

SSB coaches understanding of the Filanesia Indonesian football coaching curriculum

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Abstract

The creation of quality players cannot be separated from the implementation of an appropriate football curriculum. The findings in the field, there are still many coaches who cannot understand the meaning of proactive, progressive, and constructive in playing, so that the children who play cannot practice filanesia in playing. Therefore, it is important to know the level of understanding of the coach of the Filanesia curriculum. This study aims to describe the level of understanding of Football School (SSB) coaches of the Indonesian football coaching curriculum Filanesia in Yogyakarta City. This research is a quantitative descriptive research. The population in this study were 50 SSB coaches in Yogyakarta City. The sampling technique used was purposive sampling. The criteria used in this study are as follows: (1) SSB coaches in the city of Yogyakarta who already have a coach's license, (2) SSB coaches who have attended Filanesia socialisation, (3) Willing to be a sample. Based on these criteria, a sample of 19 people was obtained. The data collection technique used a questionnaire. The instrument used is in the form of multiple choice questions. The instrument for the level of understanding of the Filanesia curriculum has a validity of 0.662 and a reliability of 0.934. Data analysis uses descriptive percentages. The results showed that the SSB coach's understanding of the Filanesia Indonesian football coaching curriculum in Yogyakarta City in 2022 was in the "low" category of 10.53% (2 coaches), "sufficient" by 26.32% (5 coaches), and "high" by 63.16% (12 coaches). It can be concluded that the SSB coach's understanding of the Indonesian Filanesia football coaching curriculum in Yogyakarta City in 2022 is in the high category. The results of this study serve as a reference to be able to develop a training model for understanding the Indonesian football coaching curriculum Filanesia.

Keywords: understanding; football coach; filanesia; curriculum.

INTRODUCTION

Youth football coaching must be done properly and correctly (Febrianta & Sabillah, 2022). Therefore, the existence of a training curriculum is very important. The curriculum is an important part of football coaching from early age to senior, by using a good teaching curriculum, the coaching process can run well and the goals of coaching will also be achieved. The curriculum is a set of plans and arrangements regarding goals, content, learning materials and methods to be used as learning guidelines in achieving certain educational goals. The curriculum has four functions, namely: (1) curriculum as a plan, (2) curriculum as a setting, (3) curriculum as a way, (4) curriculum as a guide (Sista, 2017).

The training programme in the football curriculum is tailored to the age group and the characteristics of each age group. A person's age determines the way he relates to the world around him and to his neighbour. In all learning processes, age is key in choosing what material and methods are suitable for teaching a material, football is no different. The division of levels includes: 1) Beginner level (fun phase) which consists of the age group 5-8 years. 2) The basic level (foundation) consists of the age group 9-12 years. 3) Intermediate level (formation phase) which consists of the age group 13-14

years. 4) The advanced level (final Youth) consists of the age group 15-20 years (Surapana & Syafii, 2021).

The curriculum must be applied when conducting training consciously or unconsciously these actions show the uniformity of education and game patterns from an early age. The football curriculum in Indonesia has undergone changes and improvements, namely using the Indonesian football coaching curriculum known as the Indonesian Football Philosophy (Filanesia). The recent release of the Indonesian football coaching curriculum makes it evident that the Indonesian football coaching process has changed from the structure that must be conveyed in training and training activities. The opinion of Sukarta & Irianto (2019) that the Filanesia Indonesian football coaching curriculum has differentiated phases of coaching material delivered from the early age phase to the senior. This is intended so that the development of football from an early age to professional football will find a definite continuity so that designing national football achievements can be designed from an early age.

