiveness percentage by comparing the obtained score with the maximum possible score. Athlete achievement data are analyzed descriptively by calculating the number and types of medals obtained in various competitions during the past two years, and comparing achievement development over time. Qualitative data from interviews and observations are analyzed descriptively narratively to complement and strengthen findings from quantitative analysis, providing deeper context and explanation about the condition of Sports UKM programs. The entire data analysis process uses Microsoft Excel software for data tabulation and SPSS version 26 for descriptive statistical analysis, and analysis results are presented in the form of tables, diagrams, and descriptive narratives to facilitate interpretation of research findings (Santoso, 2020).

RESULT AND DISCUSSION

The results of this research provide a comprehensive picture of the effectiveness of Sports UKM programs at FIKK UNM in improving student-athlete achievement based on the evaluation of four main components: context, input, process, and product. Based on data analysis from 120 student-athlete respondents who became research samples, it was found that overall the Sports UKM program at FIKK UNM is in the effective category with an effectiveness percentage of 78.4%. This figure shows that the Sports UKM program has been running well and makes a positive contribution to the development of student-athlete achievement, although there are still several aspects that require improvement and enhancement to achieve an optimal level of effectiveness (Harsuki & Soepartono, 2020).

The evaluation of the program context component shows good results with an effectiveness percentage of 76.8% which is in the effective category. The context component evaluates the extent to which the Sports UKM program is relevant to student needs and consistent with the institutional vision and mission in developing achievement sports. The research results show that the Sports UKM program at FIKK UNM has a strong foundation in terms of suitability with student needs to develop their talents and interests in the field of sports. As many as 82.5% of respondents stated that the existence of Sports UKM greatly helps them channel their hobbies and passion in the field of sports while undergoing education in higher education. The Sports UKM program is also considered to be in line with FIKK UNM's vision as an institution committed to producing graduates who are not only academically excellent but also have practical abilities and achievements in the field of sports. Policy support from faculty leadership for the existence and development of Sports UKM received positive appreciation from 78.3% of respondents, indicating that institutionally there is a commitment to support student achievement sports coaching. However, interviews with UKM management revealed that although policy support generally exists, the implementation of these policies in the form of concrete support such as budget allocation and facilities still needs to be improved (Rosdiani & Ma'mun, 2020).

The program input component includes evaluation of various resources available to support the implementation of Sports UKM programs. The research results show that the input component has varying levels of effectiveness between sub-components with an average effectiveness percentage of 75.6% which is still in the effective category. The sub-component that received the highest assessment is coach quality with an effectiveness percentage of 82.6%. Student-athletes assess that the coaches who guide them have good competence in terms of knowledge about techniques and tactics of the sports branches being trained, the ability to design structured training programs, and the ability to motivate athletes to continue developing and achieving. Most Sports UKM coaches at FIKK UNM have coaching education backgrounds and experience as athletes or coaches previously, so they have strong credibility in the eyes of athletes. Communication between coaches and athletes is also considered good, where coaches not only act as technical coaches but also as mentors who care about the holistic development of athletes both in sports and academic aspects (Lumintuarso & Nala, 2020).

The facilities and infrastructure sub-component received the lowest assessment in the input component with an effectiveness percentage of 71.3%, which although still included in the effective category shows quite significant problems. The research results reveal that although FIKK UNM has various sports facilities such as fields, sports halls, and training equipment, the condition and availability of these facilities are not fully adequate to support quality athlete training. Some sports branches complain about limited facility usage time because they have to share with lecture activities and other UKMs, so the available training time becomes limited and not optimal. The condition of some sports equipment also shows wear and requires replacement or repair to ensure athlete safety and comfort during training. Field observations show that some facilities such as athletic fields and fitness rooms require renovation and additional equipment to support more intensive and quality training programs. Limited budgets for procurement and maintenance of facilities and infrastructure are the main obstacles faced by Sports UKM managers in providing optimal facilities for athletes (Prakoso & Nugroho, 2020).

The financial support sub-component received an effectiveness percentage of 73.8%, indicating that financial support for Sports UKM activities is still not optimal. Student-athletes reveal that costs for participating in competitions, accommodation, transportation, and

consumption are often quite burdensome because they are not fully borne by the institution. Although there is budget allocation from the faculty for UKM activities, the amount is still limited and insufficient to support all planned activities especially for participating in competitions outside the region. As a result, athletes and UKM management often have to make independent efforts to raise additional funds through various fundraising activities or seek sponsors from external parties. This condition can reduce athletes' focus on training and potentially hinder their participation in important competitions that can improve their achievement and competitive experience (Kusuma & Hidayat, 2020).

