

THE EFFECT OF FUNDAMENTAL MOVEMENT SKILLS AND TRAINING MODELS ON SOCCER PLAYING SKILLS AND PSYCHOSOCIAL SKILLS ON SOCCER SCHOOL STUDENTS AGED 9-12

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ABSTRACT

This study aimed to determine: 1) the difference in the effect between the GEL training model and the technical training model on soccer playing skills, 2) the difference in the effect between students with high and low fundamental movement skills on soccer playing skills, 3) the interaction between the GEL training model and technical training with high and low fundamental movement skills on soccer playing skills, 4) the difference in the effect between the GEL training model and the technical training model on psychosocial skills, 5) the difference in the effect between students with high and low fundamental movement skills on psychosocial skills, and 6) the interaction between the GEL training model and technical training with high and low fundamental movement skills on psychosocial skills.

This study used an experimental method, with this research design using a 2 X 2 experiment. The subjects of this study were soccer school students aged 9-12 years in Klaten Regency as many as 48 students. The instruments used for this study were: 1) a test of soccer-playing skills using the David Lee Soccer Test (1984), 2) a test of fundamental movement skills using TGMD-2 from Ulrich DA (2000), and 3) a psychosocial test using a psychosocial skill test from Soni November (2018). Data collection techniques through tests and measurements. Analysis of the data used in this study used the technique of analysis of variance (ANOVA) for the factorial experimental design and followed by further testing using the Tukey test. Before the data was analyzed, the requirements test was first carried out, namely the normality test and homogeneity test. The normality test used the Shapiro-Wilk test, while the homogeneity test was carried out by the Levene Test, with all tests using a confidence level (α) of 0.05.

The results showed that: 1) there was a significant difference between the GEL training model and the technical training model on soccer playing skills, the F value was 20.158 and the p significance value was $0.000 < 0.05$. The GEL training model group with an average difference of 13.38 seconds is better than the technical training model with an average difference of 10.08 seconds, 2) there is a significant difference between students with high and low fundamental movement skills on playing skills In soccer, the F value is 20.158 and the p significance value is $0.000 < 0.05$. High fundamental movement skills are better with an average difference of 6.92 seconds than low fundamental movement skills with an average difference of 5.04 seconds, 3) there is a significant interaction between the GEL training model and technical training with high and low fundamental movement skills on soccer playing skills, the F value is 34,652 and the p significance value is $0.000 < 0.05$, 4) there is a significant difference between the GEL training model and the technical training model on psychosocial skills, the F value is 4.919 and the p significance value is $0.032 < 0.05$. The GEL training model group with an average difference of 15.17 is better than the technical training model with an average difference of 11.33, 5) there is a significant difference in the effect between students with high and low fundamental movement skills on psychosocial skills, F value of 6.779 and a significance value of $0.013 < 0.05$ p. Students with high fundamental movement skills are better with an average difference of 7.75 than low fundamental movement skills with an average difference of 5.50, and 6) there is a significant interaction between the GEL training model and technical training with high fundamental movement skills and low on psychosocial skills, the F value is 26,119 and the p significance value is $0.000 < 0.05$.

Kata Kunci: *Fundamental Movement Skills, Training Model, Soccer Skills, Psychosocial*