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Differences in the level of knowledge on the football basic technique at SSB BPM and SSB Matra

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Abstrak

This study aimed to examine the level of knowledge of basic football techniques among football school players at Bintang Putra Melati Football School and Matra Sleman Football School. This study used a quantitative descriptive design with a questionnaire survey method. The population consisted of 160 players from Bintang Putra Melati Football School and 120 players from Matra Sleman Football School. The sampling technique used purposive sampling with the following criteria: 1. players who had been registered at Bintang Putra Melati Football School and Matra Sleman Football School for six months, 2. players who had participated in the Askab Sleman competition with Bintang Putra Melati Football School and Matra Sleman Football School, and 3. players who were willing to become research samples. Based on these criteria, the sample consisted of 20 players from each football school, with a total of 40 players. The instrument used in this study was a questionnaire. The data analysis technique used quantitative descriptive analysis with five categories: very high, high, moderate, low, and very low. The results showed that the level of knowledge of basic football techniques at Bintang Putra Melati Football School was categorized as very high for 0 players or 0%, high for 0 players or 0%, moderate for 19 players or 95%, low for 0 players or 0%, and very low for 1 player or 5%. Meanwhile, the level of knowledge of basic football techniques at Matra Sleman Football School was categorized as very high for 0 players or 0%, high for 0 players or 0%, moderate for 17 players or 85%, low for 1 player or 5%, and very low for 2 players or 10%. These findings indicate that Bintang Putra Melati Football School had a better level of basic football technique knowledge than Matra Sleman Football School. Therefore, coaches are expected to strengthen their role in developing and improving players' knowledge of basic techniques and football skills, especially in the 12-year-old age category.
Keywords: football school, knowledge level, basic techniques

INTRODUCTION

Football is a highly popular sport and has a strategic role in the development of sports achievement in Indonesia. The game requires mastery of technique, tactics, physical condition, and conceptual understanding so that players can perform optimally in training and competition (Luxbacher, 2011). Therefore, football development must be planned and sustained from an early age. Early-age development aims to build a strong foundation for the growth of football skills and game understanding. Football is also one of the most popular game sports among children and adolescents. Youth football development plays a strategic role in shaping proper skills, attitudes, and game understanding from the early stage. At the age of 12, athletes enter an important developmental phase that is often associated with a sensitive period for learning, in which motor ability, cognition, and coordination develop strongly and respond well to basic sports technique learning (Bompa & Buzzichelli, 2019; Sarmento et al., 2018).

Basic football techniques such as dribbling, passing, controlling, shooting, and heading are fundamental skills that young players must master. Good mastery of basic techniques depends not only on physical ability but also on the players' level of knowledge about the principles, purposes, and correct execution of these techniques (Luxbacher, 2014). Technical knowledge provides an important basis for players to understand when and how a technique should be used effectively in game situations. This view is consistent with research on youth football development, which shows that technical and tactical skills

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should be assessed together with age-related development and player context (Sarmento et al., 2018).

In the 12-year-old age group, improvement in knowledge of basic football techniques is closely related to children's cognitive development, especially their ability to understand instructions, analyze game situations, and make simple decisions on the field. Wein (2007) stated that youth football learning should not only focus on practical aspects but also on conceptual understanding of basic techniques and game principles so that players do not merely perform movements mechanically. Tactical decision-making studies in youth soccer also show that structured practice, collective tactical activities, and training situations with many decision-making opportunities help distinguish players with different levels of game understanding (Machado et al., 2020).

Long-Term Athlete Development (LTAD) is a long-term athlete development framework that emphasizes alignment between children's biological, psychological, and social development stages and the sports training process. The LTAD model aims to optimize athlete potential through systematic, sustainable, and long-term development rather than early achievement alone (Balyi, Way, & Higgs, 2013). The 12-year-old age group belongs to the learn to train phase in the LTAD concept. In this phase, athletes begin to understand technical instructions more effectively and develop cognitive skills related to basic technical and tactical understanding of the game (Balyi, Way, & Higgs, 2013). Therefore, the level of basic football technique knowledge at this age becomes an important indicator of the success of the development process carried out by a training institution. The main characteristic of LTAD at the age of 12 is a focus on mastering basic techniques and fundamental movement skills, such as balance, coordination, agility, and speed, which are integrated with sport-specific skills. The recommended proportion of training and competition in the learn to train stage is approximately 70% training and 30% competition, which gives athletes sufficient time to learn, try, and improve skills without excessive pressure from match results (Balyi et al., 2013).