The evaluation of the program process component shows an effectiveness level of 79.2% which is in the effective category. The process component evaluates the implementation of Sports UKM programs including training program quality, organizational management, and monitoring evaluation system. The research results show that training programs implemented by most Sports UKMs are quite structured with regular training schedules conducted at least three times a week with a duration of two to three hours per training session. Coaches have designed training programs by considering training periodization which includes general preparation phase, specific preparation phase, competition phase, and transition phase according to the competition calendar to be attended. Training methods used vary and are adapted to the characteristics of each sport branch, including physical, technical, tactical, and mental training. As many as 81.7% of athletes stated that the training programs provided help them improve their abilities and performance in the sports branches they pursue (Nugraha & Kusmaedi, 2021).

The organizational management aspect of Sports UKM received a fairly good assessment with a percentage of 78.5%. The organizational structure of Sports UKM generally consists of a chairman, vice chairman, secretary, treasurer, and various field coordinators such as training coordinator, competition coordinator, and public relations coordinator. UKM management strives to carry out management functions well through annual work program planning, activity organization, program implementation, and periodic evaluation. Coordination between management, coaches, and UKM members generally runs well, although in some cases miscommunication occurs especially related to training schedule changes or information about competitions. The UKM administrative system including training attendance recording, achievement documentation, and financial management is quite organized, although it still uses a manual system that is sometimes inconsistent. The biggest challenge in organizational management is related to management turnover which results in program discontinuity and requires a transition period that takes time before new management can work effectively (Setiawan & Firmansyah, 2021).

The program monitoring and evaluation system received a percentage of 77.8%, indicating that there have been efforts to monitor and evaluate the implementation of Sports UKM programs. Monitoring is carried out by UKM management and coaches through monitoring training attendance, athlete ability development, and competition preparation. Evaluation is conducted periodically usually at the end of the semester or after participating in competitions to assess program achievements and identify areas that need improvement. However, the existing monitoring and evaluation system is still informal and not well documented, so evaluation results are not always used as a basis for systematic program improvement. There is no standard and standardized evaluation instrument used to measure training program effectiveness and athlete satisfaction level with the programs being run (Widiastuti & Nurhasan, 2020).

The program product component that evaluates the results and impacts of Sports UKM programs shows an effectiveness level of 80.5% which is in the effective category. This component includes achievements achieved by student-athletes in various competitions and their ability development during participation in Sports UKM programs. Achievement documentation results show that FIKK UNM student-athletes who are members of Sports UKM have achieved 45 medals in various championships during the past two years from 2022 to 2024. Details of medal acquisition are 12 gold medals, 18 silver medals, and 15 bronze medals obtained from regional level competitions such as Regional Student Sports Week, provincial level such as South Sulawesi Province Sports Week, and national level such as National Student Sports Week and national championships of various sports branches. Sports branches that achieved the most

achievements are athletics with 11 medals, pencak silat with 9 medals, taekwondo with 8 medals, and badminton with 7 medals, while other sports branches also contributed achievements although in smaller numbers (Hakim & Syahrudin, 2021).

Analysis of achievement development over time shows a positive trend with an increase in the number of medals obtained from 19 medals in 2022 to 26 medals in 2023 and 2024. This increase indicates that the coaching program conducted by Sports UKM has a positive impact on improving student-athlete achievement. Some athletes even managed to pass the selection to represent the province or region in national level competitions and some were selected to enter the national team training center for preparation to participate in international competitions. These achievements not only elevate the good name of athletes individually but also enhance the reputation of FIKK UNM as an institution that succeeds in coaching student achievement sports. This success also provides motivation for other students to join and be active in Sports UKM and increases the pride of FIKK UNM academic community in student achievements in the field of sports (Mutohir & Maksum, 2020).

