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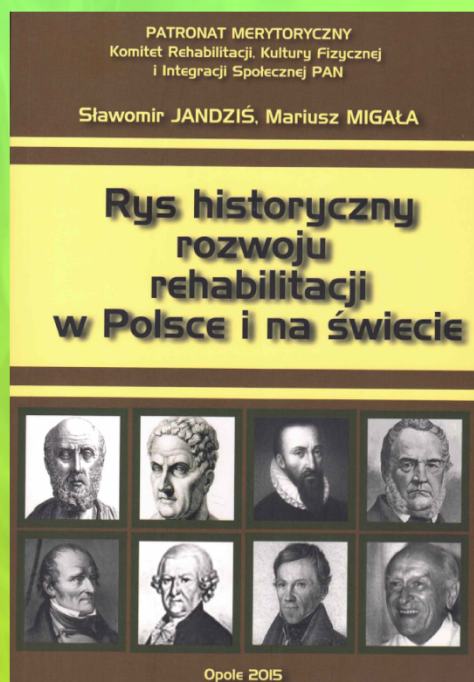
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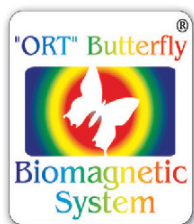
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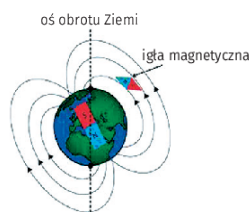
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Training model of basic football techniques for early age: systematic review

Model treningu podstawowych technik piłkarskich dla wczesnego wieku: przegląd systematyczny

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Abstract

Study Purpose. The purpose of this study was to describe the training model of basic football techniques for the early-age group.

Materials and Methods. The primary method used in this study was a literature review. A literature review is a research design utilized to gather data sources related to a specific topic to depict the core content based on the retrieved information. As part of the data collection for the literature review, databases were employed to search for relevant literature. The data was aggregated using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) method. This research entailed analyzing journal articles and formulating a summary concerning the research questions and objectives. The journal search and review procedures were executed via the PICOT method. Each question addressed P = problem/population, with this study zeroing in on the pertinent problem. The research analyzed the model of basic soccer technique training segmented by age groups, as represented by the I/E = implementation/intervention/exposure component of PICOT. The subsequent component, C = control/comparative intervention, was not incorporated in this study. Finally, T = time was delimited by narrowing the review to journals published within the last decade. Journal articles evaluated in this study were sourced from both national and international publications via numerous scientific journal platforms.

Results. The study determined that the training model for basic football techniques can be categorized by age group, which includes (1) 6–7 years old, (2) 7–8 years old, and (3) 10–11 years old. The training methodology encompasses (1) ball mastery and juggling, (2) dribbling and running with the ball, (3) passing and receiving, (4) heading, (5) throw-ins, and (6) small-sided games. Essential equipment for training includes (a) portable goalposts of varying sizes, (b) a kicking board or rebound goal, (c) a mobile free-kick wall, (d) cones of different dimensions, (e) basic physical exercise equipment, (f) balls of diverse sizes and colors, (g) areas designated for soccer tennis and soccer volleyball drills, (h) a video camera, and (i) a storage section for equipment.

Conclusion. Mastering the fundamental techniques of football is paramount in cultivating children's soccer skills. Consequently, the instruction for basic football techniques is sequentially administered based on the unique attributes of each age group. The rudimentary football technique training model, stratified by age, includes (1) ball mastery and juggling, (2) dribbling and running with the ball, (3) passing and receiving, (4) heading, (5) throw-ins, and (6) small-sided games, each tailored according to the learners' requirements and progress. By grasping the traits affiliated with soccer, trainers and educators can proffer suitable training materials during sessions. Solo and small-group exercises, primarily in duos, are vital for refining ball control and facilitating paced learning. Training exercises are often executed in pairs to bolster communication, foster collaboration, and deepen the understanding of soccer tenets.

Keywords

technique, basic football, early age

Streszczenie

Cel badania. Celem tego badania było opisanie Modelu Treningu Podstawowych Technik Piłkarskich dla grupy w wczesnym wieku.

