

# The Effects of Training Methods and Self-Confidence Towards the Skill of Playing Football for the Students

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## ABSTRACT

This study aims to liken the two training types of playing football. The training method consists of a part-whole method. It establishes the interaction between training types and self-confidence toward the skill of playing football. Self-confidence consists of high and low types. This research was held at the Faculty of Sport Sciences (FSS) football field, Universitas Negeri Makassar. The analysis method applied in this research is a 2x2 factorial design using a two-way analysis of variance (ANOVA) and Tukey test at a significance level of  $\alpha = 0.05$  for the follow-through test. The 40 students, employed as the sample, were separated into four groups, ten students for each group. Firstly, the results are the skill of playing football using the whole-method is better than those using the part-method ( $FA = 4.842 > = 4.113$ ). Secondly, the interaction factor between training method along with self-confidence and the skill of playing football exists. ( $FAB = 38.033 > = 4.113$ ). Thirdly, for groups of high self-confidence, students trained using part-method (mean 256.2212) were better than those using the whole-method (average = 243.4639) toward the skill of playing football. Fourthly, for low self-confidence groups, students trained using the whole-method (mean = 265.8223) are better than those who use part-method (mean = 238,9129) toward playing football skills.

**Keywords:** *Training method, self-confidence, playing football*

## 1. INTRODUCTION

Football is a popular sport in Indonesia and attracted many people, both kids, and adults. There are football competitions everywhere, which are the national, regional, sub-district, and village levels. Most of the universities in Indonesia provide a football field as the self-development place for the students.

Several universities in Makassar allocate nationally licensed professional soccer coaches. However, the achievement of Makassar students at the National Student Sports Competitions has not optimally managed for the last five years. Student achievements not been encouraging at various national events. The university has all out to escalate the student's accomplishments in playing football. In athlete coaching theory, the two main aspects are practice and evaluation.

Motor learning is a learning process that has aims to develop various optimal movement skills efficiently and effectively. The two training methods chosen in this study are part-method training and whole-method training. Motor learning is a process associated with training and experience that results in relatively

permanent changes in the form of performance skills. Skills about learning motion could be divided into two kinds, one of which is a skill as an indicator of the quality of appearance if the behavior change measured results are associated with established indicators [1].

The descriptions above concluded that skills are the level of mastery achieved by an individual on something or some of the task of movement after following a process of training and experience in a certain period through predetermined indicators. In other words, the skill of playing football is the result of training in the basic techniques of playing football through the application of part and whole-method that are arranged in the training program.

The game of football is a sport that, in its implementation, takes 2 x 45 minutes. During one and a half hours, the player must continuously move or perform various types of movements. They are dribbling, then stopping suddenly, running while turning direction, kicking the ball, jumping, sledding, colliding with the body. Sometimes colliding with opposing players at high speed. It is necessary to know and master

the basic techniques of playing football to play football well.

Regarding the ball technique, divided into eight kinds of parts, namely kicking, passing along with stopping, dribbling, heading, feint, tackling, throwing-in, and goalkeeping [2]. The focus of this study is passing/stopping, dribbling, heading, and kicking the ball.

In general, an exercise's primary goals and objectives are to help athletes improve their skills and achievements to the maximum extent possible. Four aspects need careful attention and training to achieve the goals. Namely: (1) physical exercise, (2) technical training, (3) tactic training, (4) mental training. [3]

Physical training is training to improve the components of the physical conditions needed in selected sports, for example, speed, endurance, reaction, agility, and many others. Technical training is an exercise to clean up the movement techniques needed in selected sports. In this research, the intended technical training is passing-stopping, dribbling, heading, and shooting on football targets. Tactic training is training to foster the development of athlete interpretations. Well-mastered movement techniques organized in-game patterns, and defense and attack tactics to develop into a perfect unit of motion. Mental training is an exercise that emphasizes the development of an athlete's maturity as well as emotional and impulsive.

States that the factors that can improve training results are the overload principle [3]. The overload principle is the basis for planning an exercise program. This principle order the athletes have to gradually escalate the intensity, length, variety, or period of the training to improve. Secondly, the general development principle gives in a variety of motion activities to experience overall development, especially in their physical condition, such as; strength, speed, and endurance. Thus, it can be a guideline and basis towards specialization in particular sports. Thirdly, the specialization principle, instead of exercising and perfecting one skill or motion only, specificity in skill learning is defined as that the athletes have to expand a variety of skills. So, they can immediately adjust to any other circumstances that they will encounter someday. Fourthly, This principle states that sports training should be changed based on each athlete's features and needs.

After observing the experts' opinions above, improving the technique of playing football skills requires the training methods. They are a systematic way of working to achieve a predetermined goal. While training is a routine sporting activity for a long time, progressively and individually enhancing the methods leads to human physiological and psychological functions to achieve predetermined goals.

