A Model of Basic Skill Test for Talent Scouting Soccer Athlete Candidates

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Abstract— **This research aims to develop a model of basic skill test for talent scouting soccer athlete candidates of age group of 10-11 years which is valid and reliable. This research is research and development adapting research measures proposed by Borg and Gall (2007, p.590) including: (1) introductory study and data collection, (2) planning and conducting research, (3) product validation, (4) trying out of the product, (5) revisions of the product, and (6) product implementation. The try out of the initial product was conducted to 30 students. The try out of the main product was conducted to 416 students from various elementary schools (SD) sampled using the cluster sampling technique. The data validity is calculated using with Pearson's Product Moment correlation and the reliability was calculated using the test-retest of Cronbach's Alpha. The Z score was used to equalize the form of units. The results of this research and development include a model of basic skill test for talent scouting soccer athlete candidates of age group of 10-11 years. The talent test model is fit for use, because it is valid and reliable, with the $r_{account}$ score bigger than r_{tabel} score. The model of basic skill test for talent scouting soccer athlete candidates of age group of 10-11 years includes the assessment scales (norms) that are packed in the effective and efficient guidebook (module) and visualization/tutorial tests (CD) that can be used as a manual of the soccer academy coaches in the process of scouting prospective athletes with different levels of talent.**

Keywords: model of basic skill test, talent scouting, soccer

I. INTRODUCTION

Sports coaching process is a procedure that must be implemented to get an achievement. In the effort of a lot of things to be considered, so that each stage in the development process runs properly. Many factors influence the success of a sports coaching process. The result of such a sports coaching best achievement did not come easily. Many of the challenges and obstacles to overcome. Every sports people should be able to cooperate on an ongoing basis. So that later if later problems that occur in sports coaching process can be completed with a thoughtful, starting from the management to the sports management development items athletes.

This can be realized by forming a solid management mechanism, because clearly it will provide a positive effect also on the development of athletes. Because at the beginning of the process of coaching athletes, the program is focused to examine prospective athletes in general, with a particular look at various factors. If a potential athlete has motion capabilities and skills of a qualified principal, of the athlete candidates still have a great chance to pick and choose who's interested in sports, given the range of the potential of the prospective athlete that is quite complete. It can still be tolerated, given the stage of early childhood is the time to do a variety of approaches to prospective athletes regarding views on various decisions to be determined. Such an approach should be made on an ongoing basis by the nearest prospective athletes, both parents and families. Therefore, the pattern of coaching athletes are appropriate to the sport is the main foundation achievement of maximum performance.

In particular coaching is a process that must be implemented to get an achievement. Because of getting an achievement, many factors influence. In the realm of sports, a coaching process should be built gradually, starting from early childhood development to coaching at the level of a professional athlete. In designing a coaching program that is effective and efficient, are likely to produce athletes who have extraordinary ability. This can be done by preparing care (treatment) is a professional in the process of coaching is done by coaches, teachers, and educators other physical that would improve the quality of the development of formal and informal at this stage of early childhood it [1].

If you look at the development process early age, would not be separated from the subject of the talent search. Talent search is an early stage should be done as early as possible in accordance with the characteristics of certain sports. According to Beswick [2] in particular, in a process of coaching, talent identification (talent) is an early stage to be implemented at an early age (grass root). In the process, a candidate is declared a talented athlete, will assume personal

responsibility (commitment). Sense of responsibility derived from the understanding provided by the parents. After the prospective athletes have a good sense of responsibility, the role of exercise program (coachability) run by coaches also give a significant role in the process of maintaining and forming a great athlete. Eventually, when all the stages have been observed well, only athletes who have a strong mental (mental toughness) that will achieve success (success) in the form of competition between the players and the rise of post-injury. Every sport certainly has characteristics coaching program is different. Likewise with soccer, which has criteria for category specific age group coaching. According to Wein in essence, there are several categories of coaching programs in soccer that are accepted by young children in general, namely: age 7-8 years where the introductory stage of soccer is carried out, age 8-10 years where the development of basic soccer skills began, 10-12 years where mini soccer games began, 12-15 years when patterns of soccer were introduced in a simple form, and ages 15 and older where tactics and strategy both individually and in teams began to be introduced in a simpler form.

