

Development of Coaching Model at the School of Football Medan

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Abstract: *This study aims to produce a curriculum / coaching model student at the School of Football in Medan. Research method was conducted by using research and & development which is often shortened to R & D. Borg dan Gall (1989: 784-785). The result of this study was availability of curriculum / coaching model Football School students in Medan who have been through the process of validation, feasibility analysis and testing. The feasibility level of football school curriculum can be seen from the assessment of expert who has examined various aspects. Assessment of the quality aspects of the content of curriculum materials that are used for the development of football school curriculum is categorized as "very good" with an average value of 3.6 and eligibility rate 72%. Assessment of aspects of curriculum offerings are used for the development of football school curriculum (SSB) is categorized as "good enough" with an average value of 3.3 and the eligibility rate of 66%.*

Keywords: Coaching Model, School of Football

1. Introduction

Football is the most popular sport in the world. The game is very popular to all people around the world, including in Indonesia because it is easily to play. But, although football game favored by many people, especially for young children, but to become a quality player its need to has a complex ability. a complex of ability only can obtained through a coaching model that reliably. Coaching should be done in a fairly long time span; ideally it takes 8-10 years continuously. Coaching is grouped according to age commonly which shortened to Age Group. Grouping of age, usually follow what has been outlined by the highest governing body of world soccer that is *Federation International Football Association* (FIFA). FIFA was grouped the construction players into; group under age (Under 15), Under 17, Under 19, and Under 21, Under 23.

Group of age (U-15) is a crucial age in the process of coaching in football game and it is also in line with the development of a human being, where students are already experiencing psychic development and physical growth was quite good. 15 years is the best time to see the child has a talent in football or not. If the child has a good talent, then coaching can continuous, otherwise if they do not have the talent so then it is advisable to seek another outside the football field for the occupied.

Medan is the place where has an identical on the Football Association club (PSMS) since 1950 until 1980 Medan has a record of achievement that was estimated enough. But after 1985 Medan only once was able to carve the achievement at the national level, that was 1996, namely Nike Cup champion for the age group of 14 years. Medan unable to compete with other regions such as Jakarta, Surabaya, Bandung, Semarang and other cities. In the case of the coaching of centers for young players (SSB) is more. The preliminary of the research that conducted was showed there were 60 SSB in Medan.

By seeing the development of the homeland of football last year's performance was deteriorated. This was caused by

several factors that are very basic, one of an example is a system for guiding the young players are not handled professionally, even coaching system of the early age of player are outdated. On the other side education in the development of science and technology (IPTEK) was very fast. Today the tendency of the coaches that they fear the development of science and technology, whereas if the coaches dare to try and implement the development of science and technology in any training activities would be very helpful in promoting the ability of athletes that they are trained.

The tendency of the current coaches train that their students in general use the old way, by directly demonstrating to their students at the direct meeting in the field.

A football player can achieve success, if the player has had four completeness factors, namely: genetic or hereditary factors, discipline factor, the factor of exercise, and the luck factor. And high performance can only be achieved with the exercises that have been systematically planned and carried out continuously and with the supervision and guidance of a professional trainer. (Soegiyanto 2013 : 34) a good coaching model will produce a good performance. According to De Bosscher dkk, 2006 in Luthan 2013: 33) there are 10 component / pillar of sports coaching achievements. The ten of that components were as follows; (1) financial support, (2) organization and structure sport politics, (3) foundation and participant, (4) identification and talent development, (5) performance of coaching elite, (6) sport facilities, (7) provision of trainers, coaching and training quality, (8) the quality of both national and international competitions (competition quality), (9) scientific research, (10) elite sport environment, media and sponsoring.

An achievement that was obtained by the city of Medan especially those of the SSB in the last 10 years is very alarming. Based on the fact above, Researchers are very interested in doing some research on the development of school football coaching model Medan the development of coaching model at the school of football Medan

2. Research Method

Method of the research was conducted by Research and Development which is often shortened to R & D. Borg dan Gall (1989: 784-785).

3. Result and Discussion

3.1 Result of the Research

Products / curriculum that developed in this research and development is in the form of "football school curriculum". Soccer school curriculum development can be used by trainers or educators in the process of coaching and training at the school soccer, through the process of training and upgrading of trainers and educators to be able to apply the concepts and training materials in the development and training of juvenile athletes in accordance with the growth and development of learners. Research and development carried out referring to the procedure development of Borg and Gall was simplified at the boundaries of expert validation testing and revision of the product.

The first step is collecting the information and observation. The collection of information is done by doing a preliminary study in the field. The observations were made by looking at the problems experienced in the field by good coaches coaching staff in the school football. The second step is determined the material and design of the curriculum that will be developed to support teaching and training in the school football coaching education-based sports. Then designing and designing a curriculum guide in the process of coaching and training for adolescent athletes in schools football.