In the context of football and other game sports, the implementation of LTAD at the age of 12 requires coaches to use varied, game-based, and developmentally appropriate training methods. This approach aims to prevent excessive early specialization, reduce the risk of injury and burnout, and support holistic athlete development (Ford et al., 2011). Evidence from small-sided game research also suggests that game-based training can improve technical execution in young and youth players (Clemente et al., 2021). Thus, the application of LTAD principles at the age of 12 serves as an important foundation in sports development systems. Development that fits the learn to train stage is expected to produce athletes who have good technical skills, adequate game understanding, and physical and mental readiness for the next stage of development.

Football Schools (Sekolah Sepak Bola or SSB) are nonformal development institutions that play an important role in developing the potential of young players. Each SSB has different development characteristics in terms of training curriculum, methods of material delivery, coach quality and background, and training intensity. These differences may produce different levels of basic football technique knowledge among players (Ganesha, 2010). International evidence also shows that youth academy development processes vary across clubs and countries, especially in talent identification, coaching, training structure, and player development environments (Ford et al., 2020).

Bintang Putra Melati Football School and Matra Sleman Football School are two SSBs that actively develop young players, particularly in the 12-year-old age group. Although both institutions have the same general aim of developing player ability, they are assumed to apply different development approaches and training methods. These differences may influence the level of basic football technique knowledge possessed by players in each SSB. A multidisciplinary view of youth football development also shows that technical, tactical, physical, psychological, and social factors interact in shaping player progress (Kelly et al., 2022).

Based on the initial observation, no empirical data have systematically compared the level of basic football technique knowledge between players of Bintang Putra Melati Football School and Matra Sleman Football School. However, information about differences in basic technique knowledge is important as an evaluation basis for improving the quality of development and the effectiveness of training programs implemented by each SSB. In football school development practice, differences in the level of basic technique knowledge are still found among players. These differences may be influenced by training methods, coach quality, training frequency, and players' playing experience. Low knowledge of basic

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techniques can lead to movement errors, inaccurate decision-making, and slower overall development of playing skills (FIFA, 2019; Machado et al., 2020).

A study on the level of basic football technique knowledge among 12-year-old players is therefore important. The results are expected to serve as an evaluation basis for coaches and SSB managers in designing more directed, systematic, and developmentally appropriate training programs so that youth football development can run optimally and sustainably. For that reason, this study was conducted to examine scientifically the difference in the level of basic football technique knowledge between Bintang Putra Melati Football School and Matra Sleman Football School in the 12-year-old age group. The results are expected to provide an objective picture of the quality of basic football technique knowledge development and to become a reference for coaches and SSB managers in preparing more effective training programs that match the developmental characteristics of young athletes.

METHOD

This study used a quantitative descriptive design with a questionnaire survey method. The population consisted of 160 players from Bintang Putra Melati Football School and 120 players from Matra Sleman Football School. The sampling technique used purposive sampling with the following criteria: 1. players who had been registered at Bintang Putra Melati Football School and Matra Sleman Football School for six months, 2. players who had participated in the Askab Sleman competition with Bintang Putra Melati Football School and Matra Sleman Football School, and 3. players who were willing to become research samples. Based on these criteria, the sample consisted of 20 players from each football school, with a total of 40 players. The instrument used in this study was a questionnaire. The data analysis technique used quantitative descriptive analysis with five categories: very high, high, moderate, low, and very low.

RESULTS AND DISCUSSION

The results showed a difference in the level of basic football technique knowledge between students of Bintang Putra Melati Football School and Matra Sleman Football School in the 12-year-old age group. This finding indicates that the development process, training method, and learning approach applied by each SSB may influence players' understanding of basic football techniques.

The descriptive statistics for the level of basic football technique knowledge at SSB BPM showed a minimum score of 29.00, a maximum score of 35.00, a mean score of 34.5500, a median of 35.0000, a mode of 35.00, and a standard deviation of 1.35627. The level of basic football technique knowledge at SSB BPM was in the moderate category, as the highest frequency was found in the moderate category with 19 players or 95%. The distribution of the level of basic football technique knowledge at SSB BPM was as follows: very high 0 players or 0%, high 0 players or 0%, moderate 19 players or 95%, low 0 players or 0%, and very low 1 player or 5%.

In the passing aspect, the level of basic football technique knowledge at SSB BPM was in the moderate category, as the highest frequency was found in the moderate category with 18 players or 90%. The distribution of passing knowledge was as follows: very high 0 players or 0%, high 0 players or 0%, moderate 18 players or 90%, low 0 players or 0%, and very low 2 players or 10%.

