ORIGINAL SCIENTIFIC ARTICLE

THE EFFECT OF COMPREHENSIVE TEACHING LEARNING-BASED TRAINING ON SOCIAL SKILLS AND ATTITUDES

Erwin Setyo Kriswanto[1AD], Andry Akhiruyanto[2BD], Sulistiyono[1AC], Nawan Primasoni[2AD], Fatkurahman Arjuna[1ADE], Nurhadi Santoso[1ADE] and Himawan Putranta[3AC]

[1]Yogyakarta State University
[2]Semarang State University
[3]State Islamic University Sunan Kalijaga

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Abstract

The study purpose was to determine the effect of a comprehensive teaching learning-based training model on the skills and social attitudes of young football players.

Materials and methods. This is an experimental study with a sample of 36 male football athletes aged 10-12 years. Samples are players who registered and trained at the Real Madrid Foundation Yogyakarta football school. Samples attended training with a frequency of 3x week with a minimum attendance of 80% in 20 weeks and were selected to participate in district or provincial football competitions. The instrument used for measuring football technical skills was the David Lee test, and for social attitudes the Prosocial and Antisocial Behavior Sport Scale (PABSS) questionnaire was used. The data analysis technique was the paired sample t-test.

Results. The results showed that the comprehensive teaching learning-based training model affected the skills and social attitudes of young football players. In the 10 year age group, there was an influence on skills of 1.497 and social behavior of 2.750, which means that it is influential. In the 11 year age group, it was found that the effect on skills was 0.506 and social behavior was -2.812, which means that there was no effect on social behavior. In the 12 year age group, it was found that the effect on skills was 0.19 and social behavior was 1.148, which meant that it affected.

Conclusions. Young football coaches can make a comprehensive teaching learning-based training model as a choice of strategies in the development of performance skills and personality.

Keywords: football, skills, social attitudes, youth.

Introduction

As is well known, the benefits of doing sports training are numerous. Them sports training can increase knowledge, skills, and attitudes so that an individual can achieve optimal performance. The exercise program can be adjusted to various age categories, including children, youth, adults, parents, and the elderly. Training at a young age has the main objective of increasing competence and skills in a sport (Bjørndal & Ronglan, 2021; Schroepf & Lames, 2018). In addition, it is hoped that sports training can support the development of personality (Kavussanu & Spray, 2006), character (Gilbert et al., 2001; Harwood, 2008), and increase the degree of health (Henry, 2013). By achieving sports goals at a young age, it is hoped that it can support optimal performance. Both in academic and non-academic aspects. Another goal that can be achieved in sports training is an increase in optimal performance in competitions and positive personality development that can arise from the training process for young athletes, but in practice, it is not as easy as it is known. Among them, various problems are encountered related to the interaction of coaching and training to achieve comprehensive physical performance, technical skills, behavior, or attitudes experienced by young athletes which cannot be avoided (Wei et al., 2016) including in the soccer branch.

Problems that occur among young soccer athletes include the process of coaching young athletes who are less attentive and only concerned with results. This can happen

if the approach taken by the coaches or coaches to their athletes is like the approach between an employer and a helper that is not familial. As a result, communication that arises between coaches and athletes is not established comfortably and familiarly. This is in line with the statement put forward by the Ekstrand et al. (2019) that the communication process that coaches and young soccer athletes need to carry out is primary and secondary communication. Primary communication can be carried out by the trainer orally using informal language and style. The language used is presented simply and adapted to character of young athletes. In addition to using spoken language, to express the message to be conveyed, coach also uses gestures to being able to better express motivational messages to athletes. Secondary communication that can be done by coaches to young soccer athletes is via video, telephone, or group chats (Lawrason et al., 2019). The problems and efforts made by this coach are carried out so that potential that exists in young football athletes can develop optimally.

