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ORIGINAL ARTICLE

Evaluation of Blended Learning in the Sports Education Masters Program at State University of Malang Using the Cipp Model

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Abstract:
This study evaluates the implementation of blended learning in the Master's Program of Sports Education at Universitas Negeri Malang using the CIPP evaluation model. The growing integration of digital technology in higher education necessitates a comprehensive assessment of contextual readiness, resource quality, instructional processes, and learning outcomes. The purpose of this study is to provide a complete overview of the program's effectiveness and identify components that require improvement. A descriptive evaluation approach was employed, utilizing a 16-item instrument representing the four CIPP elements. Data were collected from 16 students through a structured questionnaire and analyzed using descriptive statistics. The results indicate that the blended learning program falls within the "good" category, with consistent performance across context, input, process, and product components. However, several technical aspects and interaction patterns require further enhancement. Overall, blended learning has proven relevant and effective for postgraduate education, yet continuous evaluation is needed to further strengthen its quality.
Keywords: Blended Learning; CIPP Evaluation; Sports Education.

1. Introduction

The development of information technology over the past decade has brought significant changes to learning practices in higher education, including in sports education study programs. Universities are now required to provide a more flexible, adaptive learning process that can meet the diverse needs of students. Blended learning, a combination of face-to-face and online learning, is one approach considered relevant for increasing the effectiveness and efficiency of the learning process in higher education, including postgraduate sports education programs that face complex academic and professional demands.

Blended learning is considered capable of meeting learning needs in the digital era because it offers flexibility in time, media choices, and enriches students' learning experiences through the integration of technology with appropriate pedagogical approaches (Li et al., 2023). The implementation of blended learning also allows students to access materials, discuss, and collaborate both synchronously and asynchronously, strengthening academic interactions between students and lecturers (Zhang et al., 2025). However, the success of blended learning is determined not only by the technological aspects, but also by the availability of resources, the quality of learning planning, and the alignment of objectives with student needs (Luo, Kim, & Qian, 2024).

In the context of sports education, blended learning presents unique challenges because it emphasizes not only cognitive aspects but also psychomotor and affective skills. Several

studies in Indonesia have shown that implementing blended learning in sports courses can increase learning flexibility and effectiveness, although adjustments are still required during implementation (Sabillah & Nasrulloh, 2022). On the other hand, several studies have found that limited infrastructure, lecturers' digital competency, and student readiness are inhibiting factors that must be considered in the implementation of blended learning (Kasmaini et al., 2023).

Comprehensive evaluation of blended learning implementation requires a comprehensive overview of strengths, weaknesses, and areas for improvement. The CIPP (Context, Input, Process, Product) evaluation model is a widely used program evaluation approach because it can assess programs from the planning stage to the resulting outputs (Faruq et al., 2021). This model not only captures the final learning outcomes, but also looks at the suitability of needs, resource readiness, and implementation processes, thus providing a stronger basis for academic decision-making (Damayanti et al., 2022).

Various studies have used the CIPP model to evaluate both online and blended learning. For example, evaluations of video-based interactive learning found that process aspects received positive ratings, although input aspects, such as resource readiness, still require attention (Sudaryono, 2021). Other research suggests that implementing CIPP-based hybrid learning can provide in-depth insights into the effectiveness of the method, while still emphasizing the importance of institutional support and improving lecturers' digital competencies (Aman et al., 2021). Evaluations of online learning environments using CIPP in mathematics also demonstrated that context and input aspects are often critical to learning success (Saputri et al., 2021).

In the context of elementary education, evaluations of blended learning during the pandemic found that implementation was quite successful, but still needed improvement, particularly in aspects of the learning process and student engagement (Rahmawati et al., 2022). Another national study evaluating blended learning in a scientific writing course found that the comprehensiveness of the digital learning design and the quality of pedagogical interactions were aspects that needed improvement (Febriani et al., 2024). Research at several universities also confirms that although students benefit from the flexibility of online learning, synchronizing learning objectives and delivery methods remains a challenge that requires systematic evaluation (Purwaningsih & Dardjito, 2021).

From an international perspective, blended learning is considered effective when implemented with attention to contextual aspects, input readiness, and an implementation process that adapts to student characteristics (Oliveira et al., 2021). Evaluations of blended teaching systems based on CIPP have also proven capable of identifying priority areas for development, leading to widespread use of this model in recent studies on the quality of digital learning (Luo, Kim, Qian, et al., 2024). Furthermore, other research reveals that the success of blended learning is significantly influenced by the institution's ability to provide technical, pedagogical, and managerial support to lecturers (Li et al., 2023).

