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Original Article

Development of a holistic football training model through SSB student talent identification

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Abstract:
The problem in this research was that the training units usually used are intended for training U-13 students, and the emphasis on practice was greater than the form of learning through games. So, students only get a few opportunities to get used to controlling the ball, did not gain much experience with situations in matches, felt bored and unmotivated in carrying out training activities, and need help with applying the basic techniques acquired in a match. It is a game that resembles a match. This research aimed to develop a training model to improve technical, physical, tactical, and mental soccer skills through a holistic training approach for students aged 6-13 years. This type of research was development research with developing an integrated soccer training model through talent identification in students aged 6-12 years, broadly referring to the Borg and Gall Research and Development (R&D) development model design. This research was given to all 25 SSB Football School (SSB) students registered at ASKOT Padang city. The sampling technique used was simple random sampling with the lottery. The sample used in this research was Padang City football school students from an affordable population with the same characteristics, namely ages 6-12 years. In this research and development, researchers tried to simplify Borg and Gall's steps into four stages, namely: (1) preliminary study, (2) planning the training model being developed, (3) validation, evaluation and revision of the model (4) implementation of the model. The results of this research concluded that the holistic soccer training model through talent identification is quite effective in teaching, especially in soccer.
Keywords: **Development, Football Training Model, Talent Identification**

Introduction

Football is a sport that requires a combination of advanced technical, tactical and physical skills (Liu et al., 2021). Nowadays, football is no longer considered just a sport; it is even more than just a hobby, and what is great is that it has once again become a business that is taking the world by storm. Real examples in every country with the best league or competition in the world will be the target of the players to participate in Eporia Football. A tight league with great fan support makes many players want to try their skills there. Likewise, in Indonesia, parents and children of all ages like soccer. This fact is proof that football has hypnotized all corners of the world. The physical training model in football plays an important role in developing players' physical aspects, including endurance, speed, strength, agility and other physical elements (Gaffar, 2021). A deep understanding of these concepts allows coaches to design effective training programs that meet individual and team needs. Scientific literature has contributed to a deep understanding of the physical needs of soccer players. From aerobic to strength fitness aspects, recent research has provided a strong theoretical foundation for developing effective physical training models (Jeffries et al., 2021).

The sport aims to improve a person's ability or performance following the demands of their activities, physical fitness and overall health (Parashakti et al., 2020). Repeated practice can improve a person's technical abilities and performance, resulting in maximum performance. It can also strengthen the cardiorespiratory system and muscle capacity for endurance (Mahfud et al., 2020). In its implementation, physical training focuses more on developing the athlete's overall physical condition. It is one of the main and most important factors that must be considered in the training elements to achieve optimal performance (Aryatama, 2021). To achieve good sporting performance, in addition to regular, directed and continuous coaching and training efforts, coaching must also be directed at developing physical condition as the most dominant factor for success in achieving peak performance (Elliott et al., 2021). Physical condition is one element of achievement. Achievement is determined by two factors, namely external factors and internal factors. Internal factors are factors that exist within the athlete himself, such as physical (Putra et al., 2023). Physical conditioning training programs must be well-planned, systematic, and proven to improve physical fitness and functional abilities (Ikhwani et al., 2022). If the

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physical condition is good, the athlete can practice techniques and tactics longer and better. If the physical condition is good, the mental condition, such as self-confidence, will increase. Physical training aims to improve physical condition, an important factor for every athlete (Bahauddin & Sulistyarto, 2022). Without good physical condition, athletes cannot participate in training, let alone compete perfectly. One of the physical exercises required in playing soccer is endurance (Kramer, 2020).