Talent is innate factors possessed by every human being, both physically and mentally. According to talent has some specific characteristics, including the ability above average, wellingness, as well as creativity. Of course every human giftedness levels are also very diverse. Because basically every human is born into this world certainly has advantages and disadvantages of each. Therefore, the development of talent is strongly influenced by various environmental factors. According to Coyle [3] specifically talent development process begins with the decision motivated by various factors received by the human senses and then with a series of processes to form and produce a complex and simultaneous motion. Talents in soccer has a diverse parameters. According to Gorman giftedness in soccer refer to the following characteristics: (1) technique (passing, dribbling, receiving, shooting), (2) the tactics (application skills in game situations), (3) physical (speed, strength, endurance, coordination, balance), (4) mental (emotional control), (5) lifestyle (work ethic, nutrition, rest, time management).

Soccer is one of the most popular games in the world. Almost the entire country on a massive scale to appreciate the game of soccer is not just a game of sports activity, but further soccer gives a very different atmosphere whenever and wherever the sport is carried out, both in the official game situation until just a recreational sport activities. Soccer is growing rapidly in continental Europe to the Americas. In particular, the American people use the term soccer, soccer while the term itself refers to a sport american soccer (Hantula, 2012, p.5). The term soccer was initially popularized in the UK, but over time, the term soccer is more likely to be used in almost all corners of the world.

Soccer is a sport game that consists of 11 players in a team. Every player in the squad has the duty and function of each. By specifically, the position of each player is obviously very distinguishing responsibilities in the field, which ultimately will differentiate cruising during a match Reilly &

Thomas [4]. Where more than 90% of each player's performance is influenced by aerobic metabolism during soccer matches take place. A soccer game is also an activity that consists of nearly 1000 species of motion for 90 minutes. Soccer is a game that is done on the field has a quite wide area where the ball is always in motion with direction always changing (random). Within a period of 90 minutes (2 x 45 minutes), an average soccer player running with a distance of 10 miles or 9 minutes per mile, average 65-70 minutes of ball rolling, and 1.5-2 goals created per official match (Kirkendall, 201, pp.1-3). In a period of 3-5 seconds a soccer player will perform a variety of complex motor activity, such as running, reverse, jump, do a tackle, and so forth. In a soccer game there are different types of motion of a player that intersect with other players, among others: encourage deliberately cut from corner to corner, spinning / reverse direction, as well as start and stop suddenly. In these conditions a player must be able to maintain a balance with a stable to run at high speed, changing direction with a quick reaction, and kicking the ball with maximum power. Reilly [5] also added that in particular in a match (demands of the game) is necessary fitness level of a player (fitness of players) are determined by the selection process (selection), both based on elimination (omit) or tactical needs (alter tactical role) and the process of training (training), both based on a special conditioning (specific conditioning) as well as special training based on the positions of soccer players (soccer training the specific-position).

According to Winkler talent in soccer consists of: psychomotor (skills and fitness), cognitive, and environmental adjustment (social). According Bompa basic components of biomotor, include: strength, endurance, speed, coordination, and flexibility. As for the other components is a blend of several components so as to form one with its own terminology, such explosive power that is a combination of strength and speed, and agility that is a combination of speed and coordination. When talking about the various components biomotor, of the level of physical fitness are also important role in the execution of movement (motor) is. The higher the person's level of physical fitness, it most likely will be better the ability biomotornya. 24% of the running movement (walking), 20% of sliding movement (cruise), 11% movement sprint (sprint), 7% reverse movement (move back), and 2% movement with the ball (with ball). In addition there are several parts of the body also plays an important role when the occurrence of motion during a game of soccer, namely: the eyes, shoulders, chest muscles, the abdominal wall, thigh, hip, ankle, muscles of the neck, waist, fibers hamstrings, calves, and the heel tendon.

