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DEVELOPING BASIC FOOTBALL TECHNIQUES MODEL IN FOOTBALL SCHOOLS

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[A] Study Design; [B] Data Collection; [C] Statistical Analysis; [D] Manuscript Preparation

Abstract In this study, a basic football training model for students at Padang football schools is developed. The method employed in this research was research and development on the basis of Borg and Gall's references; data from needs analysis were collected and then used to create a training model. The data were analyzed statistically to determine the effectiveness of this model. The mean difference test (*t*-test) is utilized to determine the difference between the structurally controlled exercise group and the uncontrolled group. The sample in this study involved 32 football school students aged 11–12 years. After the entire research process was conducted, a basic game-based training technique model was generated, which was named the Football Basic Technique Training Model. The results of data analysis and interpretation show that (1) the model follows the principles of necessary skills training in playing football; (2) it is useful to be used to optimize the basic technical skills of playing football; and (3) it can be applied as a guide in carrying out the training process, especially for children aged 11–12 years.

Key words: training, football player, coaching, exercise, training project

Introduction

Football can be a great force for unity. Emral says that through football, Indonesia has become known to the world. In 1956, Indonesian football, coached by Autun "Toni" Pogacknik, held the Soviet Union to a 0–0 draw during the Melbourne Olympics in Australia. Two years later, Indonesian football won a bronze medal at the 1958 Asian Games in Tokyo, Japan. The pinnacle of Indonesian football was when it won a gold medal for the first time at the 1987 Sea Games. Owing to these achievements, Indonesia has been tagged as the "Brazil" of Asia (Emral & Tangkudung, 2015).

To become unmatched in football, one must practice basic football techniques in their early childhood in football schools to optimize their basic technical skills in football. The lack of attention to early childhood (*grassroots*) and youth (age groups) is one of the leading causes of failure in national football management. How football in any country is developed is determined by how the players are molded at an early age. Moreover, FIFA and AFC, through the program *Vision* of Asia, highlight the importance of coaching, especially at the *grassroots* level, age of 6–13 years.

Training aspects that must be developed in young children are especially basic movement skills (techniques) with good basic physical abilities. A young football athlete would be trained and nurtured comprehensively to become a professional player through the academy (Williams & Reilly, 2000). Therefore, trainers must understand the aspect of training stages of exercise in terms of when and how much the portion of the training is used for *multilateral* and specialization. High-quality football playing techniques can be developed if young players (*grassroots* and *youth*) are properly trained and guided. Trainers must also consider the risk of injury in early childhood. Zarei et al. (2020) said that a warm-up program for children aged 11 years and older must be developed to prevent injuries.

Mastering and performing one kind of technique requires regular practice and takes a long time until it is finally executed automatically. Indonesian Football Association (PSSI) explains that when playing for 90 minutes of standard time, players must always move with or without the ball such as dribbling *the ball* to pass the opponent, *passing* to a co-player for ball possession (*ball possession*), and shooting at the opponent's goal to score a goal (PSSI, 2016). Basic technical skills in playing football dramatically affect the ability to play football. *Dribbling, passing,* and *shooting* the ball into the goal are elements of basic techniques in football.

Regular and programmed training carried out from an early age, coupled with other tactical and physical exercises, will improve the basic techniques of *dribbling, passing,* and *shooting* the ball into the goal. Varied exercises will establish a training atmosphere that encourages interest in practicing diligently. Trainers must develop training model programs in exercises of *fundamental*, *game-related, and game situations*.

Fostering and developing football's sport toward maximum achievement cannot be separated from the elements that will support the achievement. Football entails many factors that influence achievement. As expressed by Syafruddin (2011), two factors influence achievement, namely, internal and external ability factors. As stated by Kostikova (2015), sports motivation training and a sense of trust optimize sports activities' effectiveness during critical games.

Given that the situation is caused by several factors, which include the trainer's limited ability and the limited resources used to support the training process, based on researchers' observations in the field, the training process at the Padang City Football School, to date, is not effective in providing proper training to children at an early age. This is confirmed by the fact that most of the coaches in Padang City football schools are not outstanding and typically have limited competence and experience in football.