Materiał i metody. Metodą stosowaną w tym badaniu jest studium literatury lub przegląd literatury. Studium literatury to projekt badawczy wykorzystywany do zbierania źródeł danych związanych z tematem w celu opisanie głównej treści na podstawie uzyskanych informacji. W ramach zbierania danych w studium literatury użyto bazy danych do wyszukiwania źródeł literatury. Dane w tym badaniu były zbierane za pomocą metody PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analysis). Badanie prowadzono poprzez analizę artykułów z czasopism i przygotowanie streszczenia dotyczącego pytań i celów badawczych. Procedura wyszukiwania i przeglądu czasopism została przeprowadzona przy użyciu metody PICOT. Każde pytanie ma P = problem/populacja, a to badanie koncentruje się na badanym problemie. Badanie to analizowało model treningu podstawowej techniki piłkarskiej według grup wiekowych jako składnik I/E = implementacja/intervencja/ekspozycja metody PICOT. Następnym składnikiem, C = kontrola/porównawcza interwencja nie został zastosowany w badaniu, a na koniec T = czas został zastosowany poprzez ograniczenie recenzji badań czasopism do ostatnich dziesięciu lat. Artykuły z czasopism analizowane w badaniu pochodziły z krajowych i międzynarodowych czasopism za pośrednictwem kilku stron internetowych z naukowymi czasopismami. **Wyniki.** Aktualne badanie wykazało, że model treningu podstawowych technik piłkarskich można kategoryzować według grup wiekowych, składający się z: (1) grupy wiekowej 6–7 lat, (2) grupy wiekowej 7–8 lat, oraz (3) grupy wiekowej 10–11 lat. Metoda treningu składa się z (1) mistrzostwa piłki i żonglowania, (2) dryblingu i biegu z piłką, (3) podawania i odbierania, (4) nagłówków, (5) rzutów z autu oraz (6) gry w małych drużynach. Sprzęt potrzebny do szkolenia/nauczania to (a) przenośne bramki różnych rozmiarów, (b) tablica do kopania lub bramka do odbijania, (c) przenośna ściana do rzutów wolnych, (d) pacholki (znaczniki) różnych rozmiarów, (e) proste sprzęty do ćwiczeń fizycznych, (f) piłki różnych rozmiarów i kolorów, (g) miejsce do treningu tenisa piłkowego i siatkówki piłkowej, (h) kamera wideo oraz (i) miejsce do przechowywania narzędzi.

Wnioski. Podstawowa technika gry w piłkę nożną jest najważniejszym aspektem w rozwoju dziecięcej piłki nożnej. Dlatego proces szkolenia lub nauczania podstawowych technik piłkarskich jest prowadzony etapami w oparciu o cechy charakterystyczne grupy wiekowej. Model treningu podstawowej techniki piłkarskiej oparty na etapach według grupy wiekowej składa się z (1) opanowywania piłki (mistrzostwo piłki i żonglowanie), (2) dryblingu i biegu z piłką, (3) podawania i odbierania, (4) nagłówków, (5) rzutów z autu oraz (4) małych gier drużynowych z nową koncepcją dostosowaną do potrzeb i rozwoju uczniów. Rozumiejąc cechy związane z grą w piłkę nożną, trenerzy i edukatorzy mogą dostarczać odpowiednie materiały szkoleniowe podczas praktyki/nauki. Indywidualna gra oraz gra w małych grupach, zwłaszcza w parach, jest kluczowa dla dotyku piłki i uczenia się we własnym tempie. Materiały szkoleniowe będą często wdrażane w parach, aby wzmacniać komunikację, współpracę oraz konceptualizację zasad piłki nożnej.

Słowa kluczowe

technika, podstawy piłki nożnej, wczesny wiek

Introduction

Football is a popular sport among people of all ages, from children to adults, regardless of ethnicity, race, or religion [1]. It is a team sport with late specialization that offers chances for physical, emotional, and social growth [2, 3]. Multi-tiered and long-term coaching techniques are used to attain success in football training. Thus, the coaching philosophy of the football school emphasizes age-appropriate training and providing a child-centered learning environment [4]. The foundation of long-term football coaching is grassroots football. In this study grassroots football is defined as football training for children aged 6-12 years. This system is implemented in Indonesia by housing children of this age in football schools, which play a strategic role in long-term football development through a scientific approach. Coaching in football schools is implemented based on the age group's characteristics with the principles of learning movement skills and the principles of soccer training motion. Skills mean fast execution in a minimum of time [5]. The faster a movement is executed without jeopardizing the anticipated end result (quality), the more the person's abilities will be recognized [6]. It's noted that movement skills are voluntary activities that require the head, body, and or limbs to achieve a goal [7]. This definition is in line that movement skills are goal-oriented actions or tasks that require voluntary body or limb movements and must be learned [8].

