DEVELOPMENT OF SOCCER PASSING TRAINING MODELS WITH PLAY METHOD FOR BASE SCHOOL BEGINNERS

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ABSTRAK

The problem in this study is the low level of mastery of passing skills in the game of football. The objective to be achieved in this research and development is to produce a passing training model product with the playing method in a soccer game. This research uses the Research & Development (R&D) method of (Borg and Gall, 1983: 775). The subjects in this study were elementary school students in Labuhan Ratu District. The stages in this research are: needs analysis, expert evaluation (initial product evaluation), small group testing, and large group testing (field testing). The effectiveness of this development product is based on the assessment of 3 football experts, namely 2 lecturers soccer and 1 soccer coach. The value obtained is 82.6 which is declared valid and is suitable for use. Based on the results of the development it can be concluded: (1) The developed training model can be applied in the passing skill training process (2) The passing exercise model with this play method can improve students' passing skills, (3) As a contribution to education, especially in the field of football.

Keyword : training, model, passing, football

INTRODUCTION

Sport is a human activity that is very influential on the health of the culprit, whether it is sports that are carried out in a recreational, competitive or competitive manner.

The game of football is a game that focuses on mature ball skills and techniques. To be able to play soccer well a player is required to master some basic technical skills well. Basic techniques in football include; Control (controlling), dribbling (dribbling), kicking (kicking), passing the ball (passing), shooting the ball (shooting), and heading the ball (heading).

Soccer coaching and development is carried out through a process carried out by qualified sports teachers / coaches who have competency certificates and are supported by adequate facilities and infrastructure. This coaching pattern is directed to be able to instill a love of football, introduce the techniques and basic movements of football through intensive training and introduce the basic rules of the game of football so that it is expected to lead to changes in motor skills. The change in motion is a change from those who have not mastered basic football techniques to be able to.

To be able to have good basic technical skills requires a programmed and systematic training process, so that you will get automatic movements in play.

The training process that is carried out must have a goal by paying attention to the situation and conditions, learning resources and training materials as well as the characteristics of the students in the form of training strategies in order to achieve the maximum training objectives. A trainer should be able to connect between training strategies, needs and characteristics of students, as well as training materials and their interrelated sources so that the training objectives achieved can be maximized.

Through observations made in the process of soccer training and interviews with coaches, that what happens on the field is that children when playing football tend to be far from good words. As a result of poor passing, the ball is easily taken by the opponent by cutting the ball passing lane. In addition, it also often happens wrong in passing, as a result the purpose of the game cannot be achieved to the maximum. All of that happened due to the lack of training of the trainer in organizing the training program that was carried out without thinking that the characteristic aspects of the child were very process of mastery of skills, especially passing.

Obviously very alarming if such conditions continue. To that end, researchers want to conduct research on the development of passing practice models in soccer games with playing methods for beginners of elementary school age.

Development research is a research that is based on the manufacture of an effective product, beginning with a needs analysis, product development and product trials. In the process of development, researchers continue to make observations from the design of the product until the product test is in the field. Thus, development research includes evaluation, summative, and confirmative. The National Science Board in (Putra, 2012: 70) mentions research and development is a systematic study of complete scientific knowledge or understanding of the subject under study.

Research and development is a process or steps to develop a new product or improve existing products that can be accounted for. Model development is the result of research oriented to the results of product development. So research and development can produce products and can be tested for the effectiveness of these products (Sukmadinata, 2005: 164).

In simple research and development or so-called R&D can be defined as a deliberate and systematic research method. R&D has the aim to find, formulate, improve, develop, produce, test the effectiveness of products, models, methods / strategies / ways, services, certain procedures that are better, new, effective, efficient, productive and meaningful. Development research is indeed directed to find renewal and excellence in the framework of effectiveness, efficiency, and productivity.

The game of football requires compact teamwork. In addition, variations and combinations of basic techniques are also needed in this game. (Augustyn, 2012: 1) argues that:

"Soccer is a game in which two sides (teams) of 11 players, using any part of their bodies except their hands and arms, try to maneuver the ball into the opposing team's goal. Only the goalkeeper is permitted to handle the ball and may do so only within the

penalty area surrounding the goal. The team that scores more goals wins".