In addition to communication problems between coaches and young soccer athletes that affect the teaching process and optimize the potential of young soccer athletes, problems regarding the physical abilities of each athlete also affect the process of optimizing the potential of these young soccer athletes. Young athletes generally have status as students in formal schools, and have loads of training and learning with various targets to achieve minimum competence (Goldberg & Chandler, 1995). Young athletes participate in training with a frequency of 3-5 times/week, or an average of 6-10 hours per week. With these training hours, young athletes are expected to experience progressive development in components of technical, physical, and character skills. but several research studies show other facts that young athletes experience stress (Pritchard & Wilson, 2005) due to fatigue, difficulty in managing lesson schedules due to competitions, and coach inflexibility factors (Wiese, 1988). This causes talented athletes to stop training (Cresswell & Eklund, 2007) athlete's behavior becomes aggressive (Gencheva, 2015), and athletes use doping (Bloodworth et al., 2012).

Young football athletes who are mostly elementary to high school students are prone to injury. This is because students who are still in elementary and middle school are still in a period of growth whose muscle and bone strength is still weak (Zhang et al., 2020). This is also consistent with the results of a study which showed that 53 elite soccer players aged between 15 and 18 years tended to experience 320 injuries and 82 illnesses occurring during soccer practice and competition (Brink et al., 2010). Furthermore, injuries that often occur in young soccer athletes are caused by physical stress. Physical stress that occurs in young soccer athletes is closely related to congenital diseases experienced by them (Zorzi et al., 2020). In addition, nearly 65 young male soccer players with an average age of 16.6 years experienced difficulties in practicing and optimizing physical abilities (Hermassi et al., 2020). In this case, interpersonal stress can also determine the optimization of the performance of young football athletes. The level of performance in optimizing the ability of young football athletes needs to be maintained effectively. This is because if the performance in optimizing the ability of young football athletes is low, negative feelings will arise in the social climate between coaches and young football athletes (Gerabinis & Goudas, 2019). Therefore, there is a need for monitoring from coaches and physiological staff in monitoring the condition and recovery of young soccer athletes.

In addition, negative perceptions about girls playing soccer are still inherent in society. As a result, the role of girls in soccer games is still minimal and their contribution to football has not been so effective than girls (Collins et al., 2021). This is what sometimes creates a stigma in society that football is not a sport for girls, but a sport for boys. Therefore, coaching and training models for young athletes include the following: 1) development model sport participation (DMSP) by Cote', 2) long term athlete development (LTAD) popularized by Balyi and Hamilton, 3) positive youth development (YPD) proposed by Smith and McGannon (2018) and an often-debated model of early specialization training. Futhermore, Strachan et al. (2016) stated that several training models have been developed, for example, TPSR, SUPER, Project SCORE where the training model is designed to be able to develop attitudes and behavior of athletes. The results of research on the DMSP model conducted in England show that adolescent athletes aged 13-15 years who carry out sports activities more than two sports can compete at the national level at the age of 16-18 years compared to those who do early specialization or pursue one sport (Bridge & Toms, 2013). Research related to deceptive and aggressive behavior in team sports is influenced by the moral atmosphere in the team where the motivation to achieve high performance is strongly associated with it (Farič et al., 2019).

The training model based on comprehensive teaching-learning is a training model implemented at the Real Madrid Foundation football school in Yogyakarta. The concept of daily training must contain 5 content and materials, namely social skill blocks, education, physical and movement skills, technical and tactical skills, and game rules blocks. The daily exercise design must contain a game with the contents of each game being able to accommodate a minimum of 3 blocks (Malina, 2010). Policies, sports training strategies at a young age to achieve optimal physical performance, techniques, tactics, and positive personality development have been carried out by several researchers with various considerations, but their effectiveness is still debated. This study aims to determine the effect of a comprehensive teaching learning-based training model on technical skills and social attitudes of young football players. This research hypothesizes that the training model based on comprehensive teaching-learning has a positive effect on the skills and social attitudes of young soccer players.

