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DRIBBLING SKILLS TRAINING MODEL IN FOOTBALL GAMES FOR ELEMENTARY SCHOOL AGE

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Abstract

The goal achieved from this research and development is to produce a model of soccer dribbling training models for the elementary school age group. This research and development is carried out to be able to obtain information about the development and application of the football dribbling training model for the elementary school level age group. and to find out the effectiveness of the model produced. This research uses Research & Development (R & D) method from Borg and Gall, (Bennett et al., 1984). The subjects in this study were students of SD Negeri 1 Metro Barat from 30 children. The stages in this study are: needs analysis, expert evaluation (initial product evaluation), small group trials, and large group trials (testing fields). Test the effectiveness of the model. With the success of the research proven by questionnaires submitted by experts at 80%, the dribbling training model deserves to be developed in accordance with the research study of the development model of Borg and Gall. Based on the results of the development it can be concluded that: (1) With the soccer dribbling training model for elementary school level children can be developed and applied in dribbling exercises on extracurricular and learning (2) With the soccer dribbling training model for elementary school level that has been developed, there is evidence of an increase of which there are significant differences between before and after getting the model treatment.

Key words: model, training, football, dribbling

Introduction

Football is a game sport that uses a field ball and is played by two teams, each team consisting of 11 people. The goal of the game of football is to get as many balls into the opponent's goal as possible and to keep the goal from conceding the ball. Football games require good cooperation between players and must be supported by good technique and physicality. The practice of physical activity influences the level of general health, but also affects other variables, such as academic performance, self-perception, consumption of alcohol and tobacco, or social relationships. Thus, it is essential factor that affects the development of the individual, (Aceijas et al., 2017; Davis et al., 2017; Lewis et al., 2017). The advantage of practicing physical activity is to

avoid terrible diseases, (Füzeki et al., 2017; Warburton & Bredin, 2017). Therefore, it must be trained from an early age or in school, such as from elementary school.

There are many studies that provide benefits of physical activity that will prevent dangerous diseases, (Hesketh et al., 2017). WHO believes that chronic diseases in developed countries are deadly at 75 percent. Furthermore, many researchers have suggested the practical benefits of physical activity such as cognitive, increased well-being, self-esteem, motivation to live a healthy life, and decreased stress or anxiety, (Erickson et al., 2015; Fedewa, 2011; Zurita-Ortega et al., 2018). Thus it is very interesting to know the exercise of physical activity. (Sevil et al., 2018) said that there are differences in physical levels in primary and secondary schools as well as at the university level. A close relationship between physical exercise, motivation and the type of exercise performed, (Márquez et al., 2016). The development of independently conducted during the early involving motor and physical aspect, this is because specific movement experiences and practices may be needed for skill developmen, (Schmutz et al., 2020). Players who have good basic techniques will tend to be able to play football well as expected. Some basic techniques that need to be mastered are kicking, stopping, dribbling, heading, seizure.

Dribbling plays an important role in the game of football. Dribbling skills absolutely must be learned and mastered by all football players without exception. Football players must have good dribbling techniques to increase attack effectiveness. Dribbling is not only used to avoid the opponent's attack, but dribbling is also used to get into the opponent's defense zone in the hope that the opportunity to score is greater because with good dribbling skills a player will be able to avoid every opponent who tries to block him. Dribbling is also useful for breaking the focus and concentration of the opponent's defense and trying to stop players who are dribbling who endanger their defense. Dribbling skills refer to the ability to move players on the field by controlling the ball completely, (Vaiya, 2020). The impact is that other players will easily enter the opponent's defense easily so that the chance to score will be greater. The more successful dribbling, the greater the chance of victory that will be achieved. Vice versa, the smaller the dribbling success rate, the smaller the chance to win the match.

Learning activities direct someone to learn something effectively and efficiently, (Doewes et al., 2019). With the help of the coach which will help in finding the right method for the player. Besides that, players must also develop the skills that have been taught to apply, the existence of self-awareness, flexibility and independence to develop abilities, (Price et al., 2020). Previous research has shown that the experimental learning model is more suitable for dribbling than the control group. In experimenting with a greater capacity for dribbling a larger ball compared to control group, (Riyadi & Doewes, 2017). Through play can improve the learning and creative thinking, (Ponticorvo et al., 2020). The problems that occurred were found during field observations. After making observations, it was found that the problems that occurred in the field were the dribbling training model that was applied was less varied and seemed boring and some even had the training process not systematically arranged. A great football player will be born from an early age. The age of effect on physical ability soccer players, where this is related to the composition of the body as body fat muscle mass, (Cejudo et al., 2019). It is very concerning if this condition continues. It takes a coach who understands and understands the right and varied forms of training to practice dribbling techniques.