The creation of quality players cannot be separated from the implementation of an appropriate football curriculum (Sudirman, 2021). The development of the Indonesian football coaching curriculum is not only enough to release and publish it to the regions, but the Indonesian Football Association (PSSI) needs to open trainings or coaching licences for coaches at an early age to professionals. One of them is training for coaches conducted in Sleman Regency in early 2018, namely licence D for coaches who do not yet have a coach's licence. This programme is very useful for the development of Indonesian football, especially the Yogyakarta City area. This is because the public interest in football in Yogyakarta City is very high, one of which is indicated by the number of Football Schools (SSB) in Yogyakarta City.

Findings in the field, there are still many coaches who cannot understand the meaning of proactive, progressive, and constructive in playing, so that the children who play cannot practice filanesia in playing. Some coaches do not understand the methods in training. For example, when identifying problems, many coaches are still unsure of what to evaluate. The next obstacle is the coach who conducts training with an isolated approach which is different from the holistic approach in Filanesia. Therefore, it is important to conduct research to determine the level of understanding of coaches of the Filanesia curriculum.

METHOD

This research is a quantitative descriptive research. The population in this study were 50 SSB coaches in Yogyakarta City. The sampling technique used was purposive sampling. The criteria used in this study are as follows: (1) SSB coaches in the city of Yogyakarta who already have a coach's license, (2) SSB coaches who have attended Filanesia socialisation, (3) Willing to be a sample. Based on these criteria, a sample of 19 people was obtained.

The data collection technique used a questionnaire. The instrument used is in the form of multiple choice questions. The instrument for the level of understanding of the Filanesia curriculum has a validity of 0.662 and a reliability of 0.934. The following is a table of instrument indicators used.

Table 1. Instrumen Indicators

Variable	Indicators
Understanding the Indonesian Football Coaching Curriculum	Indonesian Football Philosophy
	Study Formation
	Game Principles
	Training Methods
	Early Childhood Characteristics

Data analysis uses descriptive percentages. Data analysis to find mean, median, mode, standard deviation, maximum score, and minimum score using SPSS 23.

RESULT AND DISCUSSION

Results

The collected data was analysed using percentages. The results of the data analysis are presented in the table below:

Table 2. Results of Analysis of the Level of Understanding of SSB Coaches

Level	Frequency	Percentages
very good	-	-
good	12	63,16%
fair	5	26,32%
less	2	10,53%
very less	-	-
Total	19	100%

Based on the results of data analysis, it is known that SSB coaches' understanding of the Indonesian Filanesia football coaching curriculum in Yogyakarta City is in the "low" category of 10.53% (2 coaches), "sufficient" by 26.32% (5 coaches), and "high" by 63.16% (12 coaches).

Discussion

Based on the results of the study, it shows that the understanding of SSB coaches of the Indonesian Filanesia football coaching curriculum in Yogyakarta City is in the high category of 63.16% or 12 coaches. Understanding is the ability to connect or relate the information learned with the complete ability in our minds. From the results of the study, not all coaches apply the Filanesia curriculum in every training process even though meetings are often held between coaches which does not rule out the possibility of discussing problems in training in the field. Research by Ramdani (2020) also revealed that 31.58% D licence football coaches in Tasikmalaya Regency had a low level of knowledge of the filanesia curriculum.

Most coaches are able to understand the meaning of Filanesia about the principles of proactive attacking and defensive play. However, some of the coaches must also be able to provide learning formations to their athletes. This shows that what the coach has mastered about understanding learning formations including the character of the age group is still relatively low even though the coach is able to understand the principles of the game in football but the coach still does not quite understand what must be trained to the player. According to Danurwindo (2014) coaches must also continue to improve their insight formally and non-formally. From the results of objective research, not all coaches apply the filanesia curriculum in every training process even though meetings are often held between coaches which does not rule out the possibility of discussing problems in training in the field.

Coaches in achievement sports have the task of helping athletes to achieve maximum performance. The coach is recognised for his success in training when his fostered athletes can win and get high achievements. The success and failure of athletes in a match is influenced by the training programme of the coach. As a good coach, you should indeed have to master coaching material and theory so that you are not wrong in training players. This shows that a coaching licence is very useful for coaches to be able to increase their knowledge and practice of training.