After the planning steps was completed, then design training materials, develop curricula, and became a guide in the curriculum development and training of the football school. After the curriculum was done, then the curriculum validated by the sports curriculum experts and subject matter experts sports coaching. Validation is performed using research instruments in the form of a questionnaire containing some assessment criteria that products / curriculum can be said to be worthy and qualified to be used or applied in school football. Validation is done by two experts in the sport.

Validation is done in terms of the material aspects of the curriculum. Validation is done through two stages: stage 1 and stage 2. Based on the validation stage 1, curriculum development, school football is still in need of revision. In addition to the assessment, the expert also commented, that "should be revised design and plan the curriculum is developed, so that the success of the development can be achieved as expected". Based on the validation phase 2 which have been revised based on advice and expert opinion, the conclusions of the final award is the development of school curricula football education-based coaching exercise is sufficient to meet curriculum standards that exist, although more needs to be revised, but the curriculum is already fit for use in coaching in football school.

4. Discussion of the Results

1. Analysis of Data Validation

Analysis of data validation is done by converting the quantitative data into qualitative data on the evaluation sheet. The purpose of the modification is to determine the quality of every aspect that has been assessed. Changing the type of data is done by using the Likert Scale. The range starts category of "very unfavorable" to the range "Excellent". In addition the analysis conducted on the comments and suggestions given by experts. Here are the results of the validation data analysis experts on aspects of content and grain quality curriculum materials, as well as aspects of curriculum development.

Aspect Quality Curriculum Materials Content

Based on the validation phase 1, earned an average score on the quality aspect of curriculum material content is 2.8 categorized as "fair". The smallest earned of the score was 3 categorized as "Very Less" and earned the biggest score was 5 categorized as "very good". After the revision, the results of the validation phase 2, earned an average score on the quality aspect of curriculum material content is 3.6 categorized as "good". The smallest earned of the score was 3 categorized as "good enough" and the biggest earned of the score was 5 categorized as "very good".

Serving Aspect Curriculum

Based on the validation phase 1, earned an average score in the aspect of curriculum offerings were 2 categorized as "less". The smallest earned of the score was 1 categorized as "very poor" and the biggest earned of the score was 3 categorized as "good enough". The results of the validation aspects of curriculum offerings after revision obtain an average score of 3.3 which is categorized as "fair". The smallest earned of the score was 2 categorized as "less" and the biggest earned of the score was 4 categorized as "good".

Aspects of Curriculum Development Stages

Based on the validation phase 1, earned an average score of 3.1 this was categorized "good enough". The smallest earned of the score was 3 categorized as "good enough" and the biggest earned of the score was 4 categorized as "good". After revision, obtaining the average score is 4.1 which was categorized as "good". The smallest earned of the score was 3 categorized as "good enough" and the biggest earned of the score was 5 categorized as "very good".

2. Feasibility analysis

The feasibility analysis was conducted to determine the feasibility of developing a football school curriculum (SSB), which was developed based on each aspect assessed. The calculation of eligibility is done by the average final score obtained is converted into qualitative data. Furthermore, the average score of one aspect and then divided by the average score of a maximum of aspects that are calculated and multiplied by 100%. Aspects assessed were feasible if the average value of the validation results categorized good or excellent.

Feasibility Aspects of Content Quality Curriculum Materials Used in SSB Curriculum Development

In the aspect of content quality curriculum materials, feasibility evaluation performed by sports experts. Based on the final value of the contents of the quality aspects of sports experts curriculum materials obtained average value 3.6 with 72% eligibility rate or categorized as "good". Thus, the content of the material aspects of quality of curriculum in school curriculum development study football (SSB) developed are feasible for use in the development and training in the school football (SSB).

Serving the feasibility aspect Curriculum

In the aspect of curriculum offerings, feasibility evaluation carried out by experts. Based on the final value of the expert, the aspect of curriculum offerings obtain an average value of 3.3 with 66% eligibility rate or you're "good enough". Thus aspects of the curriculum offerings in school curriculum development study football (SSB) that was developed declared fit for use. With remarks curriculum should be designed to further developed and refined in order to get maximum results.

Feasibility Aspects of Curriculum Development Stages

Based on the final value of sports coaching curriculum experts aspects of curriculum development stages of obtaining an average value of 4.1 with 82% eligibility rate or categorized as "good". Thus aspects of curriculum development at the research stage of development of the school curriculum football (SCB) developed declared fit for use. With remarks curriculum should be designed to further developed and refined in order to get maximum results.

5. Conclusion and Suggestion

Based on the research and development of school curricula football (SSB), it can be concluded that the curriculum or school football coaching model developed can be used to train trainers in the school football (SSB). It is based on the results of research, validation and feasibility studies that have been conducted in this study.

Suggestion for further research investigators is that the researchers will further develop the model on this development towards a better direction.

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