Coaches tend to use traditional ways of training and rely on self-experience; thus, the kind of training provided is not suitable for children but for adults. Most of the coaches in football schools use conventional methods such as warming up, excessive time allocated to running, stretching, and game simulation, with no ball touch at all being used. Consequently, children can become less motivated by football. Isidori et al. (2015) explained that the lack of awareness of the paradigms that guide sports activities is severe, primarily when one trains young athletes, and in sports such as football, in which opportunities to develop critical thinking and reflective attitudes are few and flawed due to cultural traditions, often understanding this sport only in the context of competence and high performance, trainers must be able to tailor the training skills to the child's age level.

In contrast, student experiences of learning control and agitation can have a more considerable influence on attitudes, cognitions, or emotions that are specifically encountered during PE classes, including student interest, self-motivation, and subjective vitality, in comparison to student life skills growth in PE that may occur more subtly or indirectly (Cronin et al., 2019). Should a trainer organize and modify exercises according to the needs and the appropriate age group to motivate the trained children with enthusiasm in catching what is being directed? FIFA states that a professional coach must implement or carry out nine points to achieve the desired goals and expectations from a training process (FIFA, 2016). Van de Pol et al. (2012) said in their research that a coach who can create a motivational climate would influence players in the context of training and competition. Moreover, players' stamina to some degree (exhaustion) can be improved as a result of addressing the continuing difficulties encountered by the football players (e.g., improved training) and by deeming their long-term ambitions (e.g., career development) to becoming more realistic (Adie et al., 2012).

High-quality football playing skills result from a good training process with continuous coaching done correctly, excellently, and purposefully (DeWeese et al., 2015; Langdon et al., 2017). Besides motor skills training, it determines the skills to play football (Komaini & Mardela, 2018; Komaini, 2017). Of course, it must be oriented toward coaching, which includes tactics (Teodorescu & Gheorghe, 2014), technique and physical abilities (Christopher et al., 2016; Dillon et al., 2018), and mental abilities (Slimani et al., 2014; Thøgersen-Ntoumani et al., 2005). To hone players who can become great players at their golden age, they must be supported by external factors such as having a quality coach (Teodorescu & Gheorghe, 2014; Pink et al., 2018) with the provision of a form of training (Veugelers et al., 2016) to football players who can implement according to the potential possessed in the player himself and can give players an idea of the task in playing football.

The most important of exercises development that must be given to young players are skills (basic techniques) including basic movements that correspond to the conditions and situations of the football game with the basic physical abilities possessed. From several descriptions that have been previously presented, with researchers being interested in carrying out research that focuses on the basic techniques of football players in the team in depth based on scientific studies with the title of developing basic football techniques in football schools, the purpose of this research is to produce basic football training materials to optimize basic football technical skills at the age of 11–12 years in football schools to make football training more effective, efficient, and interesting.

Material and Methods

This development research is aimed at producing basic football training materials with a playing approach for football schools to make the training more effective, efficient, and attractive. The target in the research and development (R&D) of the football training model was 36 active football students aged 11–12 years old. The students

were grouped into two groups, namely, the experimental and control groups. Each group comprised 16 students. In this study, approval has been obtained from all samples and meets the requirements of research ethics. In this research, the 11- and 12-year-old football training model was established to develop and validate training products. Figure 1 illustrates the training. R&D in this exercise used a qualitative approach and used Borg and Gall's R&D model, comprising 10 steps. The development stage of the materials was then carried out in 10 stages of the model developed by Borg and Gall (Figure 2). Several procedures can be used in R&D, according to Borg and Gall, namely, (1) research and information gathering, (2) planning, (3) development of an early form of products, (4) study starters, (5) revision of the initial products, (6) main field trials, (7) product revisions, (8) field testing, (9) revision of the final products, and (10) deployment.

