



## Development Of A Soccer Training Model Based On Value Education In The Context Of Positive Youth Development

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### Abstract

This study aims to increase respect for students participating in football extracurricular activities at SMA Negeri 1 Darma . This research is an RnD research. The results showed that there was effectiveness from the application of the training model on positive youth development through tactical training, it was proven that the results of the calculation of the t count > t table were correct. The results of this research and development are data on pretest and posttest scores using the SPSS program proved the correctness of the result of the calculation of the value of t count>t table. The result of this research and development are data on pretest and posttest values using the the SPSS program with a t count of 5,346> t table of 0,001 and a pretest > posttest value of 1166>1195. The result of this can be concluded that there is an increase in the development of the application of value -bassed soccer training models about positif youth development through educational training pretest (initial test).

**Keywords:** , Positive youth development, Life Skill, Football

### INTRODUCTION

Physical Education in terms of Law No. 3 of 2005 concerning the national Sports system article 1 paragraph 4 also explains that sports are systematic activities to encourage, foster and develop physical, spiritual and social potential. According to Suharjana (2012: 25) suggests that sport is a series of physical or physical activities that are carried out regularly and planned so that these activities will have a positive impact on physical fitness.

Value education in physical education is an integral part of overall education which aims to develop organic neuromuscular, intellectual and social parts through movement activities in students, but physical education does not only focus on children's psychomotor aspects, affective aspects and cognitive aspects.

With affective aspects, students are required to have a good personality, one of which is from the affective aspect of respect, respect is not only done in games but can be applied in everyday life both in the school environment and the community environment.

According to Cushion at al (2003) wrote that the coach's socialization experience influences their beliefs which then act as a filter for acquiring new knowledge so the coach's

learning experience both inside and outside the sporting context will regulate the beliefs held by the coach, which are manifested through coaching practice it is common in coaching for coaches to reproduce in their practice what they experienced as players, observers or novice coaches (Cushion and Jones 2006, 2014).

In a study examining how life skills were learned in the context of a youth soccer team, Hole et al (2008) found that players felt they developed these skills because of the culture of the high school rather than learning through soccer training as signs were located around the school sports facilities reminding players of the school's values and ethos.

Teacher coaches believe that student-athletes can learn life skills from high school sport and transfer those skills to the classroom, and identify specific factors and processes that support or thwart life skills transfer,

An approach that impacts on the development of life skills in adolescents is positive youth development (PYD) (Lerner et al.2005). The premise of PYD is that all young people have some form of inherent resource or ability from which they can lead happy and successful lives, this approach contradicts the view that young people have knowledge and skill

deficits where they have assets or strengths to build upon for example if a player has a level of social skills the PYD approach develops these skills further to provide the player with a positive mindset about achievement rather than failure.

PYD through sport has been associated with the development of a wide array of sport specific and non sport specific skills (Vella et al. 2013), which include but are not limited to the 5 c's of competence, confidence, caring, compassion, connection and karate (Lerner et al. 2005).

Based on observations made by the author of SMA Negeri 1 Darma Kuningan Regency students who take part in intracurricular soccer activities, they show poor behavior, such as students arriving late for training, not bringing soccer socks, not wearing training team shirts (Undisciplined).

Lack of student independence in participating in training, such as students always rely on their friends in preparing and returning training equipment, lack of student response in training so that the coach or teacher must remind students every practice (not independent). Lack of enthusiasm and hard work during training, such as students not taking training seriously (not working hard).

Each student does not have an attitude of respect towards other students or coaches, one example is that students who are injured during training do not care (no respect). Students do not foster an attitude of fair play when doing training activities, such as students not accepting defeat during training (Not Fair Play).

The solution to developing a value education model such as. student trainers or teachers must apply a disciplined attitude when participating in training because with a disciplined attitude students can show orderly and obedient behavior to various rules and regulations.

The existence of an independent attitude towards students in order to become a responsible person even though students are already able to be independent. Students must apply a high attitude of enthusiasm and hard work in whatever they do so that students can overcome various obstacles and complete tasks as well as possible.

The need to increase respect for others in any activity is to be able to appreciate each other, care for others, and respect differences. Students are expected to be able to play fair play with their peers when doing physical activities both at school or outside of school, so that students can

uphold the rights of themselves and others, dare to accept defeat, and mistakes, are ready to take risks and are not prejudiced against others.

## METHODS

This research development model uses R&D. The R&D method is research used to produce certain products and test the effectiveness of these products (Sugiyono 2009). This development research uses the ADDIE model which consists of five stages including Analysis (Analyze), Design (Design), Development (Development), Implementation (Implementation), and Evaluation (Evaluation).

There are five steps put forward in this model according to its acronym, namely 1).Analyze is to analyze the needs in the learning process to determine the problem and the right solution and determine the competence of students. (2) Design is to determine specific competencies, methods, teaching materials, and learning. (3).

Development is producing programs and teaching materials that will be used in learning programs. (4).Implementation is implementing the learning program by applying the design or specifications of the learning program. (5).Evaluation is evaluating the learning program and evaluating learning outcomes.

Based on this description, it can be concluded that the ADDIE model is a simple series for designing learning where the process can be applied in various settings because of its general structure. This can be seen from the steps that will be passed always referring to the previous step which has gone through a process of improvement or revision so that an attractive learning media product can be obtained which will create effective learning.

Research and Development (R&D) is a process of developing educational tools carried out through a series of research using various methods in a cycle that goes through various stages. To develop good learning media in the sense of being able to improve the quality of learning, good planning and design are needed.

Design in ADDIE model development research is an activity to design a concept and model content to be developed by Robert Marbie (2009). In this design stage the model is still conceptual in nature which is the basis for continuing at the next stage. This design will create an education-based soccer training model in the framework of positive values for youth development. While the new model developed in



addition to the material listed in the previous basic level training model is integrated in the form of universal sports values consisting of (discipline, independence, hard work, respect, fair play).