Materials and methods

General background

In this study, researchers used Quasi-Experimental Research in quantitative research methods with a 2×2 factorial research design. The 2×2 factorial research design is a research design by provides action on two variables that are manipulated simultaneously to study the effect of each variable on the dependent variable or the effect caused by the interaction between several variables (Boettcher et al., 2020). The 2×2 factorial research design has two factors with each factor having two levels. In addition, 2×2 factorial research

is the simplest factorial research design (Leifer et al., 2021). Furthermore, the 2×2 factorial research design used in this study consisted of two learning strategies, namely training, and training based on comprehensive learning. In addition, the other two factors are skills and social attitudes. The research type of quasi-experimental 2×2 factorial was chosen because it makes it easier for researchers to control research subject. The quasi-experiment was chosen because there was a balanced division of the group, as well as the absence of a specific control group so that results could be compared with a certainty (Fichera & von Hinke, 2020).

Study participants

Participants who took part in the treatment were students who took part in training at the Real Madrid Foundation football school in Yogyakarta. Participants consist of 3 age groups, namely 10, 11, and 12 years, which can simply be seen in Table 1.

Instruments and procedures

The instrument used to measure football technical skills using the David Lee test. The social attitude instrument uses the Prosocial and Antisocial Behavior Sport Scale (PABSS) questionnaire. The two test instruments were chosen because they were considered very suitable to be applied to the impact test research that was to be developed. In the implementation of the research, the experimental research sample was classified into three experimental groups based on the age group. At the initial stage, the research sample will be given a pretest related to the research. The sample follows the treatment in the form of training with a frequency of 3x/week with a minimum attendance of 80% in 20 weeks and is selected to participate in a football competition at the district, provincial level. Furthermore, after the research sample has completed all treatments, the researcher will perform a posttest to assess whether there is a significant increase in ability at the pretest and posttest. The measuring instrument used to measure football technical skills uses the David Lee test, to measure social attitudes using the Prosocial and Antisocial Behavior Sport Scale (PABSS) questionnaire. The data analysis technique used in this study was to use paired sample t-test. Table 2 following descriptions of experimental group are presented.

Based on Table 2, it can be seen that T0 is the test before treatment, T1 is the test after treatment, X1 is the treatment in the experimental group 1 (age 10 years), X2 is the treatment in the experimental group 2 (age 11 years), and X3 is the treatment in the group. experiment 3 (age 12 years). However, the David Lee test and questionnaire used in this study were first tested for validity and reliability by 6 expert validators with the aim of knowing its validity and reliability. After the David Lee test and questionnaire were tested for validity and reliability, then its validity was analyzed using Aiken'sV equation as equation 1.

$$V = \sum \frac{r - l_o}{[n(c-1)]} \qquad (1)$$

where is the validity value, is the number given by the nth validator, is the lowest number of validity assessments, is the number of validators, and is the highest number of validity assessments. After the value of the coefficient V is

Table 1. Participant data

No.	Name	Age	Gender
1.	AFA	10	Male
2.	AS	10	Male
3.	BPRN	10	Male
4.	CBA	10	Male
5.	EBB	10	Male
6.	FNR	10	Male
7.	FAR	10	Male
8.	GB	10	Male
9.	KAV	10	Male
10.	KAMS	10	Male
11.	Mar	10	Male
12.	MSR	10	Male
13.	SD	10	Male
14.	AD	11	Male
15.	AFP	11	Male
16.	AAS	11	Male
17.	AZ	11	Male
18.	BBB	11	Male
19.	DAP	11	Male
20.	DAF	11	Male
21.	EM	11	Male
22.	FZW	11	Male
24.	JKP	11	Male
25.	MKI	11	Male
26.	MNSS	11	Male
27.	MI	11	Male
28.	RRN	11	Male
29.	RC	11	Male
30.	SW	11	Male
31.	ZMZ	11	Male
32.	Abh	12	Male
33.	Arj	12	Male
34.	Dec	12	Male
35.	IM	12	Male
36.	Vit	12	Male

Table 2. Description of experiment group

Description of Experiment Group			
Group	Pre-Test	Treatment	Post-Test
10 years old	T0	X1	T1
11 years old	T0	X2	T1
12 years old	T0	X3	T1

obtained, then the value of the coefficient V is compared with the Aiken table. An item or questionnaire is said to be valid if the value of the Aiken validity coefficient is greater

than or equal to the minimum value listed in the Aiken table (Aiken et al., 1991).