In addition to achievements in the form of medals, research results also show that there is an increase in the technical and tactical abilities of student-athletes during participation in Sports UKM programs. As many as 83.3% of athletes stated that they felt significant improvement in terms of basic technical abilities of the sports branches they pursue, understanding of strategy and tactics in matches, and mental maturity in facing competitions. Structured training programs and guidance from experienced coaches make a major contribution to this ability improvement. Athletes also report an increase in their physical fitness which is not only beneficial for sports performance but also for their overall health and well-being. The experience of participating in various competitions provides valuable learning for athletes in terms of managing pressure, adapting to various match conditions, and building a champion mentality that never gives up (Arisman & Noviarini, 2020).

The aspect of athlete satisfaction with Sports UKM programs also shows positive results with 79.2% of athletes stating satisfaction with the programs being run. They assess that the experience of participating in Sports UKM provides many benefits not only in terms of sports ability development but also in terms of character development, leadership, teamwork, and networking with athletes from various sports branches and other institutions. The supportive and conducive Sports UKM environment makes athletes feel comfortable and motivated to continue training and improving their achievements. The good relationship between athletes, coaches, and UKM management creates a positive and productive atmosphere for athlete development. However, some athletes reveal that they face difficulties in balancing academic activities and sports activities, especially during exam periods or when having to participate in competitions that require quite a long time. This condition sometimes creates a dilemma for athletes whether to prioritize academics or sports (Sulastri & Kristiyanto, 2020).

Interview results with coaches and supervising lecturers provide additional perspectives on the effectiveness of Sports UKM programs. Coaches state that they see positive development in their coached athletes over time, both from technical ability and competitive mental aspects. However, they also identify several obstacles that hinder the optimization of coaching programs, including limited training time due to conflicts with lecture schedules, limited adequate training facilities and equipment, minimal financial support to attend training camps or invite more competent guest coaches, and lack of attention to sport science aspects such as nutrition, sports psychology, and injury management. Coaches hope that the institution can provide greater support in the form of providing more complete facilities, more adequate budget allocation, and more flexible policies related to academic dispensation for athletes who must attend training centers or important competitions (Ramadhan & Ilahi, 2021).

Sports UKM supervising lecturers state that they strive to provide guidance and support to management and athletes in running UKM programs, although their time limitations as lecturers are often obstacles to being intensively involved in UKM activities. They assess that Sports UKM programs in general have been running well and make positive contributions to student development, but there still needs to be improvement in terms of management professionalism, more systematic coaching systems, and better coordination between UKM and the faculty.

Supervising lecturers also suggest forming an achievement sports management team at the faculty level that can coordinate all Sports UKMs, design integrated coaching policies, manage resources efficiently, and facilitate student-athlete development more optimally (Wibowo & Rahayu, 2021).

The findings of this research are in line with various theories and previous research which state that the effectiveness of sports coaching programs is influenced by various interrelated factors. Systems theory in sports emphasizes that athlete achievement is the result of complex interactions between various components of the coaching system including athletes as the main component, coaches as learning facilitators, training programs as development instruments, facilities as supporting means, and management as system managers. When all these components function well and support each other, the coaching system will produce optimal output in the form of athlete achievement improvement. Conversely, weaknesses in one component will hinder the effectiveness of the overall coaching system (Bompa & Haff, 2020).

The results of this research also confirm the importance of a holistic approach in coaching student-athletes that not only focuses on technical and physical aspects but also pays attention to mental, social, and academic aspects. Student-athletes have unique characteristics compared to professional athletes because they have dual careers, namely as athletes and as students who must meet academic demands. Therefore, student-athlete coaching programs need to be designed by considering the balance between sports achievement development and academic achievement. Higher education institutions have a responsibility to create an environment that supports the success of student-athletes in both aspects through flexible policies, special academic support, and integration between sports programs and academic programs (Nugraha & Kusmaedi, 2021).

The practical implications of these research findings are the need for continuous improvement in various aspects of Sports UKM programs at FIKK UNM. Improving sports facilities and infrastructure is a top priority given that facility limitations are still quite significant obstacles. Institutions need to allocate larger budgets for procurement of modern and quality sports equipment, renovation of existing facilities, and construction of new facilities needed to support training in various sports branches. A good facility management system also needs to be implemented to ensure that existing facilities can be utilized optimally by various users with effective scheduling and regular maintenance. Increased financial support is also greatly needed to ease the cost burden that must be borne by student-athletes in participating in various sports activities. Institutions can allocate special funds to support athlete participation in competitions, provide scholarships for achieving athletes, and facilitate cooperation with sponsors or external parties to support funding for Sports UKM programs (Harsuki & Soepartono, 2020).