Based on this explanation, it can be concluded that research on evaluating blended learning using the CIPP model is crucial, particularly at the postgraduate level in sports education, which has distinct learning characteristics from other fields. Although numerous

studies have examined blended learning, studies specifically evaluating its implementation in the Master's Program in Sports Education at Universitas Negeri Malang are limited. Therefore, this study aims to provide a comprehensive evaluation of the context, input, process, and product aspects to provide a concrete picture of the effectiveness of blended learning implementation and recommendations for future development.

2. Materials and Methods

Study Design

This research employs an evaluative approach, applying the CIPP model (Context, Input, Process, Product). This approach was chosen because the primary objective of the study was to comprehensively and systematically assess the quality of blended learning implementation in the Master's Program in Sports Education at Universitas Negeri Malang. This research was not aimed at testing the relationships between variables or developing a new learning model, but rather aimed to evaluate the sustainability of the existing program.

The CIPP model is used because it is able to provide a comprehensive assessment of educational programs, starting from the suitability of context and needs, input readiness, implementation of the learning process, to the achievement of learning outcomes or products. Through this model, research is expected to produce an objective picture of the effectiveness, relevance, and quality of blended learning implementation, as well as serve as a basis for compiling recommendations for program improvements.

Subjects

The subjects of this study were 16 Master's students in the Sports Education Program at Universitas Negeri Malang, consisting of 9 male students and 7 female students. All students enrolled in blended learning courses were selected as respondents using a total sampling technique. This technique was chosen because the population size was relatively small and all members were considered relevant to provide the information needed for the program evaluation. Therefore, the data obtained are expected to fully represent the actual conditions of learning implementation.

Research Instruments

The research instrument used was a learning evaluation questionnaire based on the CIPP model developed by the researchers. The questionnaire consisted of 16 assessment indicators covering four main components: context, input, process, and product.

Each indicator was measured using a four-point Likert scale, with a score range of 1 (poor), 2 (sufficient), 3 (good), and 4 (very good). This scale was used to obtain clear, measurable, and easily interpreted quantitative data for program evaluation. The development of this instrument was based on theoretical studies of the CIPP model and adapted to the characteristics of blended learning in the field of sports education. The questionnaire was presented in Google Forms format to facilitate online distribution and data collection.

Procedure

This research was conducted in several stages: (1) developing an evaluation instrument based on the components of the CIPP model, (2) distributing questionnaires to all respondents participating in blended learning, (3) collecting online questionnaire data, and (4) processing and analyzing the data obtained.

Throughout the research process, respondents were asked to provide assessments based on their experiences in the learning process. In addition to quantitative data from the questionnaires, the researchers also collected supporting data through observations and limited interviews to strengthen the evaluation results.

Statistical analysis

Quantitative data was analyzed using descriptive statistics, including calculating the total score, average value and percentage of achievement for each CIPP component. Respondent scores (NV) are calculated using the formula:

$$NV = \frac{Total\ Respondent\ Score}{Maximum\ Score} \times 100\ \%$$

Note:

NV = Respondent Score

Next, the overall average indicator score is calculated using the formula:

$$x = \frac{\sum xi}{n} \times 100\%$$

Note:

x = average respondent score

$\sum xi$ = total respondent scores

n = maximum score

The calculation results are then interpreted using categories program evaluation, namely: very good (85–100), good (70–84), sufficient (55–69), and poor (≤54). Qualitative data from observations and interviews were analyzed narratively by summarizing the main findings and linking them to the questionnaire results to strengthen the evaluative conclusions.

Ethics

This research was conducted in accordance with ethical research principles. All respondents participated voluntarily and were provided with an explanation of the study's objectives and procedures before completing the questionnaire. Respondents' identities were kept confidential, and the data obtained were used solely for academic purposes and to improve the quality of learning.

3. Results

This section will present the main findings from the evaluation of the blended learning implementation in the Master's Program in Sports Education at the Universitas Negeri Malang, based on the four components of the CIPP model: context, input, process, and product. All data were obtained through questionnaires distributed to 16 students and then analyzed descriptively to illustrate the actual condition of the program. The results are presented by displaying the distribution of scores in each assessment category to show the trend in achievement and the aspects that received the highest evaluations and those that still require attention. These findings serve as the basis for further analysis in the discussion section, while also providing an objective overview of the extent to which the blended learning program has met the expected implementation standards.

