

The Effectiveness of the GAG Training Model in Improving the Basic Technical Skills of Soccer Passing

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ABSTRACT

The research purposes to determine the effectiveness of of the GAG training model on improving the skills of passing football. This research method is Quasi-Experiment. The sample in this study were SSB PSTS players aged 6-9 years. The data was collected by conducting tests using instruments of basic passing technique skills. The results showed that the sig (2-tailed) value was 0.000 <0.05. The conclusion of this research is that the GAG training model is effective for improving the passing skills of SSB players aged 6-9 years.

Keywords: *GAG Training Model, Passing skills, soccer*

1. INTRODUCTION

Football is a popular sport and has become a magnet in today's global life. Almost all forms or types of movements are continuously carried out as the player tries to get a score in the game. (Marsico & Cher, 2013) state that football is two opposing teams. Every team has a goal to score goals and keep the goals from being conceded. In line with (Kelley, 2008), scoring more goals than your opponent is the goal of the game of football. Each goal is scored as one, and the team scoring the most goals is declared the winner of the game (Luxbacher, 2001). It can be concluded that the game of football is a game that involves two opposing teams consisting of 11 players for each team. One of the players for each team is a goalkeeper who responsible for putting the ball into the opponent's goal and defending the goal from being conceded.

The game of football requires basic techniques. The basic techniques in the soccer game are: (1) passing the ball, (2) dribbling, (3) shooting the ball into the goal, (4) control, (5) heading ball, (6) feinting, and (7) goalkeeper technique.. In line with (Serpiello, Cox, Oppici, Hopkins, & Varley, 2017), basic technical skill is a vital aspect in the development of a football player.

One of the techniques that must be mastered by soccer players is kicking. Kicking the ball is a technique that is done by pushing the ball with your feet. The main aim is to kick the ball to pass the ball, clear the area of defense and score against the opponent's goal. Kicking is an important moment in every match because the amount and efficiency affects the final score Kicking is one of the important things in every game because it

could affect the final score of the match (Izovska et al., 2016).

Of the various goals of kicking the ball, one of the most dominant kicking techniques in soccer is passing. Passing is a basic technique that every player must master in playing football. Passing is the movement of distributing or passing the ball to a teammate. According to(Mielke, 2003) (Mielke, 2003), passing is "the art of transferring ball momentum from one athlete to another. (Taylor, 2016) describes passing is a fundamental element of team play; passing is more than just a technical move because it involves the relationship between players.

It is better if the basic techniques of passing are taught as early as possible to the players so that at a young age the players have good passing. In line with (Serpiello et al., 2017), the basic techniques of passing are essential in the development of young soccer players. Passing skills are fundamental things that football players must-have. Without good passing, it is difficult for players to be able to play football. It can be concluded that by doing the passing, players can transfer the ball to their friends so they can get opportunities to create goals. So it is better if passing is taught as early as possible to the players so that at a young age the players have good passing

To improve the basic technique of playing football, especially passing, a good coaching pattern must be carried out. The stages of the exercises carried out must be in accordance with the needs of the child's age group. Correct coaching should start from childhood, which ranges from the age of 6-12 years. The training process

should be carried out continuously, systematic and structured.

In an effort to develop the skills of playing soccer novice, the author had to struggle against the fact that 70% of children decided to stop at age 12. This is due to many adults forget that they trained are children. Even though it is not the time for children to play adult games

Based on the above authors wanted to realize a model of practice refers to a grassroots program that FIFA and AFC practice models Analytical Game Game. Analytical Game Game is a model practice whose primary purpose is to learn through play. This model teaches basic soccer games to children so that they are able to develop physically and mentally. The GAG training model for children aged 6-9 years has the principle of learning through games.

The principle of learning through games is also supported by several studies. According to Brueggemann (2008) One of the best teachers is game. This philosophy is the basis for improving important things in football. and this is the key for players to apply what is needed in the game. According to Johns (2006), “The games approach lets kids discover what to do in the game not by telling them but by their experiencing it”.

For students aged 6-9 years, exercises that emphasize fun games that contain learning are very

important. Emral (2014) states Exercises in the form of games can motivate children to take part in the training process and understand the content of learning. So that it can improve technical skills, tactics and understanding of playing.

The goal of the GAG training model is to improve learning through modified game areas at the beginning and at the end of the game (Development, 2012). As Serpiello, Oppici, Panchuk, & Farrow (2018) state “Use of a smaller playing area can improve passing performance in a larger playing area”.

According to Elsangedy, Hsin, Chao, & Okano (2016), “Small-sides games in soccer are useful tools to stimulate technical, tactical, physical and physiological components of performance in a context simulating a formal game”. SSG in football is a medium used to stimulate technical, tactical, physical and physiological performance components in the form of a game. SSG can help simulate the workload and training intensity appropriate to the actual match, while also developing technical and tactical proficiency. (Wen, Ong, Aul, & Ellal, 2012).