Holistic training is a new method not yet widely known by football coaches. This training method does not carry out separate training but trains as a whole without being separated. while being trained (Otte, Davids, et al., 2020). Tactical Periodization provides the most comprehensive framework for integrating a club's or coach's playing style with actual physical planning (Otte, Millar et al., 2020). Periodization tactics require colleagues to carefully think about, define, and organize training content in a way that allows players to improve from a holistic perspective. The holistic approach is that football must be improved and trained by playing it. It seems better to use a holistic or comprehensive approach to football. The same rules apply to playing soccer anywhere in the world. There are only three moments in a football game: attack, defense and transition. Various soccer movements, including passing, supporting, dribbling, pushing, and marking, are used in these three examples. Each action, of course, combines technological, tactical, and physical components. Techniques in football such as dribbling, passing, controlling, supporting, pressing, covering, and closing the opponent's movements are important points (Nakonechnyi et al., 2023).

This is where buying and selling attacks will occur between two teams consisting of eleven against eleven, one of which is the goalkeeper. In football, four (4) important moments always occur, namely the moment of possession of the ball, the moment of possession of the ball by the opponent, the transition from attack to defense, and the transition from defense to attack. For this goal to be achieved, a team will try to play by utilizing the width of the field, controlling the ball as long as possible and trying to get into the best possible position. During the transition from attack to defense, how does the team try to prevent the opponent from directly attacking the heart of the defense? Moreover, the moment of transition from defense to attack is as quick as possible to play the ball so that it reaches the heart of the opponent's defense (Joel Rookwood, 2011). According to (Syahputra et al., 2021), the monitoring stage is a talent detection process as an effort to find children who have good basic movement skills and have not participated in certain sports. The sports introduction stage is a talent orientation process to introduce one's sports potential based on the results of talent detection. Meanwhile, the stage of development and improving achievement is to provide an appropriate learning environment, training and programs for children/athletes to realize their potential to achieve high efficiency and effectiveness in sports development. According to Balyi et al. (2013), there are seven crucial stages in long-term athlete development, namely the active start, fundamental, learn to train, train to train, train to compete, train to win and lifelong active stages.

However (Joel et al., 2022) explained that the 4 (four) basic initial stages that are important in the long-term athlete development (LTAD) process are often forgotten or have not been managed well at this time by sports coaches, sports practitioners and PJOK teachers. The four basic stages are as follows: (1) the active stage is the first stage, the basis for LTAD. Up to the age of 6 years, children must be able to play and master basic movement skills. (2) the basic stage is the LTAD stage. The LTAD model (girls: 6-8 years; boys: 6-9 years) is mostly about fun and enjoyment (Metze, 2013). Children should try various sports activities in various sports (multilateral) and familiarize themselves with basic sports skills such as coordination, balance, agility and speed (Shcherbak et al., 2023). (3) Learning to train is an important stage for children aged 8 to 11 years for girls and 9 to 12 years for boys who have begun to develop basic sports skills further. At this stage, children develop choices regarding the sports they like. The focus is on playing at least three sports (multilateral sports) and avoiding focusing on one sport (initial specialization). (4) Train to Trainer is an age stage in sports development. The age that determines this stage in boys and girls is based on the onset and duration of the growth spurt, which generally occurs at 11 to 15 years in girls and 12 to 16 years in boys. Long-term athlete development must be developed with a comprehensive physical, mental, cognitive, affective, biological, physiological and sociological coaching system that is managed in stages, effectively, efficiently, measurably, and fully supported by a good ecosystem through the government, schools, environment and family. There are six key stages in the talent identification and development process: talent detection, talent orientation, talent identification, talent selection, talent development, and talent transfer (Pion et al., 2020).