Meanwhile, the reliability of the David Lee test and questionnaire used in this study were tested using the item separation index (item estimate) and the person separation index (case estimate) through the Quest program (Subali & Suyata, 2011). If the greater the value of the David Lee test and questionnaire item separation index, the greater the accuracy of the overall David Lee test and questionnaire item with the model used, namely PCM. In addition, the higher the person separation index value, the higher the consistency of each item in measuring the person's ability (Subali & Suyata, 2011). The criteria for item estimate and case estimate values can be shown in Table 3 (Sumintono & Widhiarso, 2015).

Table 3. Item value criteria and case estimate

Item Reliability Value and Case Estimate	Criteria
	Excellent
0.91-0.94	Very Good
0.81-0.90	Good
0.67-0.80	Moderate
	Weak

Statistical analysis

This research is an experimental study consisting of four groups with the same training model treatment, namely a training model based on comprehensive teaching-learning but different in load and intensity according to age groups. The treatment was carried out for 20 weeks. The number of samples is 36 young football athletes with all-male gender. The samples were players who were registered and trained at Real Madrid Foundation football school. Real Madrid Foundation football school provides training services in the city of Yogyakarta.

Results

Results of Instrument Validity and Reliability

The data on the feasibility of this measurement instrument includes data on the validity and reliability of the measurement instrument in the form of the David Lee test and questionnaire. The results of the first analysis of this measurement instrument are the results of the validity analysis of the David Lee test and the questionnaire which were analyzed using the Aiken's V equation as shown in equation 1. The results of the validity of the David Lee test and the questionnaire used in this study can be shown in Table 4 below.

There are 6 expert validators who validate the David Lee test and questionnaire each. Therefore, the error rate

Table 4. Instrument validity results

Measurement Instrument	Number of Items	Aiken Validity Value	Information
David Lee test	10	0.913	Valid
Questionnaire	20	0.936	Valid
Instrument Value	Validity	0.924	Valid

in the Aiken's V table used is 1% (p < 0.01) and the items in the David Lee test and questionnaire are said to be valid if the Aiken coefficient (V ≥ 0.89) (Aiken & Stephen, 1985). Based on Table 4, it is obtained that the David Lee test and the questionnaire are both valid, because the Aiken validity value is greater than 0.89 (V ≥ 0.89), which is 0.924. Based on the results of the validity, it can be stated that the David Lee test and questionnaire are valid and appropriate to be used to measure the variables in this study. After the David Lee test and questionnaire were analyzed for validity using the Aiken's V equation, the next step was to analyze the reliability. The results of this reliability are also used as a reference in determining the feasibility of the David Lee test and the questionnaire that has been developed by the researcher. The reliability results of the David Lee test and questionnaire can be presented in Table 5.

Based on Table 5, it can be observed that the reliability coefficient for the measurement instrument in the form of a questionnaire obtained the summary item of estimate and summary case of estimate values that are more than 0.7 which are included in the reliable category. Meanwhile, for the measurement instrument in the form of the David Lee test, the summary item of estimate and summary case of estimate values are more than 0.7 which are included in the reliable category. Meanwhile, the summary of item estimate and summary of case estimate values obtained in the David Lee test and questionnaire items indicate that the David Lee test items and the developed questionnaires are both included in good criteria. Furthermore, the David Lee test item and this questionnaire show the proper consistency of the choices of high school students. In other words, each item of the David Lee test and questionnaire shows the same score, when assessed by different high school students. Therefore, based on the validity and reliability data that have been obtained as shown in Table 4 and Table 5, it can be stated that measurement instrument developed is feasible to be used in this study.