Soccer is a game played by 2 teams and each team consists of 11 players. In playing the game every player is allowed to use all the limbs except for the arms, only the goalkeeper is allowed to play the ball with his feet and arms.

The game of football uses almost all the skills of the feet, except the goalkeeper who is free to use any limb. The goal of each team is to put the ball into the opponent's goal as much as possible with the understanding also try hard to keep the goal from being broken by the opponent's attacker.

According to (Carling, Williams, and Reilly, 2007: 1) the objectives of the soccer game are:

"In the ball game the contest is decided by points or sets won, or goals scored. In soccer there is a simple determinant of victory: winning means scoring more goals than the opposition ".

Achievement of mastering the basic techniques of playing football players must do with the principles of correct, careful, systematic technical movements that are carried out repeatedly and continuously, so that it will produce good cooperation between a group of muscle nerves to form a harmonious movement, so that it will produce movement automation.

Exercise is an effort to improve the quality of the functional organs of the psychic fibers of the culprit. Therefore the exercise must be arranged and carried out appropriately and correctly in accordance with the objectives to be achieved. Exercise in an inappropriate way will affect the child's development, both physiologically and psychologically.

Kent in (Budiwanto, 2012: 16) argues that "training is a physical training program planned to help and learn skills, improve physical fitness, and especially to prepare athletes for a match.

According to (Harsono, 2006: 2) see that, training is a process of conscious improvement of athletes to achieve maximum quality achievement by being given physical, technical, tactic and mental burdens that must be regular, increased, gradual and repetitive. The training aims to achieve the goals of improving the organizational system and its functions to optimize the performance or appearance of the sport.

In other words that training is a systematic training process and is carried out repeatedly and which is increasingly increasing the amount of training load. Systematic means that training is carried out regularly, planned, according to schedule, according to certain patterns and systems, methodical, continuous from simple to more complex. Repeated means that the movements carried out must be trained repeatedly so that the movement in question seems difficult and coordination that is still low becomes easier. Automatic and reflection in its implementation. Likewise so that the patterns and coordination of motion become smoother so that it saves more energy.

According to (Sukadiyanto, 2011: 8) the general purpose of training is to help coaches, coaches, sports teachers to be able to apply and have conceptual skills in helping and expressing the potential of athletes to reach the peak.

The principle of training is something that must be known by a trainer so that the objectives of the training can be achieved to the maximum. The preparation and implementation

of the training program should pay attention to the principles of the training. The principles of training according to Bompa in (James Tangkudung and Wahyuningtyas Puspitorini, 2012: 58) are:

(1) The principle of active and seriousness of practice (2) The principle of overall development (3) The principle of specialization (4) The principle of individualization (5) The principle of variation in training (6) The principle of overload or increasing training load.

According to (Zulkifli, 2005: 38-39) Games are a common symptom, both in the world of animals and humans in society, such as the environment of children, youth, and adults. The game is a self-chosen preoccupation without any element of coercion, without being pressured by a sense of responsibility. The game has no specific purpose. The purpose of the game lies in the game itself and can be achieved at play time.

Playing is not the same as working. Work has further goals; the goal is reached after the work is done. Children like to play because in themselves there is an inner urge and the urge to develop themselves. Many scientists are interested in researching games because they realize the important role of games in development.

According to (Wardani, 2009: 17-18) argues that the game, play or equivalent words in English are called "games" (nouns), "to play" (verbs), "toys" (nouns) are derived from the word "Play". In the Indonesian dictionary, the word play means "doing an act for the purpose of having fun (with certain tools or not); do things as they wish, just do as long as you want. "And in the world of psychology play activities are seen as" an activity or a wider range of activities that contain fun (fun) and carried out of one's own free will, without coercion with the aim of gaining pleasure at the time hold these activities.

