



The Effect of Game Analytical Game (Gag) Towards The Improvement of Soccer Dribbling Basic Technical Skill

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Article History

Received 20 April 2020
Accepted June 2020
Published June 2020

Keywords:

GAG training model;
soccer dribbling; basic
technical skill

Abstract

To be able to play the soccer game well and achieve victory, a number of fundamental aspects should be mastered by every player, especially basic technical skills. Mastery of soccer basic technical skills is fundamental in the process of player development. The purpose of this study is to find out whether the soccer basic technical skills training model through the GAG approach is effective to improve the basic technical skills of soccer dribbling. The research method used is quantitative research with Quasi-Experiment. The design used is the pre test post test Non Equivalent Control Group Design. The subjects in this study were SSB students aged 6-9 years old. The results of this study are based on data analysis through an independent sample test, in which it was found that the sig (2-tailed) value is $0.000 < 0.05$. It can be concluded that there is a significant (real) effectiveness difference between the use of the training model through the GAG approach and the conventional learning model to improve the soccer dribbling technique skills of SSB students aged 6-9 years old.

How to Cite

Putra, A. N., Tangkudung, J., & Hanif, S., (2020). The Effect of Game Analytical Game (Gag) Towards The Improvement of Soccer Dribbling Basic Technical Skill. *Journal of Physical Education, Sport, Health and Recreation*, 9(2), 110-115.

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p-ISSN 2460-724X

e-ISSN 2252-6773

INTRODUCTION

The most important thing in talking about soccer is trying to learn and understand the definitions and basic concepts of soccer. According to (Marsico & Cher, 2013) soccer is Two teams play against each other. Each team has a goal. The object of the game is to get the ball into the opponent's goal. Each team must defend its goal against the opponents. The team with the highest number of goals at the end of the game wins. Soccer means two opposing teams. Each team has a goal which is to score goals. Each team must defend the goal from their opponent. In line with that (Kelley, 2008) stated that The object of the game is to score more goals than the opponent.

In this globalization era, the soccer game has undergone many changes and developments from various forms, both the rules and the game. The rapid progress of Science and Technology also greatly effectd the development of soccer. There is no doubt that soccer has always been a concern in every development. To be able to play soccer well and achieve victory, a number of fundamental aspects should be mastered by every player, especially basic technical skills. It is in line with the statement (Serpiello, Cox, Oppici, Hopkins, & Varley, 2017) that technical skill is very important in the development of soccer players.

The thing to do is to provide training with the appropriate stages of training starting from an early age, so that these basic techniques can be mastered well. The basic technique of playing soccer is all movements without the ball and movements with the ball needed to play soccer.

Basic motor skills or soccer basic techniques will not be separated from the stages of motor learning. Motor learning itself according to Schmidt is a set of related processes or experience which leads to permanent changes in skilled behavior (Schmidt and wrisberg N, 2000). According to (Judith E. Rink, 2010), motor learning is defined as a change in the conditions in a person in the form of an increase in skills relatively fixed as a result of practice or experience.

Meanwhile, according to (R. A. S. & T. D. Lee, 2011) "motor learning is a set of processes associated with practice or experience leading to relatively permanent changes in the capability for skilled performance". This means that motor learning is a series of processes related to practice or experience which leads to changes in abilities which are relatively permanent for skilled performance. In line with what was stated by (Bucher, 2009), that motor learning is a change in someone's behavior in the form of mastery of

motor skills as a result of practice and experience.

(Edward., 2010) stated that "Motor learning is the study of the processes involved in acquiring motor skills and of the variables that promote or inhibit such acquisition". Motor learning is the study of the process in acquiring motor skills from variables which promote or inhibit them. Motor learning is a series of processes which are linked to training or experience that leads to relatively permanent changes in a person's ability to show skilled movements (Richard A. Schmidt, 2000).

Basically, humans are built by four basic components: cognitive, motor, affective and emotional. These four basic components in the appearance of motor are integrated with one another. Regarding the level of mastery of skills in the motor learning process, it is divided into three stages of the model, namely: (1) cognitive stage, (2) association stage, and (3) autonomous stage (Coker, 2004). As an indicator of the level of mastery, the skills referred to in this study are interpreted as competencies exhibited by someone in carrying out a task related to the achievement of a goal, in which the higher one's ability, then the higher it can be expected to reach the skilled level.

So many organizations have sprung up for the sake of realizing a better future for Indonesian soccer, both in big cities and even remote villages in Indonesia. One of them is soccer school (SSB). SSB is a place for children to know and develop soccer games. However, many SSBs do not have the right reference, many training methods are not systematic and appropriate for the age character, the training model is not attractive, even the basic playing technique is not well obtained by the players. One of them is SSB PSTS Tabing Padang.