The Effect of Comprehensive Learning Based Training Model on Social Skills and Attitudes

After conducting a series of studies, it can be seen the data regarding skills, social attitudes, and the results of the paired sample t-test of the experimental group aged 10 years.

Table 5. Instrument reliability results

Reliability	Reliability Coefficient		Category	
	David Lee Test	Questionnaire	David Lee Test	Questionnaire
Summary of item estimate	0.83	0.89	Reliable	Reliable
Summary of case estimate	0.85	0.87	Reliable	Reliable

Table 6. Results of playing skills and social attitudes

Aspects	Group	T0	T1	t	Sig. (2-tailed)
Playing Skills	10 years old	33.35 ± 3.69	31.03 ± 3.05	1.497	0.16
	11 years old	31.44 ± 3.91	30.89 ± 3.08	0.506	0.62
	12 years old	29.86 ± 3.65	29.42 ± 6.49	0.19	0.857
Social Behavior	10 years old	76.61± 4.48	80.08± 6.91	-2.750	0.018
	11 years old	81.24 ± 3.40	83.65 ± 5.59	-2.812	0.013
	12 years old	83.83 ± 3.87	86.00 ± 4.69	-1.148	0.303

The results of the measurement of basic playing skills, social attitudes, and the results of the paired sample t-test with the SPSS 21 experimental group aged 11 years. As well as skills, social attitudes and the results of the paired sample t-test experimental group aged 12 years. More detailed data can be seen in Table 6. Table 6 contains the results obtained regarding skills, social attitudes, and the results of the paired sample t-test experimental group aged 10 years in group 1 with 13 athletes as members.

The results in Table 6 show that the aspects of early playing skills meet the score of 33.35 ± 2.69, while the aspects of final playing skills are 31.03 ± 3.05. So that it is found that t is 1.497. Whereas in the early social aspects, the score was 76.61 ± 4.48, while the final social behavior aspect was 80.08 ± 6.91. So that it is found that t is 2,750. Table 6 contains the results obtained regarding skills, social attitudes, and the results of the paired sample t-test experimental group aged 11 years in group 1 with 17 athletes as members.

The results in Table 6 show that the aspects of early playing skills meet the score of 31.44 ± 3.91, while the spec for final playing skills is 30.89 ± 3.08. So, it is found that t is 0.506. Whereas in the early social aspects, the score was 81.24 ± 3.40, while the final social behavior aspect was 83.65 ± 5.59. So that it is found that t is -2,812. Meanwhile, Table 6 contains the results obtained regarding skills, social attitudes, and the results of the paired sample t-test experimental group aged 12 years in group 1 with 6 athletes as members. The results in Table 6 show that the aspect of early playing skills meets the score of 29.86 ± 3.65, while the spec of final playing skills is 29.42 ± 6.49. So that it is found that t is 0.19. Whereas in the aspect of the initial social behavior, the score was 83.83 ± 3.87, while the aspect of the final social behavior was 86.00 ± 4.69. So that it is found that t is 1.148.

Discussion

The training model based on comprehensive teaching-learning has an influence on the skills and social attitudes of young football players at SSB Realmadrid Foundation Yogyakarta. The development of an athlete for optimal appearance can be carried out using a variety of training methods and strategies. Discussions related to various methods, training strategies such as early specialization models, long-term athlete development, positive youth development are the dilemmas experienced by sports training practitioners to choose which one is the best. Early specialization models where the training process only focuses on one sport for young athletes are mostly carried out by Eastern European countries. Early specialization models are oriented and focus on the athlete's performance or performance, in some cases

this training model succeeds in achieving achievement goals earlier but decreases more rapidly and in other cases results in athletes stop training (McGowan et al., 2020). Research by McGowan states that early specialization in one sport does not increase the chances of injury (De Pero et al., 2009). The early specialization training model is one of the policies or strategies for developing elite athletes with risk of injury and short sports careers. The coaches need innovative training models that are more comprehensive to accommodate all objectives as well as the correct stages of sports coaching.