Part-method is a way of approach where students are initially directed to practice part by part of a whole series of movements. After the parts of the movement are mastered, then practice it as a whole. The application of Thorndike's theory in learning motor skills is first that the readiness of students, both physically and mentally, is very important in receiving stimuli. Secondly, training must be carried out in the right conditions to obtain effective learning outcomes. Third, the teacher/trainer must pay attention to the right sequence of movements, meaning that the teacher/trainer's main task is to organize learning experiences from simple to complex. Skills must be trained part by part until the whole technique is introduced. Fourth, technical elements will facilitate the transfer process. Fifth prizes, to some degree, it can use to facilitate the learning process [4].

The stages of part-method are, firstly, preview. The preview stage in the part-method is the same as the whole-method, namely introducing the primary skills of playing football through a live demonstration, which is to provide an overview of the technical expertise of playing football. Secondly, in the analysis phase, the trainer explains the motion pattern of playing football part by part in sequence. Thirdly, training parts, the player tries to practice the parts of the motion pattern technique of kicking, dribbling and heading the ball, which is considered to be still incorrect. The exercise emphasized on the motion pattern. In the last stage, synthesis, the player does the skill of playing football comprehensively.

Method training is based on mental science theory, which associated holds that the whole consists of totals. Based on these theories, the overall method is essential in applying a subject matter[5].

The overall method is a method or way of presenting teaching material totally to understand and comprehend it [5]. The global method or the whole method is a way of teaching that goes from the general to the specific. In teaching movement or game skills, the entire form is taught first then broken down into parts [4]. The principle of learning applied in the process of learning sports. It implemented as follows, firstly, the sports activities must be carried out as a whole, and not separately. Secondly, the teacher or trainer's first task is to maximize the transfer of the exercise between the activities carried out. Thirdly, the insight factor is critical in solving problems. Moreover, fourthly, understanding the relationship between the part-whole method training is vital for practical skills demonstration [6].

The stages of the whole-method are, firstly, preview. This stage should be in the introduction stage. The preview stage can be done undoubtedly in various ways, such as through verbal descriptions, live demonstrations, display of images or photos, screenings

of video films, or only sheets of an assignment. In essence, this stage is to picture the overall materials. Secondly, experiment, all students try to master the intended skills by doing the skills by themselves. The training materials are the technique of kicking, dribbling, and heading the ball. Thirdly, in this stage, the teacher invites the students to express the experiment's problems. Teachers often use this stage to tell students about the mistakes that they still make and ended until all of the students understand their weaknesses and strengths. Fourthly, retrial, in this stage, students begin to try again to correct the mistakes until the relevant skills are considered to have been appropriately achieved. Fifthly, consolidation, students will strengthen their abilities by practicing them repeatedly. At this stage, teachers should be more specific in providing useful information and feedback for strengthening student movement skills.

Self-confidence is translated from the term "self-confidence" and is part of the personality (personality). Thus, to get a complete understanding of confidence, one must understand several perceptions related to the theoretical construct of confidence. Self-esteem, in some cases, is not related to some situations. For example, a person may not have enough self-confidence trying a trick that is difficult and dangerous. However, he may still have a high level of self-esteem. A sense of self-esteem is associated with prestige, status, recognition, a reputation that gives rise to feelings of self-respect[7]. Someone who has a low self-concept will reflect in the belief that "I cannot," "I am always wrong," or "I am not good." Each person will evaluate his experience and be related to his concept [8]. Therefore, people will behave following their self-image; inconsistent experiences and feelings are threatening him and not accepted by consciousness.

Based on the descriptions that have been stated previously, it concluded that self-confidence is a person's belief to perform and complete specific tasks successfully. This belief arises in his capacity as an athlete due to: (1) his awareness of his abilities, (2) the ability to determine his goals or objectives realistically well, and (3) his ability to establish a plan of action to achieve the specified aims.

This study describes implementing two training methods to increase the skill of playing football for the students.

**2. RESEARCH METHODS**

The method is a way to get the truth through observation. The scientific method is a procedure of finding the truth, with steps to identify problems and formulate them. If necessary, study literature formulates hypotheses, collects and process data, tests hypotheses,

and concludes [9]. The method used is a 2x2 factorial design with an experimental study.

**Table 1.** Factorial Design 2x2

| <b>PD \ Method</b> | <b>A1 (Part)</b> | <b>A2 (Whole)</b> |
|--------------------|------------------|-------------------|
| B1                 | A1B1             | A2B1              |
| B2                 | A1B2             | A2B2              |
| Total              | A1               | A2                |

Information:

Method= Method

PD = Confidence

A1B1 = Part-method training with a group of high self-confidence students

A2B1 = Whole-method training with a group of high self-confidence students.