The search process talents in soccer has experienced fairly rapid growth results of recent discoveries which have so far still being developed namely, talent search process by the method of DNA testing. The tests have been done by one of the professional participants of Premier League clubs (Premier League) with the assumption that children who have a good quality of DNA that will likely have a greater opportunity to develop aerobic capacity until the beginning of the minimal risk of injury. However, so far the results still save controversy. The test is considered inhumane, because deter prospective

athletes with a strong interest to become a professional soccerer the hard way acceptable reason early childhood. The development of the talent search process in Indonesia is relatively not maximized, considering the coaching process that has not been simultaneous and uniform. This is certainly due to many factors. However, in particular in soccer talent search process have not been dealt with seriously. Because until now there is no specific test concepts used in bulk to discover talents in soccer. Therefore, it is necessary to the process of preparing a test that is specifically used to search for giftedness in soccer. In particular, tests have several important purposes, among others: (1) determine the level of ability of learners, (2) measure the growth and development of learners, (3) the diagnosis of learning difficulties of students, (4) to know the result of learning and teaching, (5) motivate educators and learners in the learning process. Not infrequently tests are used for several purposes, but will not have the same effectiveness for all purposes. According to Cronbach test has two (2) classifications, among others: a test that measures the performance of the maximum (maximum performance), as well as tests that measure the performance of a typical (typical performance). Before designing a test, must first consider several things, namely: the reference norms and measurement criteria that will be used, as well as a variety of criteria a good test instrument. The results of a test that can either be used for several purposes, namely: the ability to predict the future, describes the lack owned, measuring the improvements that will be done, help coaches predict the success of the athletes who will come, putting athletes on proper exercise and motivate mental athletes [6]. According to Arikunto that a test can be said to have good characteristics if it has 5 (five) requirements as follows: (1) validity, (2) reliability, (3) objectivity, (4) predictability, and (5) economical.

II. Methods

A. Development Research

This study is a research & development (*research and development*). In this case the development process carried out to obtain a basic skills test model for soccer athletes aspiring talent search age groups 10-11 years. This development is based on the results of field observations that specifically identifies the problem that the unavailability of an aptitude test models that are specifically focused on basic skills factor in soccer. In the process of preparing the test instrument also pay attention to the characteristics of children aged 10-11 years, which at that age is the age group most basic of which are in the majority of early childhood development centers in the province.

B. Development Procedure

Development procedures in this study adopted measures research and development Borg & Gall. According to Borg and Gall [7] in carrying penelitiaan and development process there are 10 (ten) steps to be taken, as follows: (1) the preliminary study and data collection (literature studies, field observations, make a research framework) , (2) planning (formulating research objectives, estimate the funds and the time required, the procedures research work, as well as various forms of participation activities during the research activity),

(3) develop the initial product (design of earlier drafts of the product), (4) early trials (mencobakan draft and subject the product to a limited area), (5) a revision to compose the main product (revised product based on initial test results) (6) field trials primary (test of the product revision to the region and subject wider), (7) a revision to draft operational product, (8) product testing operations (test the effectiveness of the product), (9) product revision end and (10) the dissemination and implementation of product development results. However, the research and development of simplified into six (6) steps, as follows: (1) the preliminary study and data collection, (2) the planning process of research and development, (3) validation of the product, (4) testing products, (5) revision of the product, and (6) implementation of the product.

C. Trial Design

The test is done with the aim to enhance the practice test models directly in the field. In research and development, product testing conducted in two (2) phases, namely small-scale trials and large-scale testing. Small-scale trials conducted on 30 testy. While large-scale trial conducted on 416 testy. Later in the trial stage in the role of field experts (expert judgment), soccer coach early age, as well as elementary school Physical Education teacher is to observe the feasibility of the product is based on facts obtained to produce a test model that is valid and reliable.

D. Subject Test

Subject trials in research and development are the students who have never been and are not being registered as a student at the center of soccer coaching early age that consists of SDN Bhaktikarya Depok Sleman, SDN Gambiranom Depok Sleman, SDN Gejayan Depok Sleman, SDN Margomulyo 1 Seyegan Sleman, SDN Pakem 1 Sleman, SDN Keputran 1 Kraton Yogyakarta, SDN Kotagede 1 Yogyakarta, SDN Patalan 1 Jetis Bantul, SDN Bonggalan Sanden Bantul, SDN Ploso Sentolo KuloN Progo, dan SDN Patuk 1 Gunung kidul.