Population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2013: 119). The population in this study were students of SMA Negeri 1 Darma Kuningan Regency with a total of 365 students.

The sample is part of the population that has certain characteristics or conditions that will be studied. Samples can also be defined as some members of the population selected using the following procedures certain so that it is expected to represent the population. (Nanang Martono, 2010: 74).

Researchers took a research sample of students who participated in soccer intracurricular activities. The number of students who take part in the soccer intracurricular activities is 30 people, 15 people use a value education-based soccer training development model and 15 people use a conventional model. The sampling technique uses random sampling

The instrument used in this study to measure life skills was adopted from the research results of Kendellen et al. (2017) which includes aspects of intrapersonal life skills (emotional control, goal setting) and interpersonal aspects (cooperation and respect).

## RESEARCH RESULTS

This study is located at SMA Negeri 1 Darma with the sample used in this study as many as 15 students / i Class XI IPS 1 and 15 students / i Class XI IPS 2. The XI IPS 1 class is used as an experimental class and the XI IPS 2 class is used as a conventional class.

The provision of material based on the implementation of the tactical approach is given to students for 16 meetings, starting from March to May 2023, as for the results of the pretest and posttest in the experimental class and conventional class.

From the initial test results of soccer training based on value education using the life skills questionnaire test in the treatment class, the average score was 77, 73, with the lowest score of 66, and the highest score was 88,

*Table 4.1 Data on Pretest and Posttest Results of the Value Education-Based Football Training Development Model Group*

| NO               | NAMA                  | PRETEST | POSTTEST |
|------------------|-----------------------|---------|----------|
| 1                | Adina Ariyanti        | 66      | 70       |
| 2                | Aldi Putra Setiawan   | 83      | 85       |
| 3                | Amelia Pebrianty      | 83      | 84       |
| 4                | Andrian Samiaji       | 80      | 82       |
| 5                | Anissa Nuriwanti      | 82      | 84       |
| 6                | Apriansyah Maulana    | 86      | 87       |
| 7                | Ariz Saripullah       | 78      | 80       |
| 8                | Cindy Nirgin Nala     | 81      | 82       |
| 9                | Densi Suryadinar      | 80      | 81       |
| 10               | Diqria Alamsyah       | 88      | 89       |
| 11               | Ega Muhamad Fajarudin | 77      | 80       |
| 12               | Elis Nurmaya          | 70      | 72       |
| 13               | Elsa Maharani         | 71      | 73       |
| 14               | Fitri Indriyani       | 75      | 77       |
| 15               | Ihsan Muhamad Husain  | 66      | 69       |
| <b>Jumlah</b>    |                       | 1166    | 1195     |
| <b>Tertinggi</b> |                       | 88      | 89       |
| <b>Rata-Rata</b> |                       | 77.73   | 79.67    |
| <b>Terendah</b>  |                       | 66      | 70       |

while in the final test the average score was 79, 67, with the lowest score of 70, and the highest score was 89.

Table 4.2 Data on Pretest and Post-test Results of Conventional Model Group

| NO | NAMA                      | PRETEST | POSTTEST |
|----|---------------------------|---------|----------|
| 1  | Isma Fauziah              | 72      | 72       |
| 2  | Jeral Tegawani            | 64      | 65       |
| 3  | Muhamad Nuriman Abdirobin | 69      | 69       |
| 4  | Nadila Saptiani           | 74      | 76       |
| 5  | Naila Fatimah Azahra      | 65      | 66       |
| 6  | Nur Alisa                 | 65      | 65       |
| 7  | Opi Oktaviani             | 74      | 75       |
| 8  | Pebri Setiawati           | 70      | 71       |
| 9  | Putri Fitriani            | 57      | 57       |

|                  |                |       |       |
|------------------|----------------|-------|-------|
| 10               | Rani Nuryani   | 76    | 76    |
| 11               | Rival          | 69    | 69    |
| 12               | Rizki Nurzaki  | 53    | 55    |
| 13               | Sendi Purwanto | 62    | 63    |
| 14               | Tiara Mustika  | 56    | 58    |
| 15               | Toni Kurniawan | 50    | 51    |
| <b>Jumlah</b>    |                | 976   | 988   |
| <b>Tertinggi</b> |                | 76    | 76    |
| <b>Rata-Rata</b> |                | 65.07 | 65.87 |
| <b>Terendah</b>  |                | 50    | 51    |

From the initial test results of soccer training using a conventional model using a life skills questionnaire test in the control class, the average score was 65.07, with the lowest score of 50, and the highest score was 76, while in the final test the average score was 65.67, with the lowest score of 51, and the highest score was

## DISCUSSION

Based on research conducted in the form of observations and then further examined with the Research and Development (RnD) method by researching and developing a value education-based soccer training model for SMA Negeri 1 Darma students.

It is obtained that there is a significant increase in data shown in the results of testing the pretest and posttest results of the difference between before and after the model treatment, normally distributed data, homogeneous variance, and the results of the t test show a positive influence between the value education-based soccer training model in the context of positive youth development for SMA Negeri 1 Darma students.

## CONCLUSION

Based on the results of data analysis, it can be concluded that there is an increase in the development of the application of a value education-based soccer training model on Positive Youth Development through value education training, as evidenced by the truth of the calculation of the value of  $t_{count} > t_{table}$ . The results of this research and development are

data on pretest and posttest values using the SPSS program with a  $t$  value of  $5,346 > t_{table} 0.001$  and a  $pretest > posttest$  value of  $1166 > 1195$ . The results of this can be concluded that there is an increase in development from the application of a value education-based soccer training model on positive youth development through value education training

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