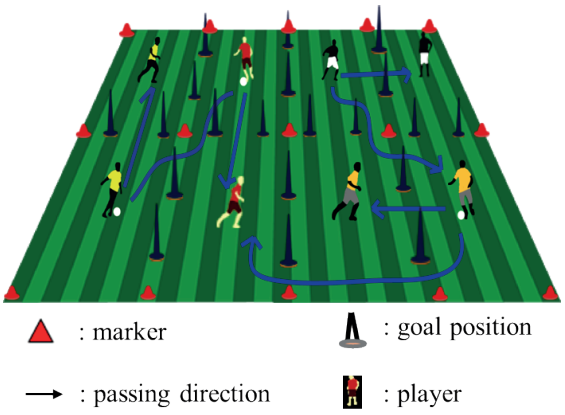

Figure 1. Illustration of the training model

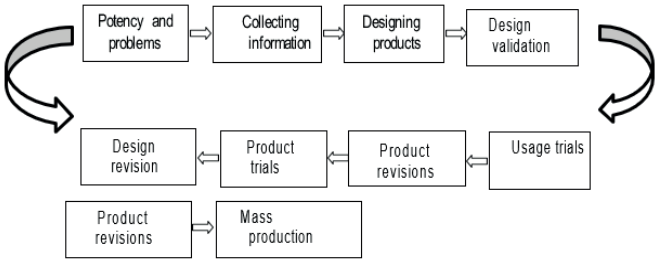

Figure 2. Steps for using the research and development method by Borg and Gall in Sugiyono (2014)

Two data from this study, namely, qualitative and quantitative data was collected and analysed. Qualitative data were obtained from (1) the results of interviews with Football School (FS) trainers, (2) field notes, and (3) data on suggestions for improvement of the draft of the initial model and the results of observations on the implementation

of small- and large-scale trials. Quantitative data were acquired from (1) assessment of the scale of the observation value of the training model implementation.

The questions in the interview involved (1) the experience of the football school (SSB) coach in training, (2) the length of time of the training carried out, (3) training facilities and infrastructure, (4) the length of time that the student/player in the age group of 11–12 years old is having training, (5) the form of the assessment carried out by the coach, (6) the training method given, (7) the most fundamental aspects of playing football, (8) the method of basic football techniques training, (9) problems that are often encountered during basic technical training, and (10) whether it is necessary not to develop a training model of basic football techniques for children aged 11–12 years.

Results and Discussion

Using the results of data acquired in the field from the beginning to the end of this study, researchers were able to summarize all the information needed in this study and obtain the following results.

Results of the development of the basic technique training model for playing football

The development of the training model for SSB students in Padang City was to produce a training model for basic technical skills for playing football, named the "Football Basic Technique Training Model." Preliminary study data acquired from the literature study results will be presented and analyzed through field observations conducted during training and competition activities in Padang City. Expert validation data were obtained via a questionnaire from three expert football coaches. Trial data from expert football coaches were collected using a questionnaire instrument for (1) the starting field test of 12 SSB students, (2) the main field trials of 30 SSB students consisting of three SSBs in Padang City, and (3) the field implementation test involving 60 SSB students consisting of six SSBs in Padang City. The SSB football students used in the trial were taken in simple random order. In this study, researchers wanted to determine the impact of using products including training projects carried out by Borg and Gall, so two groups must be formed, namely, the experimental group and the control group; hence, differences can be tested with *t*-tests. This technique can be employed to process the research data from the football coach expert as the subject of the trial (Table 1).

Table 1. Preliminary study data

No.	Component	Findings
1	**Preliminary studies** **a. Literature studies**	• The basic techniques in the game of football are: (1) passing the ball (passing), (2) dribbling, (3) shooting (shooting). • Doni Football Basic Technique Training Model is a form of training consisting of forms of playing exercises. • Learning motion produces change. • Appearance to a better level. For better skills to be possessed, it must first be developed. • Elements of motion are necessary, through the process of learning and practicing. • The skills of basic football techniques are easy to learn and analyze when displayed in visual form.