The implementation of a 20-week comprehensive teaching learning-based training model has had a positive effect on skill development. Bellistri, et al, 2016 in their study found that the physical abilities and technical skills of the 12 Italian national team u-10 players are as follows: dribbling technical skills measured by the Shuttle Dribling Test were achieved with an average of 10.66 ± 0.57 seconds, when measured with the Slalom Dribbling Test it was achieved with a mean time of 22.34 ± SD 1.28 seconds (Ali, 2011). Post-treatment technical skills showed a progressive improvement in all experimental groups aged 10, 11, and 12 years. The limitation of the David Lee test measuring instrument is that it is only able to measure the technical skills of dribbling, under-passing, and over-passing but other skills in playing football have not been able to be measured. The ability to make decisions and the involvement of players in playing the game cannot be determined with the David Lee test measuring instrument. The appearance of individual performance of a football player as a whole is a combination of several abilities that are integrated in a complex way (Stolz & Pill, 2014). The individual player performance involves physical abilities, technical skills implemented to solve problems in play, decision making, and involvement in the game as a whole (Bloomfield et al., 2007). Physical abilities and technical skills greatly influence an individual's appearance.

The skills of passing and dribbling techniques have a strong relationship based on the analysis that individual action in a soccer match found that dribbling and passing skills at close range are the skills most often performed during playing matches (O'Reilly & Wong, 2012). Loughborough Soccer Passing Test (LSPT) and Loughborough Soccer Shooting Test (LSST) is football skills measurement tools developed to assess various aspects of Football skills in a dynamic context (Lloyd & Oliver, 2012). The task or motion instruction that must be performed from both tests can reveal perceptions and test the player to perform a holistic motion task that requires the optimal performance of the skill (Ryan & Deci, 2000). And both tests demonstrate and meet the validity or reliability requirements in assessing the performance of football skills. The appearance of a football player

will be more appropriate if it is observed when playing and several components of appearance are recorded comprehensively. Observations by analyzing video matches or games that a player is participating in may in future be more reliable than existing measuring instruments (Standage et al., 2005).

Improvement in skills occurred in all treatment groups but what is interesting is the very high difference in ability between the ages of 10, 11, and 12 years. The technical skills achieved by the 12-year-old group averaged 29.42 seconds, while the 10-11-year-old group averaged 20.97 seconds, so there is a difference of 40%. Anthropometric factors, physiology, and cognitive abilities that develop very rapidly at the age of 10-11 years are predicted to greatly affect the technical abilities of young players. The use of the same measuring instrument in this study to measure skills has advantages but also limitations. The advantage of using the same measuring instrument is that there is a significant difference in ability between the ages of 10-11 years and those under 12 years of age. Based on the results of this study, there are significant differences between the phases of children aged 10, 11, and 12 years. The results of this study are by the results of research (Kavussanu & Boardley, 2009) which states that there are significant differences between children and adolescents in terms of the development of mobility skills. The significant difference in movement skills between children and adolescents is the result of the study. Movement skills as measured by kicking motion if you pay attention to the results of the study (García-García et al., 2017), there is a significant increase in adolescent boys, which is 26%.

The results of this study indicate that the training model results in a continuous, enhancement that allows individuals, groups to develop at any age stage. The results of the study are by the philosophy of the youth positive development model where training allows individual athletes to experience physical performance and skill development. Physical ability and skills do not mean that the team is capable of achieving victory in a championship. Comprehensive development of individual young football players in this perspective sacrifices the success of short-term performance (victory) but can maximize the opportunity to foster a sense of well-being and provide long-term benefits (Camiré & Trudel, 2010). The practice philosophy based comprehensive teaching-learning will help children to appreciate the benefits of the training process and develop intrinsic motivation to stay in the training process (Camiré et al., 2013) and relate to positive behavior (MacDonald et al., 2010).