Varied dribbling training models are used so that in the training process there is no boredom during the training session. The training model applied must also be adapted to the needs of elementary school students, because they are beginners in the game of football. The exercises performed must be arranged systematically starting from the easiest to the most difficult gradually. Dribbling practice starting with the easiest will create the foundation of proper dribbling technique. A coach must be able to design an exercise model well and according to the needs of elementary school students as beginners in the game of football and must have clear goals.

Methods

There are many development research models that we can use, but in this discussion, we will briefly review development research using the Borg and Gall model in Sugiyono, The Borg and Gall version of the development research model includes ten activities, namely:

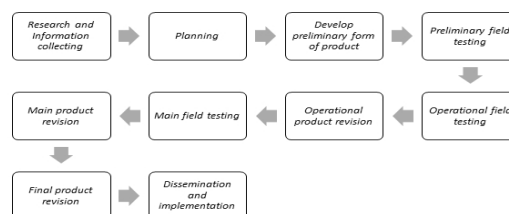


Figure 3. R & D Research Steps according to Borg and Gall
Source: (Sugiyono, 2013) Metode Penelitian Tindakan Pendekatan R & D

1. Model Development Steps

Preliminary research begins with a needs analysis through interview and observation questionnaires. Researchers compiled a development needs analysis questionnaire based on the facts in the field. Researchers also conducted interviews with instructors, lecturers used interview guidelines to obtain data on development needs.

2. Model Development Planning

In this study, the models that will be made by researchers will be designed with interesting game variations at structured stages between stages of soccer dribbling variations in elementary school groups. More variations and game modes are developed. Done individually and in groups.

Table 1. Stages and Steps of Research Development

Stages	Step	Aktiviti	
Pra Development	1	a. Initial data collection b. Preparation of research proposals c. Needs analysis	
		2	Product planning
		3	Production of products in the form of books
Development	4	Formative evaluation: Initial trial (1) This evaluation is carried out by gymnastics experts Initial fix (1)	
		5	Initial trial (2) Expert evaluation (Expert judgement) with gymnastics experts Initial fix (2)
			6
Penerapan	7	Operational improvement	
		8	Application / dissemination

In filling out the questionnaire, the researcher used a Likert scale used to measure the attitudes, opinions and perceptions of a person or group of people about this social phenomenon that has been determined specifically by the researcher, hereinafter referred to as the research variable. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for compiling instrument items which can be in the form of statements or questions. The answer to each instrument item using a Likert scale has a gradation from very positive to very negative. For this reason, the researchers in this study used the answers and scores as follows;

- a. Strongly Agree = 5
- b. Agree = 4
- c. Indecisive = 3
- d. Disagree = 2
- e. Strongly Disagree = 1

3. Validation, Evaluation, dan Revision of the Model

a. Expert Review

The researcher validates the product by asking experts to assess the product that has been produced whether the product is suitable for use. Experts are people who are experts in their fields in this research where experts are computer-based information system experts, electronics experts and measurement test experts. If there is a revision from the research experts, the researcher will improve the tool until it is tested for validity and is ready to be used in research.

b. Small Group Trial

After conducting product feasibility tests on experts, researchers conducted trials in small groups to be able to see whether the tool could be used properly and in accordance with existing norms and validity in variations of soccer dribbling basic swimming movements. This small group trial was conducted by 20 respondents. As a basic material for measuring instrument experiments that were made before entering the large group test. At this stage, a test tool will also be tested which will be given by a testor and validated to experts with the aim of finding out whether the measuring instrument is feasible and repairs are made.

c. Large Group Trial

After conducting a small group test, the researcher conducted a trial in a large group to be able to see if the tool could be used properly and in accordance with the existing norms and validity in the variation of soccer dribbling basic swimming motion. This large group trial was more than 30 respondents.