In the dribbling aspect, the level of basic football technique knowledge at SSB BPM was also in the moderate category, as the highest frequency was found in the moderate category with 18 players or 90%. The distribution of dribbling knowledge was as follows: very high 0 players or 0%, high 0 players or 0%, moderate 18 players or 90%, low 0 players or 0%, and very low 2 players or 10%.

In the control aspect, the level of basic football technique knowledge at SSB BPM was in the moderate category, as the highest frequency was found in the moderate category with 19 players or 95%. The distribution of control knowledge was as follows: very high 0 players or 0%, high 0 players or 0%, moderate 19 players or 95%, low 0 players or 0%, and very low 1 player or 5%. In the shooting aspect, the level of basic football technique knowledge was also in the moderate category, as the highest frequency was found in the moderate category with 18 players or 90%.

Knowledge of basic football techniques is an important cognitive aspect in youth development. Good understanding of basic techniques such as passing, dribbling, shooting, ball control, and heading helps

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players practice these skills correctly and effectively (Sucipto et al., 2000). Luxbacher (2011) stated that good technical knowledge becomes the basis for players to develop more complex playing skills in later development stages. This is supported by evidence that successful youth football development should consider technical and tactical skills together with maturation, physical condition, and psychological characteristics (Sarmento et al., 2018).

The difference in the level of basic technique knowledge found in this study was likely influenced by differences in training curriculum and methods of material delivery in each SSB. An SSB that consistently provides theoretical explanation, technical demonstration, and feedback tends to improve players' understanding of basic techniques. Bompa and Buzzichelli (2019) stated that youth athlete development should integrate cognitive and motor aspects to optimize the learning process. In line with this, small-sided game interventions have been shown to improve technical execution among young and youth players when they are applied consistently in training programs (Clemente et al., 2021).

In the 12-year-old age group, athletes are in the learn to train phase, which is a developmental stage in which children begin to understand game technique concepts and principles more systematically (Balyi, Way, & Higgs, 2013). In this phase, differences in development quality may appear clearly in the knowledge aspect because children are able to receive, remember, and explain the technical material provided by coaches. Therefore, differences in the level of basic technique knowledge among SSBs are reasonable when the coaching approaches differ. Coach background and competence also play an important role in shaping players' basic technique knowledge. Coaches with good methodological understanding tend to deliver technical material systematically, clearly, and according to children's developmental characteristics (Ganesha, 2010). Conversely, training that emphasizes playing activities without adequate technical explanation may cause players to have incomplete conceptual understanding of basic techniques.

The findings of this study are consistent with previous research stating that the level of basic football technique knowledge is influenced by the quality of development programs and supportive training environments (Nugroho & Sukadiyanto, 2018). A conducive training environment, varied learning methods, and active interaction between coaches and players can improve basic technique understanding significantly. International academy studies further show that player development involves training structure, coach input, and multidimensional evaluation of technical, tactical, physical, psychological, and social components (Ford et al., 2020; Kelly et al., 2022).

The implication of these results is that SSBs need to evaluate the development programs that have been implemented, especially in the provision of basic technique knowledge. Coaches are advised not only to focus on practical training but also to explain technique concepts, movement purposes, and common errors that often occur. Through this approach, players are not only able to perform techniques mechanically but also understand the basic principles of football. Training that creates frequent decision-making opportunities is also important because tactical decision-making activities can support players' game understanding and distinguish players with different levels of performance (Machado et al., 2020).

Overall, the difference in the level of basic football technique knowledge between Bintang Putra Melati Football School and Matra Sleman Football School in the 12-year-old age group reflects the important role of coaching quality in developing the cognitive aspect of young players. The findings strengthen the view that successful youth football development should be conducted comprehensively by integrating technical, physical, tactical, cognitive, and game-knowledge aspects.

CONCLUSION

Based on the research findings, the level of basic football technique knowledge at Matra Sleman Football School was in the moderate category, as the highest frequency was found in the moderate category with 17 players or 85%. The distribution at Matra Sleman Football School was as follows: very high 0 players or 0%, high 0 players or 0%, moderate 17 players or 85%, low 1 player or 5%, and very low 2 players or 10%. Compared with Bintang Putra Melati Football School, which recorded 19 players or 95% in the moderate category and 1 player or 5% in the very low category, these results indicate that Bintang Putra Melati Football School had a relatively better level of basic football technique knowledge. The substantive meaning of these findings is that football school development programs need to strengthen the delivery of technical concepts, practical demonstration, feedback, and game-based learning so that players understand not only how to perform basic techniques but also why and when these techniques should be

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used in game situations.

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