Play helps the cognitive development of children directly, not just as a result of cognitive development as stated by Piaget. He asserted that symbolic play plays a very important role in the development of abstract thinking. Since children begin to play pretend, so children become able to think about the meanings of the objects they represent independently.

The age of elementary school children are children who have an age range from 7 to 12 years. At this age, instilling a love of science is very young. According to (Piaget and Inhelder, 2010) of elementary school age there is a continuous progression from spontaneous movements and reflexes to habits that are acquired, and from those habits to intelligence.

Elementary school age children are shoots that will grow into a sturdy tree, so literacy culture must be applied from elementary school age, so that literacy is not just an activity of reading, writing and discussing formalities. But it becomes a skill (lifeskill) that will continue to be implemented throughout the ages.

According to (Piaget and Inhelder, 2010) suggested that elementary school-age children are active and emulating creatures who are accomplished and the cognitive development stage of elementary school-age children is at a concrete pre-operational stage.

According to Sumantri and Sukmadinata in (Wardani, 2012), the characteristics of elementary school-age children are: (1) happy playing; (2) likes to move; (3) enjoy working in groups; and (4) like to feel or do something directly.

The first characteristic that is happy to play. Elementary school students especially those who are still in the lower classes generally still like to play. Therefore, elementary school teachers are required to develop learning models that contain games, especially for low grade students.

The second characteristic is the pleasure of moving. Elementary school students are different from adults who can sit and be quiet listening to lectures for hours. They are very active and can only sit quietly for about 30 minutes. Therefore, the teacher should design a learning model that causes children to actively move or move.

The third characteristic is the pleasure working in groups. Therefore, the teacher needs to form students into several small groups consisting of 3 to 5 students to complete the task in groups. By socializing in groups, children can learn to socialize, learn how to work in groups, learn to be loyal to friends and learn to obey the rules in the group.

The last characteristic of elementary school students is that they enjoy feeling or doing something directly. Based on Piaget's cognitive development stage as previously described, elementary school students are at a concrete operational stage. They tried to connect concepts that had previously been mastered with new concepts that were learned. A concept will also be quickly mastered by children if they are directly involved through the practice of what is taught.

RESEARCH METHODS

Research on the development of this passing exercise model uses the research and development model of (Borg and Gall, 1983:

775) which consists of ten steps in research, including: (1) Research and information collecting (2) Planning (3) Development of the preliminary from of product (4) Preliminary field testing (5) Main product revision (6) Main field test. (7) Operational product revision (8) Operational field testing (9) Final produk (10) Dissemination and implementation.

This research and development is certainly expected to produce a product that can be used as a passing training model in a soccer game with a new model design or perfecting the existing one so that it can be used as a source of other learning in the training process.

To simplify the systematic research it will be described using a chart of research and development steps used by researchers based on the research steps adopted from Borg and Gall:
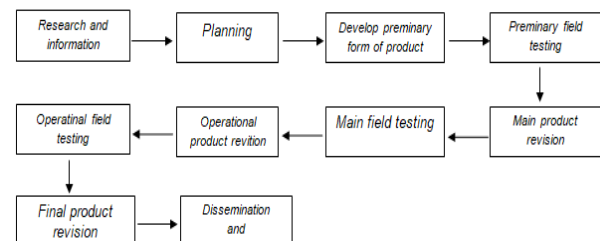

Figure 1. Development Step Chart

Based on the chart above, the research steps can be explained as follows: (1) Conducting research and information gathering (literature review, subject observation, preparation of the subject matter report). (2) Carry out planning (definition of skills, formulation of objectives, determining the order of tests, expert testing, small-scale trials). (3) Developing the types / forms of initial products (preparation of materials, preparation of books / modules / videos and evaluation tools). (4) Carry out an initial field trial using 25 subjects.

(5) Revising the product based on input and suggestions from the results of the initial field trial. (6) Conduct major field tests with 50 subjects. (7) Revise operational products, based on input and recommendations from the results of key field trials. (8) Carry out main product tests (9) Revise the final product based on suggestions in field trials. (10) Make a report on the product in a journal and cooperate with publishers to carry out commercial distribution.