Sports training activities that are oriented towards winning at a competition event can cause stress to young athletes if the coach, the parents do not have the appropriate behavioral response in responding to the development of training, training results, and competition. The task of the coach, the parents, is to ensure that all components of the young athlete develop in a positive direction, not only in appearance when competing, but developing positive attitudes, behaviors, and character. Parents are generally anxious if their children, who are young athletes and students, experience negative attitudes towards their children. The social attitude in this study can be defined as someone who has empathy, task orientation, ego orientation (Fisher et al., 2019). The results showed that the training model based on comprehensive teaching-learning had a significant effect on social attitudes at the ages of 10 and 11, while at the age of 12 the training

model had an effect but it was not significant. Several studies related to sports training activities on athlete behavior have disagreements, including stating that training activities and competitive sports competitions hurt athletes' behavior, but several studies have stated that training activities and sports competitions can be used to develop positive attitudes, behaviors, and personality development. The aggressive behavior of young football players is not easy to change, male soccer players are more aggressive than women, CC, soccer coaches must make efforts to reduce them by various strategies to change aggressive behavior.

Modified sports competitions can develop a fair play attitude in competition interactions or sports competitions. Most athletes claim that social behavior can be developed through sports activities and organized competition. Managers and coaches are expected to be proactive, involved, take the initiative to develop character in program planning to promote the development of attitudes, behavior, and morale of athletes (Gould et al., 2007). research in the forms of indirect teaching behavior (ITB) in physical education subjects that affect the social and moral development of students (Bodey et al., 2009). The coach is someone who has the most influence on the results that will be achieved by athletes in future. The organization of sports education and training services with the chosen coaching philosophy will influence the implementation and approach to training process that is applied. Athletes will behave negatively if the coach who is supposed to be a role model is unable to carry out his role. Trainers who have attended formal education or courses have a better effect on personality and social attitudes of athletes than coaches with non-formal education (Cappelen et al., 2020). The heuristic vision was developed to help train coaches to better relate, have awareness, and care (Weller et al., 2018), three things that help and become capital in improving and developing athletes in a holistic manner.

Philosophy winning is the second athlete the first chosen in the training model based on comprehensive teaching-learning has a deep meaning, namely at the stages of young players, athlete development is more important than victory. Specialization is not recommended with a comprehensive teaching learning-based training model, by not prioritizing victory, the athlete's stress level is lower, and negative, antisocial behaviors in competition can be avoided. The coaching philosophy of the implemented model (Sackett & Gano-Overway, 2017). conducting the resulting research states that the main goal in training is capital and the key to success. The development of life skills for the players is carried out in an integrated manner in team training which aims to win the competition but the main priority is the development of the individual player's personality (Legg, 2021). Participation in sports can increase moral character, sportsmanship, and collaboration and cooperation between coaches, parents, and athletes are needed to achieve common goals (Pennington, 2017).

Conclusions

The training model based on comprehensive teaching-learning affects technical skills and social attitudes in young football players, although it is not significant. The factors that are predicted to influence the development of performance, personality, and the appropriate parameters accord-

ing to the growth and development of young players must be known by the managers, coaches, and parents involved in the training process. The philosophy, volume, load, and intensity of training in six months, years are important and contribute to the training goals of young soccer players. Future research should be carried out by paying attention to the development of skills that are more specific to differences in playing positions and performance in games.

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Conflict of interest

The authors declare that there are no conflicts of interest.