E. Data Types

The data collected from this research and development in the form of quantitative and qualitative data. The qualitative data obtained from: (1) the results of discussions with the soccer coaches early age and Physical Education teachers basis of advanced study, and (2) the advice and input of experts on the product. While the quantitative data obtained from: (1) the assessment of the experts, soccer coach early age, and teachers PE primary school on the test results of small scale, and (2) the results of data analysis to determine the validity, reliability, as well as the scale of assessment (the norm) test instruments on a large scale trial.

F. Data Collection Instrument

1) Questionnaire

Questionnaires were used to experts, soccer coach early age, and primary school Physical Education teacher is the instrument penilaian to measure the quality of the test models were developed. The questionnaire consisted of 10 (ten) point statement, namely: grain basic ball juggling test reflects the

factors of giftedness in the ability to control the ball, grain shuttle ball passing the test reflects the factors of giftedness on the ability to kick a ball, grain zigzag ball dribbling test reflects the factors of giftedness in dribbling ability, grain agility run test reflects the factors of giftedness in agility without the ball, the series of tests like the shape of soccer games that actually, manual test execution obviously, form execution interesting test, used equipment readily available, the price of used equipment is affordable, and facilities used economically.

2) Model Tests

Model tests used by the testi are instruments primarily used to collect measurement data in the field. The test model used consists of four (4) test items, namely: basic ball juggling test was used to measure the basic skills of ball control, the shuttle ball passing test was used to measure the basic skills of kicking the ball, zigzag ball dribbling test was used to measure the basic skills of herding balls, as well as the agility run test was used to measure the skills of running without the ball.

G. Data Analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and other data, so it can be easily understood, and the findings can inform the other party. The data analysis was done by organizing data, describe into the units, synthesize, organize into a pattern, choose what is important and that will be studied, as well as making inferences that can be passed on to others[8]. Data analysis techniques used in this research and development, as follows:

Validity Test

Validity test is done to determine the level of validity of the data. The validity test used in the research and development, test content validity. Test the validity of the content is done to estimate the instrument tests conducted by experts (expert judgment). Data analysis was performed using the inter-correlations items, namely the data correlating the score of each item test with a total score, using the technique of product moment correlation analysis of Pearson. The calculation is done to determine the validity coefficient of each test item were prepared. Data obtained from tests of each item is tested for validity using computer program SPSS Version 22.0 IBM.

Test Reliability

Reliability tests performed to illustrate the consistency of the results of measurements on a large-scale trial. In this case, the implementation of each grain of tests conducted by 2 (two) times. Reliability tests performed using the test-retest Cronbach's Alpha with the aid of a computer program IBM SPSS Version 22.0.

Z Score

Z Score is done to equalize the score of each item unit of the test, so the results of each grain can be summed, the result of this sum in the form of the total score. This is done because the score acquisition of each item test that consists of various types, namely in the form of frequency acquisition unit number and unit of time. Process Z Score is done with the aid of a computer program IBM SPSS Version 22:00.

H. Grading (Rate)

Assessment is done to translate the score test that has been converted into an evaluative classification according to relevant characteristics, using valuation refers to a norm (norm-referenced evaluation). Grading is used to determine the scale of assessment (the norm) test. The assessment is an assessment used with a standard score, by changing the test score results in the form of deviation from the mean in standard deviation units.

Test Descriptive

Descriptive test conducted to analyze data in a way to describe and illustrate the data that has been collected as aiming to make conclusions apply to the public (generalization). Descriptive statistics were used only to describe the research data so that data can be easily to be understood in general.

III. RESULTS AND DISCUSSION

A. Results

Results of the assessment of experts, soccer coaches and Physical Education teachers to model tests of basic skills for soccer athletes aspiring talent search age group 10-11 years included observation of the test models were developed.