The following presents the data obtained through the questionnaire (see table 1) for each of the four elements of the CIPP evaluation model, including:

Table 1. Total Indicator and Assessment Results

Element	Assessment Indicators	Total	Percentage
Context	Very good	23	36%
	Good	27	42%
	Sufficient	9	14%
	Poor	3	5%
Input	Very good	17	27%
	Good	30	47%
	Sufficient	8	13%
	Poor	7	11%
Process	Very good	20	31%
	Good	30	47%
	Sufficient	10	16%
	Poor	4	6%
Product	Very good	10	16%
	Good	33	52%
	Sufficient	4	6%
	Poor	0	0%
Total Each Category	Very good	70	30%
	Good	120	51%
	Sufficient	31	13%
	Poor	14	6%

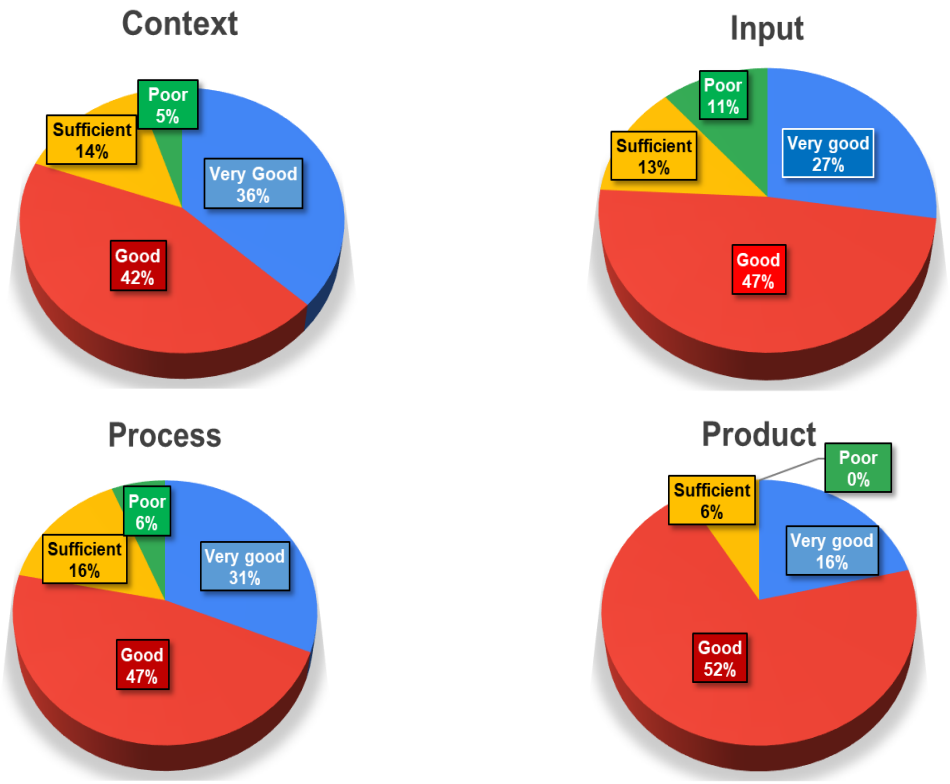

Figure 1. Results Diagram

The evaluation results for the context element indicate that blended learning is categorized as good with a consistent trend of achievement. This is reflected in the predominance of good (42%) and very good (36%) assessments, indicating that the curriculum, learning vision, and material direction are aligned with the scientific and professional development needs of Master's students in Sports Education. The proportion of fair (14%) and poor (5%) assessments suggests room for improvement, particularly regarding implementation flexibility and the suitability of the material to job demands in the sports field. Overall, the results for the context aspect demonstrate that the program's foundation is well-structured and relevant, thus supporting the implementation of blended learning within the postgraduate education framework.

Regarding the input element, the evaluation results indicate that the readiness of supporting resources for blended learning is considered good. The good category received the highest percentage (47%), followed by very good (27%). These findings indicate that lecturer competence, available technological facilities, and completeness of learning resources are sufficient to support the learning process. However, the presence of fair (13%) and poor (11%) assessments indicates that challenges remain, particularly in technical support and equitable access to technology for students. Nevertheless, the overall results for the input element confirm that the readiness of facilities and human resources is solid, although several areas still require strengthening to optimize the quality of learning services.