No.	Component	Findings
1	b. Needs analysis (through observation) in May 2017	• The exercises given have not been well programmed, in other words, the coach gives exercises based on what is remembered in the field. • Coaches have not used specific training models to improve basic football technique skills. • Field observation results after warm-ups are more directly playing 8 vs. 8 so the basic technical skills of children aged 11–12 years are relatively low because the number of touches they get is very small. • The exercises given have not focused on any of the required engineering elements. • The coach does not make direct corrections in case of error by stopping and demonstrating, but corrections are only through words while the game is still going on. In other words, training takes place, but coaching does not exist. • Field observations that the basic football skill training model carried out does not follow the principles of fundamental training, game-related, and game situation.
2.	**Expert Validation** a. The results of the expert validation of football coaches (n = 3) in August 2017 with a total of 234 instruments.	• From the validation of three expert football coaches obtained results (82.59%), detailed in the appendix on page 200, the Doni Football Basic Technique Training Model is very feasible to use. • Input from the three expert football coaches obtained that the training formation in the Doni Football Basic Technique Training Model needs to pay attention to the number of groups. • The three expert football coaches were given input to add fun games so that the training could be enjoyable to take.
3.	**Trial** Small-scale test results (n = 12) conducted August 27, 2017	• From small group trial results (82.56%), detailed in the appendix on page 207, which makes the Doni Football Basic Technique Training Model very feasible to use. • Some of the observations in this small group trial obtained field notes such as the following: (1) the width of the field area of the training form is too small, making it difficult for children to play, to further widen the distance of the training area. (2) When training, the distance between the posts forward and to the side needs to be considered again, so as not to disturb his other friend when doing games in other posts. (3) The formation when shooting the distance between players also needs to be considered, because it is too close so that it interferes with the concentration of the other group when shooting.
	Main field trial results (n = 30) September 3, 2017	• Based on field trials 30 players and 3 coaches obtained results (83.16%), detailed in the appendix on page 218; thus, the Doni Football Basic Technique Training Model is very feasible to use. • Based on the results of observations at this field trial, several field notes were obtained, including them being a little hesitant initially when doing training in the first session in the form of playing, but after discovering the mystery of the exercise, they enjoyed it, and they were very enthusiastic about doing it.
	Field test results (n = 60) September 17, 2017	• Based on field trials 60 players and six coaches obtained results (82.02%), detailed in the appendix on page 225, thus, the Doni Football Basic Technique Training Model is very feasible to use. • Field notes based on the results of observations at field trials obtained field records, including that players are very enthusiastic about doing it because this method is new to them and not boring. • In general, all students can carry out the instructions given based on the desired expectations.
	Model Final	• After a series of trials, revisions, and refinements on the draft model, a basic technique model of play-based football playing skills for students of SSB Padang City was compiled, which was named the "Doni Football Basic Technique Training Model," consisting of 15 forms of variations of passing practice models, 15 forms of variations of dribbling training models, and nine forms of shooting exercises. Thus, the total number of model variations presented in this paper is 39.

Expert validation

The average percentage of expert validation results for football training was 82.59%. The football training experts' suggestions are as follows: (1) input from three football coaches, that is, the training formation in the basic technical skills model for playing football should pay attention to the number of groups; (2) input from three expert football coaches, that is, to add *fun games* to make the training enjoyable.

Table 2. Football training expert validation result data n = 3 with 234 instruments and more complete questions

No.	Expert	Minimum score	Maximum score	Score result	Percentage
1.	Football Training Expert 1 Dr. Emral, M.Pd	234	1.170	970	82.90
2.	Football Training Expert 2 Dr. Alex Aldha Yudi, M. Pd	234	1.170	989	84.52
3.	Football Training Expert 3 Dr. Arsil, M.Pd	234	1.170	940	80.34
Average					82.59

Based on the description in Table 2, the average percentage of football training expert validation results is 82.59%.