TABLE I. RESULTS OF MODEL QUALITY ASSESSMENT TESTS

EXPERT MATERIAL	ASPECTS OF ASSESSMENT 1 2 3 4 5 6 7 8 9 10	SCORE
expert Soccer Test Expert Sports Soccer Coach I	1 1 1 1 1 1 1 1 1 1	10
Soccer Coach II Physical Education Teacher	1 1 1 1 1 1 1 1 1 1	10
	1 1 1 1 1 1 1 1 1 1	10
	1 1 1 1 1 1 1 1 1 1	10
	1 1 1 1 1 1 1 1 1 1	10

Maximum value = 50
A: Values obtained
B: Maximum Value
A / BX 100%
50/50 X 100 = 100% = very good category

Based on the model quality assessment tests carried out on a large-scale testing by experts, soccer coaches and Physical Education teachers is seen that the results can show a maximum value, which is 50 with a percentage of 100%. With these results we can conclude that the model tests of basic skills for soccer athletes aspiring talent search age group 10-11 years declared fit for use. In addition to the results of the data

quality assessment test models will be elaborated measurement data using the model tests on a large scale trial. As for the validity of the test results were obtained as follows:

TABLE II. VALIDITY TESTS

TEST ITEM	COEFFICIENT VALUES	INFORMATION
juggling	0.878	VALID
PASSING	0.861	VALID
dribbling	0.843	VALID
AGILITY	0,747	VALID

In the table above are translated coefficient validity of each item tests, among others: Basic Ball Juggling Test has a validity value of 0.878, Shuttle Ball Passing Test has a validity value of 0.861, Zigzag Ball Dribbling Test has a validity value of 0.843, and Agility Run Test has the validity of 0,747. Each grain of the test is valid because it has rhitung value greater than the value of which is equal to 0.098 rtabel where N (number of samples) of 416 with a significance level of 5%. The reliability test results were obtained as follows:

TABLE III. RELIABILITY TESTS

TEST ITEM	COEFFICIENT VALUES	INFORMATION
juggling	.896	reliable
PASSING	0.927	reliable
dribbling	0,940	reliable
AGILITY	.976	reliable

In the table above are translated value of the coefficient of reliability of each item tests, among others: Basic Ball Juggling Test has a reliability value of 0.896, Shuttle Ball Passing Test has a reliability value of 0.927, Zigzag Ball Dribbling Test has a reliability value of 0,940, and Agility Run Test has reliability value of 0.976. Each grain of tests declared reliable because it has a greater value than rhitung rtabel value which is equal to 0.098 where N (number of samples) of 416 with a significance level of 5%.

The grading scale (the norm) were obtained as follows:

TABLE IV. ASSESSMENT SCALE (NORMA) TEST

TEST ITEM	SCORE	NORM
Juggling	5	≥27
BASIC	4	21-26
BALL	3	15-20
TEST	2	9-14
	1	≤8

TEST ITEM	SCORE	NORM
SHUTTLE	5	≥9
PASSING	4	7-8
BALL	3	5-6
TEST	2	3-4
	1	≤2

TEST ITEM	SCORE	NORM
Zigzag	5	≤13,68
dribbling	4	13.69 to 15.67
BALL	3	15.68 to 17.67
TEST	2	17.68 to 19.66
	1	≥19,67

TEST ITEM	SCORE	NORM
AGILITY	5	≤13,25
RUN	4	13.26 to 14.62
TEST	3	14.63 to 16.00
	2	16.01 to 17.37
	1	≥17,38

From the table above can be described as follows: the basic point of ball juggling test has a grading scale (the norm) as follows: grades 5 if obtaining a score of ≥27, a value of 4 if obtaining a score of 21-26, the score 3 if given a score of 15-20, 2 if it obtained a score of 9-14, and a value of 1 if given a score ≤8. At the point the shuttle ball passing the test had a rating scale (norm) as follows: 5 if the value obtained ≥9 score, score 4 if given a score of 7-8, the score 3 if given a score of 15-20, 2 if it obtained a score of 9-14, and a value of 1 if given a score ≤8. In point of zigzag ball dribbling test has a grading scale (the norm) as follows: 5 if the value obtained ≤13,68 score, score 4 if given a score from 13.69 to 15.67, the value of 3 when obtaining a score of 15.68 to 17.67 , 2 if it obtained a score of 17.68 to 19.66, and a value of 1 if given a score ≥19,67. And in point of agility run test has a grading scale (the norm) as follows: 5 if the value obtained ≤13,25 score, score 4 if given a score from 13.26 to 14.62, the value of 3 when obtaining a score of 14.63 to 16.00 , 2 if it obtained a score of 16.01 to 17.37, and a value of 1 if given a score ≥17,38.
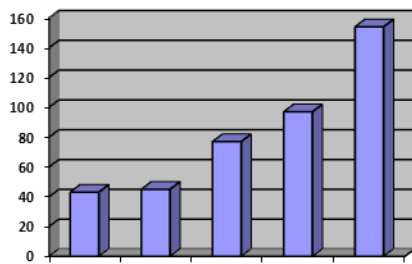
TABLE V. CLASSIFICATION SCALE ASSESSMENT TESTS