The process aspect also received strong evaluations, demonstrated by the dominance of the good (47%) and very good (31%) categories. This achievement confirms that the

implementation of blended learning is quite effective, from learning interactivity, the implementation of project-based learning methods, to the implementation of formative evaluations. However, the percentages in the fair (16%) and poor (6%) categories highlight the need for improvements in the consistency of interactions between students and lecturers and more equitable management of learning technology. Overall, the results for the process element indicate that the learning dynamics have been well-functioning, but require strengthening in the implementation of methods and technical stability during learning activities.

Evaluation of the product element indicates that blended learning outcomes are in the good category with stable achievement. The good category received the highest percentage (52%), followed by very good (16%). This indicates that students are able to achieve academic standards, complete assignments successfully, and obtain relevant benefits for professional competency development. The low score of "sufficient" (6%) and the absence of "deficiency" scores indicate that learning has a positive impact on the quality of learning outcomes and student readiness for academic and career demands. Thus, the product element demonstrates that blended learning is not only effective in its process but also produces tangible and measurable outcomes for students.

Overall, the evaluation results of the blended learning implementation in the Master's Program in Sports Education at the Universitas Negeri Malang show a strong and stable trend of achievement in the good to excellent categories across all elements of the CIPP model. The percentage distribution for each component shows a consistent pattern of assessments, with the good category consistently dominant, followed by the very good category. This reflects that the learning program has a sound conceptual foundation, supported by adequate resource availability, and a relatively effective implementation process, resulting in learning outcomes that meet students' academic and professional needs.

To obtain a comprehensive final assessment, the percentages for each element were recalculated to represent the overall quality of the program. Combined, the very good category accounts for approximately 30%, the good category holds the highest score at approximately 51%, the adequate category is around 13%, and the poor category is only around 6%. These proportions indicate that most indicators are at a solid quality level, with relatively little room for improvement and no fundamental significance.

Taking this composition into account, and referring to the score interpretation guidelines in the instrument, the overall evaluation achievement is in the range of 70–84, which is categorized as "Good." This means that blended learning has been running effectively and providing real benefits for students, although several aspects, especially related to process consistency, technical support, and optimization of technology utilization, still need to be strengthened to achieve the overall category of very good. Overall, the blended learning program can be declared feasible, relevant, and has a stable implementation quality in the context of postgraduate sports education.

4. Discussion

This study aimed to evaluate the implementation of blended learning in the Master's Program of Sports Education at Universitas Negeri Malang using the CIPP evaluation model. Overall, the findings indicate that the program is implemented at a good level across all evaluation components, suggesting that blended learning has become a functional and relevant instructional approach in postgraduate sports education. Nevertheless, the results also reveal specific areas that warrant further improvement to enhance program quality and sustainability.

The context component obtained predominantly good and very good ratings, indicating that the blended learning program is well aligned with curriculum objectives, institutional vision, and the academic needs of postgraduate students. This finding reinforces previous research emphasizing that contextual clarity and goal alignment are fundamental to the effectiveness of blended learning (Oliveira et al., 2021). Similarly, (Saputri et al., 2021) found that programs evaluated using the CIPP model tend to perform optimally when learning objectives are clearly defined and relevant to learner characteristics. In the present study, the small proportion of sufficient and poor ratings suggests that although the program foundation is strong, continuous curriculum review remains necessary, particularly to ensure relevance to evolving professional demands in sports education.

Regarding the input component, the findings indicate that lecturer competence, learning resources, and technological infrastructure are generally adequate to support blended learning implementation. This result aligns with (Aman et al., 2021), who reported that sufficient human and technological resources contribute positively to hybrid learning effectiveness in higher education. However, the presence of lower ratings related to technical support and access equity echoes the findings of (Kasmaini et al., 2023), who identified similar challenges in online and hybrid learning programs. These results suggest that input quality should not only be assessed in terms of availability but also in terms of reliability and inclusiveness of learning support systems.