Milsydayu & Kurniawan (2018) state that a coach is a human being who has a job as a stimulant (simulator) to optimise the ability of athletes' motion activities that are developed and improved through various training methods tailored to the internal and external conditions of the individual culprit. Harsono (2017) states that "the high and low achievement of athletes depends a lot on the high and low knowledge and abilities and skills of a coach, formal education in sports science and coaching will greatly help the cognitive and psychomotor aspects of the coach".

The football curriculum in Indonesia already has an update, namely the Indonesian Football Philosophy (Filanesia). The Indonesian football coaching curriculum itself contains methods in training and practice. Filanesia provides characteristics of young football players explained according to their age group. Based on the characteristics of the age grouping, Filanesia then describes the stages of coaching that are passed. Where each of these stages has a specific training method according to the needs of each age group (Mulyana & Syafil, 2021). These stages of coaching are expected to produce players who are well-rounded, have good skills and are competent in the game.

Filanesia also has a method in training starting from the process of starting training to the process of correcting mistakes and re-running training. The coach will explain the organisation of the exercise and how the exercise works by demonstrating. Then the player tries. If the player has tried correctly, it

means that the player has understood and the exercise can begin. The coach's next task is to observe the form of the exercise and identify any errors.

There are five factors included in this research, namely the philosophy of Indonesian football, the training phase according to the age group, the principles of the game, the 1-4-3-3 learning formation and the training method. For the early age category at this SSB, the formation used is 1-3-3. This formation is a simplified version of the 1-4-3-3 formation that is generally used at higher levels. At an early age, a 7 vs 7 game system is usually used, and this SSB applies a numbering system to players, but is only introduced to players who play fully on one field (Rama Budi Maulana, 2019). Most coaches have a high understanding of these factors and practise the content of Filanesia directly. Based on the results above, it shows that most coaches are able to understand the understanding of Filanesia about the principles of proactive attacking and defensive play. However, some of the coaches must also be able to provide learning formations to their athletes. This indicates that what the coach has mastered about understanding learning formations including the character of the age group is still relatively low even though the coach is able to understand the principles of the game in football but the coach still does not quite understand what must be trained to the player.

Continuing with the existence of Filanesia, it is hoped that coaches who have attended licence training are able to understand well and can apply what has been understood into a form of training aimed at players. However, the conditions in a practice are still many coaches who are complacent about understanding the contents of Filanesia about the principles of the game, learning formations, age characteristics and training methods that are applied in the form of training and understanding itself that must be mastered by the coach.

In fact, there are many coaches who do not understand the method of training. For example, when identifying problems, there are still many coaches who are hesitant about what to evaluate, whether this is necessary, whether this is not necessary to evaluate, whereas when students do training and without evaluation, students will feel right and the impact can appear in a match that may not be in accordance with what the coach wants while in training the coach does not evaluate or correct the player's mistakes. However, it is still a question whether the coach is reluctant or does not understand Filanesia in the training method.

Making an athlete achieve maximum performance should be a structured and sustainable and long-term coaching process for athletes. Therefore, coaches who have followed the Filanesia D licence are expected to be able to implement the Football Philosophy used for coaching early age athletes in order to improve the quality of Indonesian football players to achieve achievements in the international arena. Perform the right stages of development in accordance with the established curriculum as a guide in designing training programs and training processes to avoid generalisation of training in each population group (Efendi, 2021).

CONCLUSION

Based on the results of data analysis and discussion, it can be seen that the understanding of SSB coaches of the Indonesian football coaching curriculum Filanesia in Yogyakarta City is in the "low" category of 10.53% (2 coaches), "sufficient" by 26.32% (5 coaches), and "high" by 63.16% (12 coaches). A special breakthrough is needed so that all coaches understand and can implement the filanesia curriculum in SSB Yogyakarta city in particular and Indonesia in general.

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