RANGE	CLASSIFICATION
≥17	VERY TALENTED
14-16	TALENTED
11-13	TALENTED ENOUGH
8-10	NO TALENT
≤7	VERY TALENTED

From the table above can also be described as follows: on a scale of ≥17 votes expressed by the very talented classification, on the scale indicated by the classification talented 14-16, on a scale of 11-13 votes expressed by the classification talented enough, on a scale of 8-10 votes otherwise the classification is not talented, and on the scale represented by the classification ≤7 very talented.

The data obtained from the measurement results by using the basic ball juggling test, namely:

TABLE VI. BASIC BALL JUGGLING TEST RESULTS

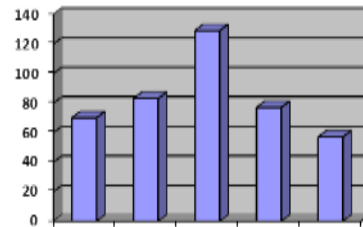| NORM	RESULTS
≥27	43
21-26	45
15-20	77
9-14	97
≤8	154

Fig. 1. Histogram Basic Ball Juggling Test

The description of the data from the Basic Ball Juggling Test namely: (a) the categories of excellent (≥27) by 43 testy, (b) either category (21-21) by 45 testy, (c) the medium category (15-20) of 77 testy, (d) the category of bad (9-14) by 97 testy, and (e) the category of very bad (≤8) 154 testy.

TABLE VII. RESULTS OF SHUTTLE BALL PASSING TEST

NORM	RESULTS
≥9	70
7-8	83
5-6	129
3-4	77
≤2	57

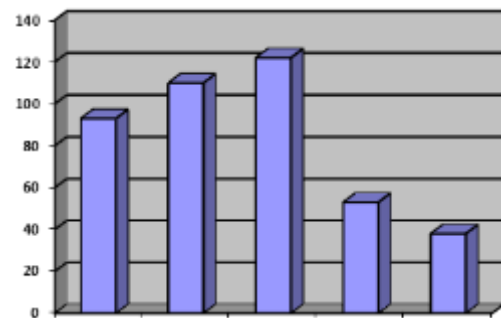
Fig. 2. Histogram Shuttle Ball Passing Test

The caption data from the Shuttle Ball Passing Test namely: (a) the category of either once (≥9) 70 testy, (b) either category (7-8) by 83 testy, (c) the medium category (5-6) of 129 testy, (d) the bad category (3-4) by 77 testy, and (e) the category of very bad (≤2) as much as 57 testy.

TABLE VIII. BALL DRIBBLING ZIGZAG TEST RESULTS

NORM	RESULTS
≤13,68	93
13.69 to 15.67	110
15.68 to 17.67	122
17.68 to 19.66	53
≥19,67	38

Fig. 3. Histogram Ball Dribbling Zigzag Test

The caption data from the Zigzag Test Ball Dribbling namely: (a) the category of either once (≤13,68) about 93 testy, (b) either category (13.69 to 15.67) of 110 testy, (c) the category of being (15.68 to 17.67) 122 testy, (d) the bad category (17.68 to 19.66) as much as 53 testy, and (e) the category of very bad (≥19,67) in 38 testy.