Detecting children who are talented in sports from an early age is the first step in preparing superior athletes for the future (Pawn, 2015). It explains that talent is a genetic ability acquired by individuals in a limited population. This limited ability is a superior ability that a person has compared to his peers or other people so that it will illustrate the significant differences between them. In sports, talent is defined as "the presence or absence of certain skills or qualities that are detected and identified from an early age and correlated to predict future superior abilities"(Robertson, 2021). Talent detection refers to the search for potential athletes in a heterogeneous population who are not currently involved in a particular sport (Faber et al., 2017). Talent detection programs can also support the prevention of diseases related to inactivity or sedentary behavior (for example, obesity or diabetes) and stimulate social activity because children will be happy if they find out they have talent in sports (Faber et al., 2017). Talent detection can also be a useful tool to stimulate lifelong sports

participation, improve physical fitness and reduce school dropout, as it can reveal optimal relationships between sports, individual strengths and personal preferences (Pawn, 2015). In addition, detecting children or athletes who have good movement skills is considered an important element in increasing the level of success in elite or professional sports, which is the main goal of the sports governing bodies of each country (such as the Ministry of Youth and Sports in Indonesia) and others. sports association (Pion et al., 2020). Therefore, talent detection is an important element for long-term athlete development.

Many places have sprung up to realize better progress for Indonesian football. Be it central, central or even remote areas in Indonesia. The academy's name is Football School (SSB), and extracurricular activities at school and others that call themselves football coaching. However, the existing forum is not well organized administratively. We still encounter facts in the field. There is no clear reference for organizational regulations (AD ART) or curriculum, which is still being tried, and training programs are unsystematic. according to age character. This situation is almost evenly distributed in every SSB in West Sumatra, especially SSB in Padang City. Creating strong future footballers is all framed through valid coaching starting from a young age, namely from 6-12 years old, with a thorough and thorough preparation process. A country's community group will not be serious in the field of strength to become a legitimate training starting in teenagers aged 6-12 years. Training these new players is essential for any country's football growth. in addition to the grassroots football program run by FIFA and AFC, which emphasizes the importance of coaching issues, especially for children still in the excitement phase (Hasantoso, 2010).

Materials & methods

This type of research was development research with developing an integrated soccer training model through talent identification in students aged 6 – 13 years. The method used in this research is the Borg and Gall Research and Development (R&D) model. The population of this study was given to all Football School (SSB) students registered at ASKOT Padang city, namely 25 SSB (Sugiyono, 2011). The sampling technique used was simple random sampling by lottery. The sample used in this research was Padang City football school students taken from an affordable population who had the same characteristics, namely, they were aged 6-13 years. In this research and development, the researcher tried to simplify Borg and Gall's steps into four stages, namely (1) Preliminary study, (2) Planning the training model being developed, (3) Validation, Evaluation and Revision of the Model: a. Validation test, relates to the extent to which the measuring instrument is able to measure what it should measure. b. Small group trials and revisions relate to input where previously guidance was given regarding the implementation of the physical test model. c. Trials on large groups and revisions, which are related to input and suggestions from experts, become a reference in improving and refining integrated football training model products through talent identification. (4) Model Implementation: Effectiveness test, which is related to the extent of efficiency in the durability of the instrument being made (Cury et al., 2019; Kane, 2013). The implementation stage of the final product, an integrated football training model through talent identification, aims to determine the model's effectiveness. A trial was carried out involving Padang City SSB players as an experimental group. A quantitative approach is used to reveal the objectives of this stage, using a control group research design in the form of pre-test-post-test.

Results

The research results were prepared based on the aim of developing a training model to improve and improve technical, physical, tactical and mental football skills through a holistic training approach for students aged 6 - 13 years. The development of the training model consists of:

1. Initial research and needs analysis stage

Based on discussions with football experts, the holistic football training model can be used for SSB students' training, which is expected to increase their abilities and improve SSB students' football playing techniques. It is hoped that the holistic football training model will increase students' attractiveness in training, starting from technical, physical, tactical and mental training, so that there will be a much better improvement in skills. This is reinforced by (de Joode et al., 2023) that playing soccer in small games can increase the creativity and variety of soccer players.