The process component was also rated positively, reflecting that instructional delivery, interaction patterns, and assessment practices function reasonably well. This finding supports (Sudaryono, 2021), who demonstrated that blended learning processes tend to be effective when interactive strategies and structured learning activities are applied. Nevertheless, several respondents reported moderate limitations related to interaction consistency and technological stability. These findings are consistent with (Rahmawati et al., 2022), who noted that maintaining meaningful interaction remains a key challenge in blended learning environments, particularly when online components are insufficiently facilitated. Therefore, while the learning process in this study can be considered effective, it still requires refinement to ensure more balanced and sustained engagement.

The product component yielded the most stable results, with no poor ratings reported. This indicates that blended learning has successfully supported students in achieving expected learning outcomes and developing academic competencies. This result is in line with (Febriani et al., 2024), who found that blended learning evaluated using the CIPP model generally produces satisfactory outcomes when supported by coherent instructional design.

The positive product outcomes in this study also align with (Li et al., 2023), who emphasized that blended learning can be particularly effective at the postgraduate level due to students' higher levels of self-regulation and academic maturity.

An interesting finding in this study is that despite certain limitations in the input and process components, learning outcomes remained consistently positive. This apparent discrepancy may be explained by the characteristics of postgraduate students, who tend to demonstrate greater learning autonomy, intrinsic motivation, and adaptability. (Purwaningsih & Dardjito, 2021) similarly argued that learner readiness and independence can mitigate structural limitations in online and blended learning environments. Thus, the positive product outcomes observed in this study may reflect students' capacity to compensate for technical or procedural constraints.

The primary objective of this study was to obtain a comprehensive evaluation of blended learning implementation using the CIPP model. The findings demonstrate that all four components operate at a good level, thereby confirming that blended learning is feasible, relevant, and effective within the context of postgraduate sports education. At the same time, the evaluation identifies specific weaknesses that can inform future program development, fulfilling the evaluative purpose of the CIPP framework.

From a practical perspective, the results highlight the importance of continuous improvement in blended learning implementation. Institutions should strengthen technical support systems, enhance lecturers' digital pedagogical competencies, and design learning activities that promote sustained interaction. The findings also underscore the value of systematic evaluation models, such as CIPP, as tools for monitoring program quality and guiding evidence-based decision-making in higher education.

Research Limitations

Despite its contributions, this study has several limitations. First, the sample size was relatively small and limited to a single study program, which may restrict the generalizability of the findings. Second, the study relied primarily on self-reported questionnaire data, which may be subject to respondent bias. Although observations and interviews were conducted to support the findings, future studies could employ mixed-method designs with more extensive qualitative data to obtain deeper insights.

Directions for Future Research

Future research should involve larger and more diverse samples across multiple institutions to enhance external validity. Longitudinal studies are also recommended to examine the long-term impact of blended learning on academic performance and professional competence in sports education. Additionally, future studies could explore specific instructional strategies or technological tools that effectively enhance interaction and engagement within blended learning environments.

5. Conclusions

This study evaluated the implementation of blended learning in the Master's Program of Sports Education at Universitas Negeri Malang using the CIPP evaluation model. The

findings indicate that blended learning has been implemented at a good level across the context, input, process, and product components, demonstrating that the program is both feasible and relevant for postgraduate sports education.

The context component confirms that blended learning aligns with curriculum objectives and the academic needs of students, providing a solid foundation for instructional delivery. The input component shows that human resources and learning facilities are generally adequate, although technical support and access equity remain areas requiring improvement. The process component reflects effective instructional practices and learning interactions, yet highlights the need for greater consistency in engagement and technological stability. Meanwhile, the product component demonstrates that blended learning contributes positively to students' academic achievement and competency development, indicating that learning outcomes are achieved despite existing implementation challenges.

Overall, these findings suggest that blended learning can function effectively in postgraduate sports education when supported by appropriate planning, resources, and instructional strategies. The study also confirms the usefulness of the CIPP model as a comprehensive evaluation framework for identifying program strengths and areas for improvement, thereby supporting evidence-based decision-making in higher education.

From a practical standpoint, the results emphasize the importance of continuous program evaluation, enhancement of digital pedagogical competencies among lecturers, and strengthening of institutional technical support systems. Although this study is limited by its sample size and institutional scope, it provides empirical insights that can inform the refinement of blended learning practices in similar educational contexts.

Future research is encouraged to involve broader samples across multiple institutions and to adopt longitudinal and mixed-method approaches in order to examine the long-term impact of blended learning on academic and professional outcomes in sports education. Through such efforts, blended learning can be further optimized to meet the evolving demands of higher education in the digital era.

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Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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