A1B2 = Part-method training with a group of low self-confidence students.

A2B2 = Whole-method training with a group of low self-confidence students.

A1 = Part-method training.

A2 = Whole-method training.

For survey research, as in correlational studies, researchers only need to draw the sample once. In experiments such as 2x2 factorial design, researchers can draw the sample twice from the same population because it aims to compare the effect.

In this research, the target population is all students of the Faculty of Sport Science (FSS) UNM. The accessible population is all students of the FSS UNM in the Coaching Education Study Program who take football courses subject.

The 100 students were chosen as the sample in this study. The research sample's determination was carried out by a randomized group design technique, namely through 100 randomized people and 80 samples taken. The 80 samples were then randomized again to determine 40 people included in the part-method group, and 40 examples include in the whole-method group. Then, the two groups of training methods were given a self-confidence questionnaire. The results were sorted from the highest score to the lowest score. Each group of training methods taken 27% of the 40 samples and 10.8 results rounded up to 10 samples. So, ten people from the highest score sequence classified as top confidence groups, and ten people from the lowest score are low confidence groups. Scores between high and low self-confidence were removed.

**3. RESULTS**

**3.1. The differences in the overall skill of playing football that trained using the part-method and the whole-method.**

**Table 2.** ANOVA Summary Table 2x2

| General | F value | F table |
|---------|---------|---------|
| A1 : A2 | 4.842   | 4.113   |

The ANOVA test results, shown in the table, the score for F value between columns (FA) = 4.842, is greater than F table = 4.113. It appears that Fvalue > Ftable or P-value = 0.034 <0.05. It concludes that H0 was rejected, and H1 accepted, which means that there is a significant difference in the impact between the part-method and the whole-method training in the skill of playing football at students of FSS UNM. The mean and standard deviation scores for the whole-method training are 254.6431 and 15.22130, which is better than those for the part-method training. The mean and standard deviation scores for the part-method training are respectively 247.5670 and 13.22224).

**3.2 The interaction between training methods and confidence in the skill of playing football at students of FSS UNM Makassar**

**Table 3.** ANOVA Summary Table 2x2

| Interaction | Fvalue | Ftable |
|-------------|--------|--------|
| A X B       | 38.033 | 4.113  |

Based on the calculation of the analysis of variance as shown in table, obtained F value (FAB) = 38.033 and F table = 4.113, it appears that Fvalue > Ftable or P-value = 0.000 <0.05. It concluded that H0 was rejected, and H1 is accepted. The achievement skill of playing football is influenced by the interaction between the training methods and self-confidence. Summary table of different mean values and various critiques skill of playing football between the sample groups.

**Table 4.** Mean Value of Skill Playing Football

| Sample Group  | Average Difference | Different criticism | P-value | Conclusion |
|---------------|--------------------|---------------------|---------|------------|
| A1B1 and A2B1 | 12.758             | 4.5485              | 0.039   | Sig        |
| A1B2 and A2B2 | -12.912            | 4.5485              | 0.000   | Sig        |

**Table 5.** Summary of the average value of Tukey test skill of playing football between the sample groups

| Sample Group | Average  | N  |
|--------------|----------|----|
| A1B1         | 256.2212 | 10 |
| A1B2         | 238.9129 | 10 |
| A2B1         | 243.4639 | 10 |
| A2B2         | 265.8223 | 10 |
| Total        | 251.1051 | 40 |

- A1B1 = Part-method training with a group of high self-confidence students
- A2B1 = Whole-method training with a group of high self-confidence students.
- A1B2 = Part-method training with a group of low self-confidence students.
- A2B2 = Whole-method training with a group of low self-confidence students.

**3.3. The differences in the skill of playing football**

In the summary of the Tukey test above, it can be seen that the difference in the ability to play football who have high confidence trained using the part-method (A1B1) with the whole-method (A2B1) with a P-value value of 0,000 smaller than 0.039.

Based on the average scores of the two groups shown in the table, the score for part-method training with the group of high self-confidence students is 256.22212, it higher than those trained using the whole-method of 243.4639. In other words, there are significant differences in the skills of playing football samples, which have high confidence that is trained by using the part-whole method.

**3.4. The differences in the skill of playing football between groups with low confidence**

In the summary of the Tukey test, as shown in the table above, it can be seen that the difference in skill of playing football who have low confidence trained by using the part-method (A1B2) with the whole-method (A2B2) with a p-value of 0.000 smaller than 0.5.

Based on the average scores of the two groups shown in the table, the score for whole-method training with low self-confidence group students is 265.8223 higher than those trained using the part-method of 238.9129. In other words, that there are significant differences in the skills of playing football samples, which have low confidence that is trained by using the part-whole method.