4. Data Analysis

In this development research, the data analysis technique used is a quantitative descriptive analysis technique with percentages. This technique is used to analyze quantitative data obtained from the results of distributing evaluation questionnaires from experts, regarding the results of the products developed. The formula used to analyze the data is as follows:

The formula for processing responses or evaluations from experts

a. The formula for processing data per test subject

$$P = \frac{x}{xi} \times 100\%$$

Information:

P = Percentage of evaluation results of test subjects

X = Number of score answers by test subjects

Xi = Maximum number of answers in the aspect of assessment by test subjects

100% = Konstanta

b. The formula for processing the data as a whole is the test subject l

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Information:

P = Percentage of the overall results of the evaluation of test subjects

Σ X = Total number of answers

Σ Xi = The total number of maximum scores of test subjects in all aspects of the assessment

100% = Konstanta

To determine the conclusions that have been reached, the criteria are set as in the following table

Table 2. To determine the conclusions that have been reached, the criteria are set as in the following table

PERCENTAGE	INFORMATION	PURPOSE
80% - 100%	Valid	Used
60% - 79%	Enough Valid	Used
50% - 59%	Less Valid	Change
< 50%	Invalid	Change

Results and Discussion

Table 3. Results of the Expert's Revision of the Football Dribbling Practice Model for Elementary Schools

Agility model	training	Suggestion and Input
Training dribbling 1	Model	It can be applied because it can be done
Training dribbling 2	Model	It can be applied because it can be done
Training dribbling 3	Model	It can be applied because it can be done
Training dribbling 4	Model	It can be applied because it can be done
Training dribbling 5	Model	It can be applied because it can be done
Training dribbling 6	Model	It can be applied because it can be done
Training dribbling 7	Model	It can be applied because it can be done
Training dribbling 8	Model	It can be applied because it can be done
Training dribbling 9	Model	It can be applied because it can be done
Training dribbling 10	Model	It can be applied because it can be done

Based on the evaluation of the small group trials conducted, it can be concluded as follows:

- a. All variations of the soccer dribbling training model for elementary schools can be done by students, what needs to be considered is the order of the difficulty level of the training model starting from the easiest to the hardest so that learning goes according to the plan and the child's dribbling technique increases.
- b. When applying the dribbling training model in the field, athletes/children pay less attention to the direction of the coach and the task of a coach must always monitor during the training process so that the goals of dribbling practice can be achieved in accordance with the expected goals.

Results of the Second Stage/Large Group Test After a small group trial of the dribbling training model for elementary school age beginners and has been revised by a football expert, the next step is to conduct a large group trial. Based on the results of small group trials that have been evaluated by experts, the researchers then revised the initial product and obtained 10 models of soccer dribbling training for elementary schools that will be used in large group trials.

1. Product Improvement

Based on the results of the research, it can be concluded that the soccer dribbling training model for the elementary school group developed has a significant level of effectiveness. Based on the advantages and disadvantages of the resulting product, there are several inputs that the researcher will describe in order to achieve the perfection of the resulting product. The inputs to be submitted are as follows:

- a. Implementation instructions and pictures on the model must be arranged and made clearly so that it is easy for students to understand.
- b. The distance between cones must be considered and adjusted to the goal to be achieved.
- c. The dribbling training model must be in accordance with the training objectives, namely for beginners so that it starts from the easiest to the hardest.
- d. Facilities and tools used should be in accordance with the purpose of the exercise. The quality of the ball should also be considered to support the training process.

2. Product Discussion

This model of soccer dribbling training for elementary school groups was created by researchers so that it can be a reference that can help coaches in providing variations of dribbling training in soccer games. This model is prepared based on the needs of children in extracurricular football. This is evaluated regarding some of the existing weaknesses and improvements are made to the product for better results, it can be conveyed several advantages of this product, including:

- a. Can improve students' dribbling skills.
- b. The resulting model has several variations from the easiest to the most difficult.

- c. This model will increase children's interest in practicing because there are several variations of exercise, so that the training process does not run monotonously and boringly
- d. This training model can help as a reference for coaches to support the process of soccer dribbling training in extracurricular activities at school.
- e. Contribution to education, especially in the field of football.

Conclusion

Based on the data that researchers obtained from the results of field trials and discussion of research results, it can be concluded that:

1. With the soccer dribbling training model for elementary school groups, children can practice effectively and efficiently.
2. With the soccer dribbling training model for elementary school groups, it can increase enthusiasm and prevent student boredom in practicing because of the varied training models so that the training process does not run monotonous and boring.
3. The soccer dribbling training exercise model for elementary school groups is suitable because it starts with the easiest to the hardest stages.

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