This GAG training model refers to the Grassroot FIFA and AFC programs as follows:

Table 1. GAG Training Unit

<i>Training Unit</i>				
<i>Warm-Up</i>	<i>Game</i>	<i>Analytical</i>	<i>Game</i>	<i>Cooldown</i>
	<i>Fun game</i>	Adaptation	Match Format	
	Games Related to Soccer	Technique Exercises	4 v 4	
		<i>Skill Development</i>	Introduction to the Diamond Formation	

The Game Analytical Game training model can be described as follows; Game I the modified introductory game aims to introduce children to the concept of playing real football so that students gain a lot of experience with the ball and make quick decisions. Then proceed with the analytical stage which aims to improve and improve the skills that are the problem in game I. In Game II a modified game is carried out to make it easier for students to apply the basic techniques of the game. At this stage the emphasis is on introducing diamond-shaped formations to children.

The Game Analytical Game training model is one of the most suitable methods developed for students aged 6-9 years in order to improve basic technical skills

playing football. According to Holt, Ward, & Wallhead (2006) Various forms of training that adapt to the match situation are very helpful in efforts to improve students' playing skills. Meanwhile, according to Elsangedy, Hsin, Chao, & Okano (2016) Learning soccer through a modified game is one to stimulate technical, tactical, physical and physiological performance. SSG can also help simulate the appropriate training intensity for the actual match and simultaneously develop basic technical and tactical skills.

The advantage of the GAG training model is that it can improve technical, tactical, and physical abilities holistically, so that training is more specific using the ball, and increases player motivation in training (Ided,

Ames, Brantes, Unes, & Ac, 2012). Players will be directly involved in the match because they often come into contact with the ball and make accurate passes and make more frequent kicks on the goal.

Based on the description above, it can be concluded that the use of the GAG training model is highly recommended in an effort to improve physical abilities, techniques, and tactics effectively and efficiently. Developing skills in childhood helps young footballers to reach elite levels of performance later in their sporting careers (Forsman, Blomqvist, & Davids, 2016).

2. RESEARCH METHODS

The method used in this research is Quasi Experimental Design with one group pre-test-post-test design. In this study, there was a control group that did not fully function to influence the implementation of the experiment. The sample in this study were 80 people who were divided into 40 people in the experimental group and 40 people in the control group. The GAG training model was used by the experimental group while the previous model used the control group. The data was tested statistically with several stages, namely the data normality test, t test and independent sample t test.

3. RESULT

Before the test was carried out to determine the effectiveness of the exercise, the analysis requirements test was carried out, namely the normality test and the

sample homogeneity test. Data normality and homogeneity tests were performed using SPSS. From the normality and homogeneity test, it was found that all sample groups were classified as normal and homogeneous. Therefore, it can be continued to test the hypothesis.

Hypothesis testing was carried out with the Kolmogorov-Smirnov SPSS. From the results of the hypothesis testing, it was found that the GAG training model was effective in improving the passing technique skills of SSB students aged 6-9 years. For more details, it can be seen in the following table:

Table 2. The results of the effectiveness test sample

	Group	N	Mean	Std. Deviation	Std. Mean Error
<i>Passing</i>	Experiment	40	10.28	3,105	.491
	Control	40	8.12	2,652	.419

After getting the results of the hypothesis test, it is continued for the independent test. From the results of the independent test, there was a difference in point scores between the experimental group and the control group, namely $0.01 < 0.05$. These results explain that there are differences in the effectiveness of the GAG training model with the conventional training model in improving the basic passing technique skills of students aged 6-9 years old SSB. For more details, see the following table:

Table 3. The results of the Independent Sample Test

		Levene's Test for Equality of Variances	t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Passing	Equal variances assumed	.816	.369	3,330	78	.001	2,150	.646	.865	3,435
	Equal variances not assumed			3,330	76,142	.001	2,150	.646	.864	3,436

4. DISCUSSION

The results of the study show the effectiveness of the GAG model in improving students' passing skills.

However, this research is still limited to several universities. For students aged 6-9 years, it is very important to use an exercise model that emphasizes the

fun that contains learning. The learning approach through Santa's game activities helps the coach in analyzing skilled players and less skilled players (Romeas, Guldner, & Faubert, 2016).

The principle of the GAG training model is learning through play activities. The principle of learning from games is supported by Johns (2006) who quoted that "The games approach lets kids discover what to do in the game not by telling them but by their experiencing it". Meanwhile, According to Brueggemann (2008) One of the best teachers is game. This philosophy is the basis for improving important things in football. and this is the key for players to apply what is needed in the game.

5. CONCLUSION

The GAG training model is effective for improving basic passing technique skills in SSB students aged 6-9 years.

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