

The Effect of Global Training Methods, Conventional Training, and Emotional Intelligence Towards Football Player's Skill at SSB UIR Pekanbaru

Roki Febrina^{1*}, Arsil¹, Emral¹

¹*Sport Science Faculty, Universitas Negeri Padang, Prof. Dr. Hamka, Padang, Indonesia*

^{*}*Corresponding author. Email: rokifebrina93@gmail.com*

ABSTRACT

This research method was the quantitative method by using a factorial study design 2 x 2. The research population consists of 90 male students, while the sample was taken by purposive sampling and random sampling in order to obtain a sample of 48 male students. Test of data on football playing skills was collected using tests of football playing skills with ages 10-13 years. While the emotional intelligence data was collected through questionnaires. Data analysis techniques used two-way ANOVA analysis. The results of data analysis were obtained: (1) That the global training method is more effective in improving football playing skills than conventional training methods. (2) There was an interaction between the training method and emotional intelligence on the football playing skills of SSB UIR Pekanbaru. (3) In high emotional intelligence, the football playing skills of the SSB UIR Pekanbaru who were given a global training method were significantly higher than the group who were given conventional training methods. In other words, that the global training method more effective in improving football playing skills than conventional training. (4) In low emotional intelligence, the football playing skills of the SSB UIR Pekanbaru who were given conventional training methods higher than those given the global training method

Keywords: *Global Training Method, Conventional Training, Emotional Intelligence, Football Player*

1. INTRODUCTION

One of the factors that determine and influence the football skills is a training method used by coaches while coaching. There are many training methods that can be used to improve the skills of playing football. One of them is the global training methods, the method of global practice players do not learn the technique of partial (fragmentary), but they were told to do the movement as a whole. In the game, players are expected to learn at once the techniques contained in its activities. This means that global training methods are provided as a complete unit that is not broken down into several techniques. "Conventional training methods is a training method commonly used by coaches while the trainer focuses on assistance and guidance to each individual"[1]. Coach correcting any errors in general, this is done in the exercise recovery phase where the coach will explain the improvements to be made by the player. This has resulted in players have the opportunity to correct the basic techniques of football has.

With two training methods used are expected to improve technical skills to play football person. But in practice, the skills of playing football is not only training methods must be considered. There are internal factors of inside players that also must be considered in the training process. One of them is the emotional intelligence within

the player to undergo the process of training and competition.

Furthermore, "psychological factors suspected to affect the skill to play football that emotional intelligence is a monitor skill, own feelings control, and others use those feelings to guide the thoughts and actions of each player has a level of intelligence is different there are high and some are low, a benchmark of high and low a person's intelligence level seen at the time of playing, they can control their emotions and feelings, be it anxiety, fear of losing, anxiety and others"[2]

Although from several studies that there are many methods of training that can improve the skills of playing football, but it still can not be determined with certainty, methods of practice which is more effective to improve the technical skills to play football players, especially the players SSB UIR Pekanbaru, in this study will be examined the effect of global training methods, conventional training methods and skills of emotional intelligence to play football at SSB UIR Pekanbaru.

2. METHODS

The type of this research is the study quasi-experiment. The purpose of this research to determine the effect of global training methods, conventional exercise and emotional intelligence to play football skills. To determine

the skills of emotional intelligence play football players SSB Pekanbaru UIR used descriptive research with a qualitative analysis approach. While the skill to play football with a quantitative analytical approach using basic engineering skills of passing, heading, dribbling, and shooting. After that will be followed by a 2 x 2 factorial design.

The study was conducted at the SSB UIR Pekanbaru and the time of the study was conducted in April-May 2018. The implementation of treatment in this study for four weeks with a frequency of 3-4 training sessions each week, so the treatment for 4 weeks it amounted to 16 times meeting. Before treatment given first practice. One week prior to the treatment performed preliminary tests of data retrieval basic techniques of football, the data of emotional intelligence research moderator variables used to classify the sample into groups of high emotional intelligence and emotional intelligence is low.

Sampling Technique

The sampling technique used in this research is Random sampling, which is a random sampling of the entire population.

The sample grouping seen in the table above is done with the first step of measuring the emotional intelligence of the players to all members of the population [3]. The results of the measurement of emotional intelligence play football are then sorted from highest score to lowest score. To determine the high and low categories a score in both treatment groups can be done by dividing the percentage of group members with techniques (post hoc blocking). Mechanical percentage in question are set 27% of the highest scoring group and 27% of the group the lowest score for each group[1].

Thus, as obtained the number of samples in each treatment group as many as 48 people consisting of 24 people to score the group with high emotional intelligence and 24 for a score of groups with low intelligence level obtained (27% of 90 = 24.3 which is rounded up to 24 people). While members of subjects who scored above and below these categories are not included in the sample so that the overall subject matter involved as samples numbered as many as 48 people. After that, a sample of 48 people is divided by matching techniques so that it is divided into four groups, among others; two groups to practice the Global methods by using categories of high and low EQ, and two other groups to practice the conventional methods by using high and low emotional intelligence.