These research and development steps use stages: (1) First is to determine the problem or potential on which the model is developed. (2) Further information is collected as a basis for thinking in making concepts. (3) Making a learning model (product design), the design form is a passing training model with play methods. (4) Design validation, carried out by the experts concerned, (5) Revision, from the results of expert tests (design validation) (6) Product trials, carried out by practicing passing practice models in the game of football. (7) Revision of product trial results. (8) Larger usage tests or group tests. (9) Second product revision, revision is done by an expert, in order to obtain perfect results. (10) Models can be produced.

The effectiveness of the product was obtained based on an assessment conducted by 3 soccer experts on the developed model. The assessment is in the form of a questionnaire given to each expert to assess the feasibility of the product being developed. The soccer experts are: 2 soccer lecturers and 1 soccer coach. There are 10 assessment questions that are given to football experts to assess the feasibility of the product produced. In each instrument there are 5 choices of the best starting scores with a score of 5 and the smallest with a score

of 1. The way to score the results of all assessment instruments is as follows:

$$\Sigma = \frac{skor\ maksimal\ yang\ didapat}{skor\ maksimal}\ x\ 100\%$$

PROSENTASE	KETERANGAN	MAKNA
80% - 100%	VALID	LAYAK DIGUNAKAN
60% - 79%	CUKUP VALID	LAYAK DIGUNAKAN
50% - 59%	KURANG VALID	DIPERBAIKI
< 50%	TIDAK VALID	DIPERBAIKI

Table 2. Percentage of Evaluation Results

RESULTS AND DISCUSSION

The development of passing training models in football games with playing methods for beginners of elementary school age is intended to produce effective and more varied passing training models. Data needs analysis results are presented in several ways, namely football coach interviews and questionnaires for students who take part in soccer extracurricular activities. The validation data will be presented by three soccer experts obtained through a questionnaire.

The technique used to process the assessment data from expert judgment consists of 2 lecturers as soccer experts and 1 soccer coach.

The data above is an assessment of the model produced by 3 soccer experts. The following is a recapitulation of the value of expert judgment

No	*Expert Judgement*	Nilai (persentase)
1	Soccer lecturer	82 %
2	Soccer lecturer	78 %
3	Coach Football	88%
Average		**82,6 %**

Table 3. Recapitulation of the value of expert judgment

Based on the data above, the average value generated from 3 soccer experts is 82.6%, so this passing training model is declared valid and suitable for use.

Based on the results of research as a whole shows that the product passing training model with play methods turned out to be overall feasible and effective to use. This soccer passing practice model should be considered by instructors or coaches as an alternative guide or reference for football passing training activities because it is effective in improving the results of passing skills in football games.

After this product has been evaluated regarding some of the existing weaknesses and product improvement is done for better results, it can be conveyed several advantages of this product include: (1) Can improve students' passing ability. (2) The resulting model has several variations from the easiest to the most difficult. (3) This model will increase the child's interest in practicing because there are a number of variations of the exercises with the play method, so the training process does not work in a monotonous way as a coach's reference to and boring. (4) This training model can support the process of passing soccer training for beginners of elementary school age. (5) Contribution to education, especially in the field of football.

CONCLUSION

Based on the results of the assessment provided by 3 soccer experts, the average calculation result from the 3 experts was 82.6% so that the passing training model was declared valid and was suitable to be used to support the passing training process in soccer, especially at the elementary school level.

The product produced is in the form of a passing practice guide book on soccer with a play method developed in the form of 25 variations of passing exercises. The training model was developed based on the characteristics of elementary school students, namely the character of play.

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 passing training model with playing methods for beginners of elementary school age, children can practice effectively and efficiently. 2) With the passing soccer practice model with the playing method for beginners of elementary school age, it can increase arousal and prevent students' boredom from practicing due to varied training models and adapted to the characteristics of children so that the training process does not run monotonous and boring. 3) The football passing practice model with the playing method for beginners of elementary school age is suitable because it starts with the easiest to most difficult stages.

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