TABLE IX. RESULTS OF AGILITY RUN TEST

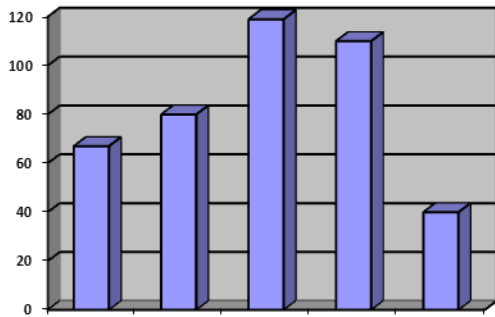| NORM	RESULTS
≤13,25	67
13.26 to 14.62	80
14.63 to 16.00	119
16.01 to 17.37	110
≥17,38	40

Fig. 4. Histogram Agility Run Test

The caption data from the Agility Run Test namely: (a) the category of either once (≤13,25) by 67 testy, (b) either category (13.26 to 14.62) by 80 testy, (c) the medium category (14.63 to 16.00) of 119 testy, (d) the bad category (16.01 to 17.37) of 110 testy, and (e) the category of very bad (≥17,38) 40 testy.

B. Discussion

A research and development process can occur if there are data from needs analysis based on empirical facts that are found in the field. Research and development of model tests of basic skills for soccer athletes aspiring talent search age group 10-11 years using procedural descriptive model, in which the tests outlined steps to implement research and development should be implemented gradually and sequentially to produce a product that is ready to use. The most basic stages that must be done to design a test model namely, the conceptualization of the problem. Furthermore, if a conceptualization problem has been implemented, the development of product design can be done, with the Focus Group Discussion (FGD). Furthermore, if the drafting of a crushing product is done, then the pilot phase carried out in several stages. The measures used to develop a model with the hope of getting a test instrument valid and reliable,

Basic skills test instruments for soccer athletes aspiring talent search Age group 10-11 years refer to the process of the Focus Group Discussion (FGD) were conducted with coach soccer coaching center early age (soccer academy) and elementary school Physical Education teacher. Furthermore, the results of these discussions in the validation by experts to be processed into a product design early (draft) that are ready

to be tested on a small scale trial. The model tests of basic skills for soccer athletes aspiring talent search age group 10-11 years refer to the tests that already exist, but have not had a rating scale (norm) in accordance with the goals of the final product.

After testing the product on a small scale, to revise the product to improve all forms of shortcomings and weaknesses were obtained from small-scale trials in the form of video recording analysis results overall test execution. Once revised, then the product is ready for the next test phase, namely the large-scale trial. The objective of a large-scale trial, which is to determine the validity and reliability of the test and preparing the assessment scale (norm) test. Furthermore, after the test is valid and reliable and have had the scale of assessment, then the process of preparing a final product that is packaged in a guide book (modules) as well as video tutorials execution of tests (CD). After the final product has been prepared, the product implementation process is then carried out at an early age soccer coaching center in the Yogyakarta Special Region Province.

C. Research Limitations

Research and development is also not free from some limitations, as for these limitations, among others: (1) lack of cost that causes the number of research subjects (testy) fairly still relatively small, (2) testi not uncommon to experience minor injuries that resulted in minimal disruption the process of data collection in the field, and (3) unfavorable weather conditions (rain) which resulted in a slight delay in the process of collecting data in the field.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Model tests of basic skills for soccer athletes aspiring talent search age group 10-11 years old to be eligible to use the details as follows: basic grains juggling ball test with a validity coefficient of reliability coefficient of 0.878 and 0896, grain shuttle passing ball with coefficient validity test reliability coefficient 0861 and 0927, grain zigzag dribbling ball test with validity coefficient 0843 and reliability coefficient of 0.940, grain coefficient agility run test with validity and reliability coefficient 0976 0747. The classification of a judgment on the basic skills test model for talent searches as follows: sum (total) value of ≥17 otherwise very talented, the amount (total) value of 14-16 otherwise talented, the amount (total) value of 11-13 is stated quite talented, the number (total) value of 8-10 otherwise untalented, and the number (total) value ≤7 otherwise very talented.

B. Suggestions

Based on the discussion and conclusions that have been described above, it can be formulated some important suggestions for the process of research and development, among others: (1) the results of research and development is expected to continue to be followed up with similar research, to strengthen the concept model of the tests in specifically, as well as improve all forms of shortcomings inherent in the research

process in general. (2) research and development is expected to have a positive impact for all practitioners and academics in establishing a good relationship in the process of coaching soccer early age in the province of Yogyakarta.

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