## 4. DISCUSSION

### ***4.1. Overall, the implementation of the whole-method training is more potent than the part-method training for the skill of playing football at students of FSS UNM Makassar.***

The uses of the part-whole method training are well known and often used widely. Part-method is a way of approach where students initially directed to practice part by part of an overall series of movements. After the parts of the movement are mastered, then practice it as an overall.

Based on this opinion, it concluded that part-method is a way to practice a sport skill implemented part by part. After the parts of the learned movement, skills will be mastered then done or arranged as an overall.

The whole-method is a way of teaching that goes from general to specific. In teaching movement or game skills, the overall form taught first is then broken down into parts. The whole method is critical in applying training material. The overall exercise goal is to make students be creative and simplify the learning movement skill process.

Based on the explanation above, the training method in its application requires quite a long time. In contrast, the whole-method in its use gives students freedom according to their abilities. The mastery of basic techniques of playing football more easily absorbed and mastered. Thus, this research suggests that whole-method training is more suitable than part-method training to develop students' skills in playing football.

### ***4.2. The interaction between the part-whole method and self-confidence exists for the skill of playing football for students of FSS UNM Makassar***

From the analysis of the 2 x 2 variance, the interaction between the part-whole method with confidence in skill of playing football shows that  $F_{value} = 38.033 > F_{table} = 4.113$  or  $P_{value} = 0.000 < 0.05$ . This interaction illustrates that the part-method is more suitable for athletes who have high self-confidence compared to the whole-method ( $A1B1 > A2B1$  and  $A2B2 > A1B2$ ),  $P_{value} = 0.039 < 0.05$ . In other words, the effectiveness of the part-method with high confidence (average = 256.22212 and standard delivery = 12.20048) is significantly better than the whole-method (average = 243.4639 and standard savings = 6.60306), while the part-method with low confidence and whole-method with low confidence ( $A1B2: A2B2$ ), the results of  $P_{value} = 0,000$  In other words, the effectiveness of the whole-method with low self-

confidence (mean = 265.8223 and standard savings = 12.93159) is significantly better than the part-method for with low self-confidence (average = 238.9129 and standard delivery = 7.35521).

It means that training methods and self-confidence together affect improving the skill of playing football. In the group of students who have high self-esteem who trained by using the part-method, they get higher in playing football compared to the whole-method. In the group of students who have low self-confidence who trained by using the whole-method, the skill of playing football is higher than the part-method. It shows that the training method's effect is related to the confidence of the students who practice playing football.

Thus, for those samples with high and low self-confidence, if someone wants to improve the skill of playing football, he should be trained using the part and whole-method.

### ***4.3. For high self-confidence groups, the application of the part-method is preferable than those of the whole-method training in the skill of playing football of FSS UNM students***

In the Tukey test score, the method training group that had high self-confidence (A1B1) compared to the entire method group that had high confidence (A2B1) obtained  $P_{value} = 0.039 < 0.005$ .

In other words, the sample group with high confidence, the effectiveness of the part-method (mean = 256.22212), was significantly better than the whole-method (mean = 243.4639).

Both the part-method and whole-method have the same goal, to improve the skill of playing football. For this reason, these two methods are suitable for enhancing the capability of playing football. Both of these training methods also have dissimilarities in their practices. The part-method training instructs only the necessary technical parts in playing football, while the whole-method training instructs in general first and then specific parts.

The second group of these training methods tested for playing football. The average value of the sample group trained using the part-method was higher than the sample group trained using the whole-method. However, both groups had a sense of high confidence.

Based on the discussion above, we can suggest that part-method training is more suitable for students who have high self-confidence in developing football skills.

***4.4. For low self-confidence groups, the application of the whole-method is preferable than those of the part-method training in the skill of playing football of FSS UNM students***

Found on the Tukey test score, for low self-confidence groups, part-method training (A1B2) is compared to the whole-method training (A2B2). The result of the P-value is  $0.000 < 0.05$ . In other words, the sample group with low self-confidence, the effectiveness of the whole-method (average = 265.8223), was significantly better than the part-method (average = 238.9129).

Training methods were tested after the treatment. The average value of the sample group trained by using the whole-method with high self-confidence is better than the sample group trained by using the part-method with low confidence. Thus, based on the discussion above, we can suggest that for students who have little self-confidence, whole-method training is more suitable for developing the skill of playing football.

## **5. CONCLUSION**

The whole-method affects better than the part-method to improve the skill of playing football for students of FSS UNM. The interaction between the part-whole method and self-confidence exists for the skill of playing football for students of FSS UNM Makassar. For high self-confidence groups, the part-method application is preferable than those of the whole-method training in the skill of playing football of FSS UNM students. For low self-confidence groups, the whole-method application is preferable to those of the part-method training in the skill of playing football of FSS UNM students.

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