2. Problem analysis stage

With a holistic soccer training model, coaches and students can easily improve basic technical skills for playing soccer. Students are motivated to carry out training activities and can implement the basic techniques they have acquired in game situations that resemble matches. This is in line with research (Machado et al., 2023) that shows that in football, deliberate practice of game situations can improve decision-making skills.

3. Design stage

Planning and development of a holistic football training model based on the talents of SSB students was carried out after it was discovered that there was a need for the development and analysis of previous training models that needed to follow talents. The next step was to design the product; the initial draft of the product was prepared after that, it was known that there was a need for the development of this product. In designing a holistic football training model, researchers involved football experts such as Drs. Jhon Arwandi, M.Pd, is a

lecturer at the Faculty of Sports Science, UNP and Director of the Pro Direct Academy and has an AFC License A trainer certificate. Dr. Alex Aldha Yudi, M. Pd, is a lecturer at the Faculty of Sports Science, UNP and Assistant coach for the U-19 National Team and has an AFC License A coaching certificate. Dr. Aldo Naza Putra, M. Pd, is a lecturer at the Faculty of Sports Science, UNP. Dr. Ridho Bahtra, S. Si, M. Pd, is a lecturer at the Faculty of Sports Science, UNP.

From the results of expert validation carried out on the holistic football training model, several variations are suitable to be continued at the trial stage. The following is a recapitulation of expert validation results:

Table 1. Expert Validation Results

Practice Model	Coaching Expert				Eligible/not eligible criteria
	1	2	3	4	
Dribbling Training Model 1	√	√	√	√	Worthy
Dribbling Training Model 2	√	√	√	√	Worthy
Dribbling Training Model 3	√	√	√	√	Worthy
Dribbling Training Model 4	√	√	√	√	Worthy
Dribbling Training Model 5	√	√	√	√	Worthy
Dribbling Training Model 6	√	√	√	√	Worthy
Passing practice model 1	√	√	√	√	Worthy
Passing practice model 2	√	√	√	√	Worthy
Passing practice model 3	√	√	√	√	Worthy
Passing 4 training model	√	√	√	√	Worthy
Passing 5 training model	√	√	√	√	Worthy
Passing training model 6	√	√	√	√	Worthy
Passing 7 training model	√	√	√	√	Worthy
Passing 8 training model	√	√	√	√	Worthy
Passing practice model 9	√	√	√	√	Worthy
Passing 10 training model	√	√	√	√	Worthy
Passing practice model 11	√	√	√	√	Worthy
Passing 12 training model	√	√	√	√	Worthy
Shooting training model 1	√	√	√	√	Worthy
Shooting practice model 2	√	√	√	√	Worthy
Shooting practice model 3	√	√	√	√	Worthy
Shooting training model 4	√	√	√	√	Worthy
Shooting training model 5	√	√	√	√	Worthy
Shooting training model 6	√	√	√	√	Worthy
Shooting practice model 7	√	√	√	√	Worthy
Shooting training model 8	√	√	√	√	Worthy
Shooting training model 9	√	√	√	√	Worthy
Shooting training model 10	√	√	√	√	Worthy
Shooting training model 11	√	√	√	√	Worthy
Shooting training model 12	√	√	√	√	Worthy

Based on the table above, the overall training model developed was feasible and suitable to be tested in an effort to improve the football playing skills of SSB students.

4. Model Feasibility Test

After carrying out the data collection stage and drafting the training model, the next step was to carry out trials where the goal to be achieved is to obtain the feasibility or validity of the model created with assessment and input so that it met the criteria for being theoretically and empirically feasible or suitable for the product being developed.