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ВПЛИВ КОМПЛЕКСНОГО НАВЧАЛЬНОГО ТРЕНУВАННЯ НА СОЦІАЛЬНІ НАВИЧКИ ТА УСТАНОВКИ

Ервін Сетьо Крісванто[1AD], **Андрі Ахіруянто**[2BD], **Сулістійоно**[1AC], **Наван Прімасоні**[2AD], **Фаткурахман Арджуна**[1ADE], **Нурхаді Сантосо**[1ADE], **Хімаван Путранта**[3AC]

[1]Державний університет Джок'якарти
[2]Державний університет Семаранга
[3]Державний ісламський університет Сунан Каліджага

Авторський вклад: A – дизайн дослідження; B – збір даних; C – статаналіз; D – підготовка рукопису; E – збір коштів

Мета дослідження – визначити вплив моделі комплексного навчального тренування на навички та соціальні установки юних футболістів.

Матеріали і методи. Дане дослідження є експериментальним із вибіркою з 36 спортсменів-футболістів чоловічої статі 10-12 років. Вибірка складалася з гравців, які тренувалися у футбольній школі Real Madrid Foundation у Джок'якарті. Досліджувані відвідували тренування 3 рази на тиждень з мінімальною відвідуваністю 80% за 20 тижнів і були відібрані для участі в районних або провінційних футбольних змаганнях. Для оцінки футбольних технічних навичок використовувався тест Девіда Лі, а для соціальних установок – анкета спортивної шкали просоціальної та антисоціальної поведінки (PABSS). Методом аналізу даних був t-критерій для парних вибірок.

Результати. Результати показали, що модель комплексного навчального тренування вплинула на навички та соціальні установки юних футболістів. У віковій групі 10 років вплив на навички становив 1,497, а на соціальну поведінку – 2,750, що свідчить про впливовість моделі. У віковій групі 11 років виявлено, що вплив на навички становив 0,506, а на соціальну поведінку – -2,812, тобто впливу на соціальну поведінку не спостерігалося. У віковій групі 12 років вплив на навички становив 0,19, а на соціальну поведінку – 1,148, що свідчить про дію моделі.

Висновки. Молоді футбольні тренери можуть обрати модель комплексного навчального тренування як стратегію для розвитку спортивних навичок та особистості.

Ключові слова: футбол, навички, соціальні установки, молодь.

Information about the authors:

Erwin Setyo Kriswanto: erwin_sk@uny.ac.id; https://orcid.org/0000-0002-6421-808X; Department of Sports Education, Faculty of Sports Sciences, Yogyakarta State University, Yogyakarta, Indonesia.

Andry Akhiruyanto: andryakhiruyanto@mail.unnes.ac.id; https://orcid.org/0000-0001-9567-7046; Department of Health and Recreation Physical Education, Faculty of Sport Sciences, Semarang State University, Central Java, Indonesia.

Sulistiyono: sulistiyono@uny.ac.id; https://orcid.org/0000-0002-6304-1403; Department of Sports Education, Faculty of Sports Sciences, Yogyakarta State University, Yogyakarta, Indonesia.

Nawan Primasoni: nawan_primasoni@uny.ac.id; https://orcid.org/0000-0002-9560-0089; Department of Sports Coaching Education, Faculty of Sports Sciences, Semarang State University, Central Java, Indonesia.

Fatkurahman Arjuna: arjuna@uny.ac.id; https://orcid.org/0000-0001-6920-9281; Department of Sport Sciences, Faculty of Sports Sciences, Yogyakarta State University, Yogyakarta, Indonesia.

Nurhadi Santoso: nurhadi_santoso@uny.ac.id; https://orcid.org/0000-0001-9123-2859; Department of Sports Education, Faculty of Sports Sciences, Yogyakarta State University, Yogyakarta, Indonesia.

Himawan Putranta: himawan.putranta@uin-suka.ac.id; https://orcid.org/0000-0003-2646-8237; Department of Physics Education, Faculty of Tarbiyah and Teacher Training, State Islamic University Sunan Kalijaga, Yogyakarta, Indonesia.