Data Analysis Technique

Data obtained were processed by using analysis of variance (ANOVA) and Tukey test when the interactions between Data obtained were processed by using analysis of variance (ANOVA) and Tukey test when the interactions between variable training methods with variable emotional intelligence. Therefore this research with the 2x2 factorial design used in data analysis techniques anava two lanes, with a level of $\alpha = 0.05$. Before the data was processed using the Variance Analysis

technique, the Anava requirements were first tested, namely the normality test using the Liliefors Test and Homogeneity Variance Test using the Bartlet Test with a significance level of $\alpha = 0.05$.

Training methods variable with variable emotional intelligence. Therefore this research with the 2x2 factorial design used in data analysis techniques anava two way, with a level of $\alpha = 0.05$. Before the data was processed using the Variance Analysis technique, the Anava requirements were first tested, namely the normality test using the Liliefors Test and Homogeneity Variance Test using the Bartlet Test with a significance level of $\alpha = 0.05$.

3. Research Result and Discussion

The Differences of Football Playing Skills A group of Global training methods and conventional training methods

The first hypothesis testing results showed that overall football playing skills enhancement training method global group is higher than in the group of conventional training methods other words that the research hypothesis proposed significantly verified. From these findings, it can be argued that more effective global training methods are used to improve the skills of playing football. It can be seen from the results of the statistical analysis with a mean difference of 17.16 this means global influence training method that is significant to the football playing skills of SSB Pekanbaru UIR is significant

3.1. Interaction Global Methods Practice and Methods Conventional Exercises With Emotional Intelligence toward Skills of Playing Football SSB UIR Pekanbaru

The results related to the testing of the interaction hypothesis, prove that there is an interaction between the method of training with emotional intelligence on the football playing skills of the SSB UIR Pekanbaru player, or in other words that the proposed research hypothesis is validated.

Based on the discussion above, there is an interaction between emotional intelligence of players with training method used to play football skills learning the outcome. There is an interaction between emotional intelligence training methods with the players as described above are an average ratio of football skill score between groups of players with high category and low through different treatments can be seen as shown below:

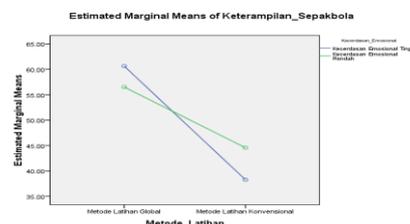


Figure 1. The interaction between training method and emotional intelligence.

3.2. In High Emotional Intelligence, Global Exercise Methods Are Better Than Conventional Training Methods toward Football Playing Skills

Generally, Hypothesis testing results showed that the scores of football playing skills, the group given higher global training methods than the conventional training group method on high emotional intelligence. In other words, that the proposed research hypothesis is accepted. From these findings, it can be argued that the skills of playing football given global training methods are more effective than conventional training methods on high emotional intelligence [4].

3.3. In Low Emotional Intelligence, Conventional Training Better Than Global Training of Skills Playing Football

Hypothesis testing results showed that the skill of conventional training method is better than that global training method at a low emotional intelligence. In other words that the research hypothesis proposed accepted. From these findings it can be argued that global training more effectively used to increase the skills of playing football on conventional training methods at low emotional intelligence.

4. CONCLUSION

Based on the research findings and discussion of the results can be concluded that: (1) the global training method is more effective in improving football playing skills than conventional training methods. (2) There is an interaction between the training method and emotional intelligence on the football playing skills of Pekanbaru's SSB UIR player. (3) In high emotional intelligence, the football playing skills of the SSB UIR Pekanbaru players who were given a global training method were significantly higher than those in the conventional training method. In other words, that the global training method is more effective in improving football skills than conventional training. (4) In low emotional intelligence, the football playing skills of the SSB UIR Pekanbaru players who were given conventional training methods were higher than those given the global training method. In other words, in the category of low emotional intelligence, there are significant differences in football playing skills between groups given conventional training methods and groups given global training methods.

Based on the conclusions above can be explained that the training methods used and the emotional intelligence of players SSB UIR Pekanbaru has an interactive influence on the ability to play football skills. This means that the shape of the approach or method of training (global practice and conventional training) gives a different effect on the skill to play football if it is associated with emotional intelligence.

Based on the conclusions and implications that have been stated above, it is recommended (1) the trainer, in an effort to improve the skills of playing football effectively should use global training methods and conventional

methods, because this method players get more movement experience. (2) School Trainer The football game of SSB UIR Pekanbaru should provide a global training method rather than conventional training methods to improve players' football playing skills because the results of global research methods are better than conventional methods to improve football playing skills. (3) For further researchers to be able to further develop other research in an effort to improve football playing skills.

REFERENCES

- [1] Ahmadi, "*Strategi Belajar Mengajar*," Bandung; Pustaka Setia. 2005.
- [2] Arsil, "Evaluasi Pendidikan Jasmani dan Olahraga," Padang; Sukabina Press, pp, 76-86. 2015.
- [3] Bompa, Tudor O, "Power Training for Sport," Canada; Mosaic Press. 1994.
- [4] Sugiyono, "Metode Penelitian Pendidikan," Bandung;; Alfabeta. 2010.
- [5] Goleman, Daniel, "Emotional Intelligence," Jakarta; PT. Gramedia Pustaka Utama. 2015.