Feasibility of training model for basic technique skills for playing football

The average percentage of data analysis results from three football coaches was 82.59%. Therefore, the training model for the basic technical skills of playing football is very feasible to use. Data analysis is based on the validation results of expert football coaches; each of these indicators is described in Table 3.

Table 3. Data analysis results from expert football coaches (n = 3)

No.	Dimension	Indicators	Score at least	Score maximum	Score result	Percentage
1	Training Materials Training Model Basic Skills Playing Football:	a) Objectives of the training material model Practice basic technique skills playing football 11	117	585	493	84.27
		b) Quality of training materials Practice model basic technical skills playing football	117	585	497	84.95
		c) Variations of practice materials Practice model basic technical skills playing football	117	585	479	81.88

No.	Dimension	Indicators	Score at least	Score maximum	Score result	Percentage
2	Practice Methods Practice Model Practice basic technical skills playing football	a) Systematics of practice methods Practice model basic technical skills playing football	117	585	466	79.65
		b) Effectiveness of the exercise methods Practice model basic technical skills playing football	117	585	492	84.10
		c) The appeal of the exercise model Practice basic technique skills of playing football	117	585	472	80.68
Sum			702	3510	2899	82.59

Effectiveness of the basic technique skills training model for playing football

After carrying out the initial field trials with n = 12, the second stage revision was conducted for the product components of the development of the basic technical training model for playing football, which was then continued with the main field trials with n = 30 onward and field trials with n = 60 revised stage 3. To determine the effectiveness of the product development model for the basic technique of playing football, the implementation process was carried out using the research design of *True Experimental Design* (*Pretest–Posttest Only Control Design*). The main characteristic of *True Experimental* is that the samples employed for experiments and as a control group are taken randomly from particular populations. To test the effectiveness of the application of the basic technique training model for playing football in SSB students, the "*t*-test" technique was utilized.

Test data analysis requirements

As a requirement for data analysis, a normality test was previously conducted on the data from the pretest and posttest basic technical skills of playing football using the Lilliefors test at a significant level of $p > 0.05$.

Table 4. Recapitulation of normality testing results of control and non-control group passing skills data

Group sample	Sum of the samples	L-count	L-table	Conclusion
Control group	16	0.203	0.213	Usual
Non-control group	16	0.199	0.213	Usual

Information:
Control Group: the group of students who are given the training treatment of developing basic techniques of playing football.
Non-control group: the group of students who were not given the training treatment of developing basic techniques of playing football.

Using the results of the calculation of the data normality test in Table 4, the calculated L-value for all basic pretest data of football passing was acquired; both the control and the non-control groups were smaller in terms

of L-value when compared with that in the L-table at a significant level of p > 0.05. Hence, it can be concluded that the entire pretest data of this basic football passing technique comes from a normally distributed population.

Table 5. Recapitulation of normality testing results of control and non-control group dribbling skills data

Group sample	Sum of the samples	L-count	L-table	Conclusion
Control group	16	0.094	0.213	Usual
Non-control group	16	0.143	0.213	Usual

Information:
Control group: the group of students who were given the exercise treatment of developing basic techniques of playing football.
Non-control group: the group of students who were not given the training treatment of developing basic football techniques.

Utilizing the results of the calculation of the data normality test in Table 5, the calculated value for all pretest data of the basic technique of football dribbling was achieved; both the control and the non-control groups were smaller than the L-table at a significant level of p > 0.05. Therefore, it can be concluded that all the pretest data of the basic technique of dribbling football come from a normally distributed population.

Table 6. Recapitulation of normality test results of control and non-control group shooting skills data

Group sample	Sum of the samples	L-count	L-table	Conclusion
Control group	16	0.192	0,213	Usual
Non-control group	16	0.153	0,213	Usual

Information:
Control group: the group of students who are given the training treatment of developing basic techniques of playing football.
Non-control group: the group of students who were not given the training treatment of developing basic techniques of playing football.