Based on the researchers' observations during the exercise routine on the SSB PSTS Tabing Padang soccer field, it was found that the training unit commonly used for students aged 6-9 years old showed playing activities (small sided game) by only 25% of the entire training series. Besides that, SSB PSTS does not yet have a training reference and attractive training stages according to the age group or the needs of the players. This condition makes the players feel bored and are not motivated in carrying out training activities. SSB PSTS Tabing players range in age from 6-9 years old, hence the existing training does not suit the children as the character of the child in the period of rapid growth should take part in more training activities in the form of fun games which is inseparable from the principle of proper training.

The researchers also observed the SSB PSTS trial against the SSB Padang Junior. Mistakes were often found when players dribbled, the ball was far from mastery, even the ball was so easily taken by the opposing players, whereas dribbling is a basic technique which should be mastered by players to be able to win the match.

Dribbling is kicking the ball intermittently or slowly using the feet (Mazzantini, Mirko and Bombardieri, 2013), therefore the foot used in dribbling is the same as the foot used to kick the ball. The main goals in dribbling are to get closer to the target, pass through the opponent, and hinder the game.

In the history of soccer from ancient times, dribbling in soccer is very important. Dribbling is one of the most important parts among the other basic techniques. When there is no teammate to take the bait, players have to dribble the ball to be able to find space and find their teammates. Even by dribbling the ball, players can also look for opportunities to score a goal. In addition, dribbling training should include exercises which encourage the development of creativity and improvisation of players with the ball at their feet. (Thomas, Fellingham, & Vehrs, 2009).

Dribbling is basically divided into two, namely closed dribbling and speed dribbling. Closed dribbling is done with complete control over the ball, it is when the ball is not really safe from the opponents. In closed dribbling, the ball must not be more than 1 meter in control of the feet. Speed dribbling, on the other hand, has only one goal, namely speed in carrying the ball. At speed dribbling, players dribble by running as fast as possible. It can be done by kicking the ball forward then the players run after it as fast as possible. However, there is one condition for speed dribbling in which there should be no pressure and reach of the opponent (Owen, Adam, 2016).

If the condition is not fixed, like what is happening to the place for coaching such as the PSTS SSB Tabing which is located in Padang City, it will be difficult to excel and produce talents for the future of Padang City soccer, even for the Indonesian National team.

For that reason, the researchers aim to see the effect of the Game Analytical Game training model to improve the basic technical skills of soccer dribbling. Game Analytical Game method is a program with the main purpose of learning through games, teaching children the basics of soccer, so that they can develop their own physical, technical, and mental capacities through games.

Playing is a great joy for players, especially at an early age level (grassroots), as through playing activities children can be themselves. Playing activities are methods which are proven to develop various aspects of physical, emotional and mental behavior. However, the concept of competition is not eliminated, provided the competitive structure presented matches the characteristics of children's behavior.

In addition, playing activities will bring children to experience better physiological changes. Someone who does playing activities can have a happy, good and more relaxed mood. By playing, someone can laugh, so they can forget the pressure experienced due to their daily activities. Soccer training through playing and learning approaches such as the Game Analytical Game model for children can provide fun entertainment and can improve the parameters of their physical capacity and playing skills (Christou, 2006).

Throughout the researchers' experience dealing with the series of basic technical skills, this training model through the Game Analytical Game is the most suitable method developed for students aged 6-9 years old in order to improve basic technical skills in playing soccer.

This research is supported by several experts. As stated by Holt, Ward, & Wallhead, with varied forms of training and adjusting to various match situations, it is very suitable in an effort to improve students' playing skills (Holt, Ward, & Wallhead, 2006). Meanwhile, according to (Elsangedy, Hsin, Chao, & Okano, 2016) "Small-sided games in soccer are useful tools to stimulate technical, tactical, physical and physiological components of performance in a context simulating a formal game". Small sided games in soccer is a useful tool for stimulating components of technical, tactical, physical and physiological performance in context which simulates formal games. Small-sided games can also simulate workload and physiological intensity that matches the actual match, as well as developing technical and tactical skills (Wen, Ong, Aul, & Ellal, 2012).

The advantages of the Small Sided Games stated in the Game Analytical Game activities are the technical, tactical, and physical aspects, which can be overcome, thus making the training more specific by using the ball, and also increasing the player's motivation and optimizing the training time (Ided, Ames, Brantes, Unes, & Ac, 2012). Players will also be more directly involved in the match because they will have more contact with the ball, make accurate passes and score more goals.

METHODS

The method used is Quasi Experimental Design, in which this design contains a control group which does not fully function to affect the implementation of the experiment. The design of this study is Nonequivalent Control Group Design.

In the effectiveness test phase, there were eighty (80) students consisting of forty (40) subjects as the experimental group and forty (40) subjects as the control group. This operational trial is carried out for 3 months, starting with a pre test and ending with a post test. The experimental group is a group that uses the soccer basic technical skills training model through the GAG approach, while the control group still uses the previous training model. Furthermore, to prove the significance of the differences in the effectiveness of the soccer basic technical skills training model through the GAG approach with the conventional training model, it is necessary to be statistically tested through several stages of analysis, namely the data normality test, the t-test and the independent sample t test.