Based on the data and responses collected from 4 experts after conducting trials, product variations ddi not need to be revised. The implementation of the model, according to experts, obtained the following results:

Table 2. Model Implementation Results

Practice Model	Information
Dribbling Training Model 1	It can be implemented because it can already be done
Dribbling Training Model 2	It can be implemented because it can already be done
Dribbling Training Model 3	It can be implemented because it can already be done
Dribbling Training Model 4	It can be implemented because it can already be done
Dribbling Training Model 5	It can be implemented because it can already be done
Dribbling Training Model 6	It can be implemented because it can already be done
Passing practice model 1	It can be implemented because it can already be done
Passing practice model 2	It can be implemented because it can already be done
Passing practice model 3	It can be implemented because it can already be done
Passing 4 training model	It can be implemented because it can already be done
Passing 5 training model	It can be implemented because it can already be done
Passing training model 6	It can be implemented because it can already be done
Passing 7 training model	It can be implemented because it can already be done
Passing 8 training model	It can be implemented because it can already be done
Passing practice model 9	It can be implemented because it can already be done
Passing 10 training model	It can be implemented because it can already be done
Passing practice model 11	It can be implemented because it can already be done
Passing 12 training model	It can be implemented because it can already be done
Shooting training model 1	It can be implemented because it can already be done
Shooting practice model 2	It can be implemented because it can already be done
Shooting practice model 3	It can be implemented because it can already be done
Shooting training model 4	It can be implemented because it can already be done
Shooting training model 5	It can be implemented because it can already be done
Shooting training model 6	It can be implemented because it can already be done
Shooting practice model 7	It can be implemented because it can already be done
Shooting training model 8	It can be implemented because it can already be done
Shooting training model 9	It can be implemented because it can already be done
Shooting training model 10	It can be implemented because it can already be done
Shooting training model 11	It can be implemented because it can already be done
Shooting training model 12	It can be implemented because it can already be done

Based on all the results above, the overall holistic training model developed is feasible and can be applied to be tested in an effort to improve the soccer playing skills of SSB students. According to the results of the expert validation test and the results of the feasibility test stated that it was feasible and suitable for testing.

Discussion

Based on our findings, the holistic soccer training model through talent identification was quite effective in the teaching process, especially in soccer. Each trainer can carry out the development of this holistic training model by paying attention to the validity and effectiveness of the model developed. This was done to determine the quality of the learning process so that it matches the expected results and is right on target according to the goals in practice and the actual objectives of the material presented, based on the results of the analysis of the development of a holistic soccer training model through identifying student talents whose validity has been tested by soccer experts. Our findings were in line with (Vantarakis & Stafylidis, 2023) that the cross was successfully carried out supported by a directional reorientation training model. Additionally, using a descriptive-analytical approach, utilizing video improves goalkeeper reactions to penalty kicks (Fattah et al., 2023). Football is a team sport or team game, so a good, strong and tough team is a team consisting of players who are able to play the game in a unified manner, meaning they have good teamwork. The game of soccer is one of the most popular sports in the world that attracts all groups, including beginners, teenagers and adults. The pinnacle of football is achieving achievement. Achievement can only be achieved with coaching and requires a long time and training from an early age, even though from an early age it requires good coaching and is programmed in a systematic and structured manner. Coaching and development must be continuously considered to achieve the desired goals.

Conclusion

Based on research findings, the holistic soccer training model through talent identification was quite effective in teaching, especially soccer. Each trainer can develop this holistic training model by paying attention to the validity and effectiveness of the model developed. This research product can be used in SSB and football clubs throughout Indonesia because, in principle, all SSB football students have the same characteristics. This development was carried out to develop experience for trainers to make the training process more enjoyable. Fun training activities are expected to support SSB students' understanding and be used as indicators for variations in training at each training meeting. This research aimed to improve overall soccer skills, such as technique, tactics and mentality. Through the holistic soccer training model, benefits were found that made it easier for SSB students to carry out more varied training, thus increasing SSB students' interest in doing training. Based on the explanation above, the holistic football training model through talent identification was quite effective in teaching, especially in football. Each trainer can develop this holistic training model by paying attention to the validity and effectiveness of the model developed. It was done to determine the learning process's quality so that it followed the expected results and was right on target according to the objectives of practicing and the actual objectives of the material presented.

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