Using the results of the calculation of the data normality test in Table 6, the calculated value for all pretest data of the basic technique of football shooting, both the control and the non-control groups were smaller than the L-table at a significant level of p > 0.05 Hence, it can be concluded that the entire pretest data of this basic technique of football shooting comes from a normally distributed population. The "*t*-test" technique was employed to calculate the steps of testing the effectiveness of the application of the basic technique training model of playing football for SSB students.

t-test

After the data normality testing was completed, the next step was to test the football playing skill model using the *t*-test statistics. Table 7 presents the results of the calculations of the authors.

Table 7. *t*-test results

Group	Types of skills	N	unit	t-count	t-table
Control groups	Passing	16	Score	5.175	1.753
	Dribbling	16	Score	4.452	1.753
	Shooting	16	Score	3.464	1.753

Group	Types of skills	N	unit	t-count	t-table
Non-control group	Passing	16	Score	2.070	1.753
	Dribbling	16	Score	2.525	1.753
	Shooting	16	Score	1.962	1.753

Based on Table 7, the *t*-count value of the control group at the passing ability is 5.175 > *t*-table 1.753, whereas the *t*-count of the non-control group on the passing ability is 2.070 > *t*-table 1.753 because the calculation value is greater than that in the *t*-table; both the basic engineering exercise model that the author developed and the conventional exercise model have a significant influence. This means that the two models can enhance the basic playing skills of SSB Sepakbola West Sumatra students. When viewed from the calculation value, the control group has a better value (5.175) when compared to the non-control group (2.070); thus, it can be concluded that the basic football technique training model that the authors has, has a more significant influence when compared to conventional exercises, which means that the improvement of basic technique skills of playing the control group is better than that of the non-control group.

Supporting and inhibiting factors for the application of the basic technique training model for playing football for SSB students

Several activities strongly support applying the basic technique training model for playing football, which include the following: (1) the DANONE competition calendar every year, MENPORA U-12 Cup, in which their training target is to be selected as young Garuda national players, and (2) looking at many opportunities for the achievement, the coaching and development of basic techniques for playing football has flourished rapidly in football schools but has not yet been implemented as expected.

The application of the basic technical training model for playing football has not been appropriately implemented. Inhibiting factors include (1) the limited number of trainers with training licenses in various SSBs; (2) lack of supplies of training tools and equipment such as balls, vests, *cones*, markers, *portable goals*, and poorly maintained training fields; and (3) limited areas to practice for some SSBs.

Strengths and weaknesses of the basic technique training model for playing football for SSB students

The advantages of this basic technique of playing football training models are producing the final product in a manual and a video training model for basic technical skills in playing football. The book and video will be useful for SSB football coaches to guide the training process to improve performance effectiveness. Expectedly, these will increase the effectiveness of the training process for SSB students viewing the video training model for basic technical skills playing football, whether before or after the training process, and will make it easier for SSB coaches and students to understand the training material. Thus, viewing videos of intricate movements taking place quickly can be viewed slowly and repeated until they understand.

This basic technical training model's weakness for playing football is that it only displays a few basic techniques for playing football. In comparison, a player who can play football well must master all basic techniques: *dribbling*, *passing*, *controlling*, *heading*, and *shooting*. If a football player does not master the basic techniques of playing football, he/she cannot expect high achievements in defending the club and playing in the national team.

Conclusion

In conclusion, the training model developed is through the actual competition situation. This model is arranged according to the principles that exist in the phases of the football game. This model can be a reference for SSB football coaches in providing training. With the training material established in terms of ease of practice, variety, suitability, and the exercise's benefits, the model is simple and easy to understand. An exciting model is also packaged in the book and the video training model for the basic techniques of playing football to make it easier for coaches and students to understand the training material and increase the ongoing training process's effectiveness.

This floating product model can be used in SSB in Indonesia because all SSB students have the same principal characteristics. Before giving training, coaches and students can watch and study the manual and the animated videos so that SSB students can master the basic football training model exercises well. Thus, SSB coaches and students get additional information on how to train basic techniques, allowing the coaches and SSB students to use the basic technique training model for playing football as much as possible; it is necessary to have regular exercise and execution.

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