RESULTS AND DISCUSSION

Based on the normality test data table of the Experiment group, it can be seen the value of Sig. in the Kolmogorov-Smirnova column for Pretest dribbling data is .178 which means 0.178, Posttest dribbling is .079 which means 0.079. In accordance with the test criteria, if the value of Sig. is more than 0.05 then H₀ is accepted. This means that data is normally distributed.

Based on the control group's normality test data table, it can be seen the value of Sig. in the Kolmogorov-Smirnova column for Pretest dribbling data is .200 which means 0.200, Posttest dribbling is .146 which means 0.146. In accordance with the test criteria, if the value of Sig. is more than 0.05 then H₀ is accepted. This means that data is normally distributed.

Based on the Group statistics output table, each of which has 40 subjects, the experimental group's posttest is better than the control group's average of 17.99 compared to 21.14. Considerin the fastest time, the subject of the experimental group is better than the control group. It can be concluded that the use of the soccer basic technical skill training model through the GAG approach is effective for improving the basic technical skills of dribbling in SSB students aged 6-9 years old.

Based on the independent sample table, it can be seen that the 2-way (t-tailed) significant value is $0.00 < 0.05$. Therefore, there is a difference in point scores between the experimental group and the control group.

Based on the above conclusion, it can be said descriptively that there are differences in the effectiveness of the application of the soccer basic technical skills training model through the GAG approach with the conventional training model in improving the basic technical skills of dribbling SSB in students aged 6-9 years old.

There is a certain condition of research literature related to the Game Analytical Game training model. The results of this study indicate a significant level of effectiveness, but this research is still limited to several universities.

It is very important for all training sessions especially for students aged 6-9 years old, to focus a training model which emphasizes fun (games), which contains learning. (Emral, 2014) stated that training through the process of games which contains learning (Analytical) can motivate children to understand and follow the training, and it also can improve children's playing skills, both in terms of technique, tactics and understanding of play.

This Game Analytical Game Approach is also supported by the research of several experts in which through the games learning approach, the coach can analyze skilled players and less skilled players (Romeas, Guldner, & Faubert, 2016). In addition, coaches can also improve their individual and tactical abilities through games (Gibson Moreira Praça, Filipe Manuel Clemente, André Gustavo Pereira de Andrade, Juan Carlos Perez Morales, 2017).

Meanwhile, in the study of (Anthony, 2011) by gathering data and feedback from 127 coaches in Sydney to assess and analyze a large group of coaches' perceptions of game-based activities and game formats which are modified as the model being developed in this study, all concluded that the coaches agreed in implementing Small-Sided Football in all training sites in Australia to improve children's play skills.

Also, to be successful, a team should be able to present a physical, technical, tactical, and psychological performance which is superior compared to the opponent. When these elements work, soccer becomes a beautiful game. In addition, coaches or coach educators should be able to use a variety of methods which are appropriate for different age levels.

Game Analytical Game method has the

principle of “learning the soccer game through playing activities. The learning principle of the game is supported by (Brueggemann, 2008) in his study which explained “The game is the best teacher.” Based on this philosophy, the essential demands of soccer are addressed. The first and most crucial demand requires players to practice what is needed and how it is needed in the game. It means “Game is the best teacher”. The most important basic demand of soccer requires players to practice what they need and what is needed in the game. Meanwhile, according to (Johns, 2006) “The games approach lets kids discover what to do in the game not by your telling them but by their experiencing it”. This means that the game approach allows children to find out what needs to be done in the game by directly experiencing it.

The training material for basic football technical skills through the Game Analytical Game (GAG) approach presented in this study focuses on improving the basic techniques of passing, dribbling, and shooting.

In the first G phase, the training material or objectives to be achieved are given through introductory activities, each player uses the ball and runs the activity according to the material instructed by the trainer, it can also be through small sided games. For example playing 2v2, 2v1, 3v2 or 3v3 with a pitch of 15m x 10m or 20m x 15m. This phase is a useful phase for introducing participants to the basic concepts of playing football and teaching participants to make decisions as quickly as possible in their activities.

In phase A (Analytical), the training material or objectives to be achieved are provided through adaptation, learning or repetition activities that are useful for learning and improving movement skills or basic soccer techniques. This phase is a phase that provides cognitive stimulation and basic techniques.

In the second G phase (Playing / Competing) the training material or objectives to be achieved are provided through game activities that resemble a modified match. For example 4v4 or 5v5 with a field of 30m x 20m or 30m x 25m. In this phase an assessment of learning outcomes obtained from practice.

CONCLUSION

The soccer basic technical skills training model through the GAG approach can be carried out and it is also effective to improve the basic technical skills of dribbling for SSB students aged 6-9 years old.

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