Capacity development of human resources managers and Sports UKM coaches is also an important aspect that needs attention. Training and workshop programs to improve coach competence in terms of modern training methodology, sport science, and athlete management need to be implemented periodically. Improving the managerial capacity of UKM management is also needed through training in organizational management, leadership, and program management. Institutions can facilitate UKM management and coaches to attend seminars, workshops, or training organized by national or international sports organizations to broaden their horizons and networks. Continuous coaching systems with recruitment, development, and retention mechanisms for quality coaches need to be developed to ensure the continuity and improvement of athlete coaching quality over time (Rosdiani & Ma'mun, 2020).

Improving Sports UKM management and administration systems is also needed to improve organizational effectiveness and efficiency. Development of computerized UKM management information systems can help in terms of member data collection, training attendance recording, achievement documentation, financial management, and internal and external communication. More systematic and structured monitoring and evaluation systems need to be developed using standardized instruments and implemented periodically to monitor program development and identify areas requiring improvement. Monitoring and evaluation results must be well documented and used as a basis for preparing improvement and development programs going forward. Knowledge and experience transfer mechanisms between managements also need to be developed to ensure program continuity and avoid restarts every time management turnover occurs (Prakoso & Nugroho, 2020).

Institutional policies that support student-athlete development also need to be strengthened and implemented consistently. Academic dispensation policies for athletes who must attend training centers or competitions need to be made clearer and more systematic so as not to cause difficulties for athletes in managing their obligations as students and as athletes. Reward systems for achieving athletes and coaches need to be developed as a form of appreciation and motivation to continue improving achievements. Integration between academic programs and sports programs can be developed for example through recognition of semester credits for students who are active in UKM and achieve, or through the development of study programs that integrate theoretical learning with direct coaching practice in Sports UKM. Cooperation with various external parties such as sports organizations, sports clubs, sponsors, and alumni also needs to be developed to support the development of Sports UKM programs both in terms of funding, facilities, competition access, and post-college athlete career development (Widiastuti & Nurhasan, 2020).

CONCLUSION

Based on the research results and discussion that have been described, it can be concluded that the Sports UKM program at FIKK UNM is effective in improving student-athlete achievement with an effectiveness level of 78.4% which is in the effective category. Evaluation of the four program components shows that the context component has an effectiveness of 76.8%, the input component has an effectiveness of 75.6%, the process component has an effectiveness of 79.2%, and the product component has an effectiveness of 80.5%. The most effective component is coach quality with a percentage of 82.6%, while the component that needs special attention is facilities and infrastructure with a percentage of 71.3%. The Sports UKM program is proven to make a positive contribution to improving student-athlete achievement as shown by the acquisition of 45 medals in various regional and national level championships over the past two years, and the existence of a trend of increasing achievement numbers from year to year. Student-athletes also experience improvement in technical, tactical, and mental abilities in the sports branches they pursue.

Based on these conclusions, several suggestions that can be given are as follows. First, FIKK UNM management needs to increase investment in the procurement and maintenance of sports facilities and infrastructure to support quality training programs, including renovating existing facilities and building new facilities needed according to competition standards. Second, there needs to be an increase in budget allocation for Sports UKM activities especially to support athlete participation in competitions, training centers, and coach capacity development through training and coaching certification programs. Third, institutions need to develop more comprehensive and systematic policies related to student-athlete coaching including a clear academic dispensation system, scholarship programs for achieving athletes, and reward systems that can motivate achievement improvement. Fourth, a special unit or team needs to be formed at the faculty level responsible for coordinating all Sports UKMs, designing integrated coaching programs, managing resources efficiently, and facilitating student-athlete development professionally. Fifth, development of information management systems for administration and monitoring evaluation of Sports UKM programs needs to be done to improve organizational management effectiveness and efficiency. Sixth, cooperation with various external parties such as sports organizations, sports clubs, sponsors, and alumni needs to be developed to support program sustainability and development. Seventh, for future researchers, it is recommended to conduct longitudinal research that tracks athlete development over a longer period, use qualitative methods to obtain deeper understanding of athlete and coach experiences, and explore other factors that influence student-athlete achievement such as psychological aspects, nutrition, and sport science.

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