The basic technique of playing football is the most crucial aspect in developing children's football skills. In the training or teaching process, basic football techniques are implemented based on the age group characteristics. However, in Indonesia, the coach has not been optimal in providing training for students because the training approach in the basic football techniques only uses a drilling approach that causes boredom in students. The coach or trainer also has not optimally applied the scientific-based training model based on student's age, leading to a training process that is centered on the trainer or coach's experiences that reduces students' participation in the training. The patterns and models of basic football techniques taught for children and adult are the same as the basic football techniques in general. Thus, training approaches for these different age groups need to be adjusted to encourage children in participating in the training. This adjust will support the process of human resources training more optimally.

The study found four phenomena, including (1) the pattern of football coaching in Indonesia has not yet referred to the Long-Term Athlete Development (LTAD), while the United States of America (USA), Australia, Canada, New Zealand have implemented the LTAD sports coaching pattern. (2) The Indonesian football curriculum (FILANESIA) only explains the important points or outlines in coaching football and explains in detail the pattern of grassroots coaching (3) The grassroots stage (6-12 years old) of Indonesian football has not been explained in detail in the Indonesian football curriculum, which requires special attention because this stage is very crucial to provide basic knowledge and correct basic techniques in football. (4) Coach license courses are only about 1-2 weeks and are more business-focused. Thus, leading to the lack of comprehensive training knowledge for children, especially for Grassroot stage, because anyone could take licensing to be a football school coaches de-

spite their educational and professional backgrounds. Furthermore, the coach license course has no discernible impact on knowledge and its application in the field, and many other issues necessitate scientific action. Based on these phenomena, it is necessary to conduct an in-depth scientific study to develop a phasing-based training model for basic soccer techniques according to age groups. The results of this study provide material to apply a diverse exercises that will ease coaches in applying the basic football technique training model according to the required age group. This matter require special scientific attention since in football the coach is one of the factors to improve the athlete's ability [9].

The most prominent development is technical skills in football is in handling the ball. These skills are crucial factors for developing football game as a whole because in football teams will be attacking and defending and transitioning between attacking and defending. The attacking process is done by building an attack and finishing it by scoring a goal. Meanwhile, defending entails stopping the opponent's attack and preventing the attack from becoming a goal. This process occurs throughout the football game, and it affects the tempo of the game. The team with the higher score will control the tempo of the game by playing slower or safer. Meanwhile, the opposing team will play faster to catch up with the score. This tempo-changing game requires players to improve their technical and physical qualities. Explains that players must have perfect technique, tactical awareness, good physical condition, and strong mental strength. Therefore, the study's purpose was to determine the training model of basic football techniques according to age group [10].

Materials and methods

The current study employed literature study or literature review method to answer the research questions. A literature study is a research design used in collecting data sources related to a topic. As part of the literature study data collection, a database was used to search for literature sources. Literature study aims to describe the main content based on the information obtained [11]. The Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) method was adopted to analyze the journal and prepared a summary regarding the research questions and objectives. The journal search and review procedure were implemented following the PICOT procedure. Each question has P = problem/population or problem in the current study, I/E = implementation/intervention/exposure, in which researchers examined the model of basic soccer technique training according to age groups. C = control/comparative intervention which is not applied in the current study. T = time/time; researchers conducted research review journals in the last ten years. The reviewed articles were collected from the national and international journal publishers accessed through various available online, such as Google Scholar, Eric, and Scopus, using "Training Model of Basic Football Techniques by Age Group" search word [12].

Result

Argued that practice is an activity to improve sport skills by using various equipment according to the goals and needs of the sport. That is, players use support equipment during the training process [13].

Table 1. General recommendations for physical activity based on various targeted groups

Group	Recommendation	Objective
6-17 years	<ol style="list-style-type: none"> 1. All children and adolescents are recommended at least 60 minutes of physical activity every day. 2. The longer the better. Physical activity should be mainly aerobic and moderate to high intensity (marked by an increase in pulse rate). 3. At least high-intensity aerobic physical activity 3 times a week. 	<ol style="list-style-type: none"> 1. Development of muscles, skeleton, and nervous system. Maintain a healthy weight and good mental health, 2. Social development 3. Integration, good self-esteem, and self-confidence, 4. Improved learning ability.

Described the ball size with the ball circumference and its weight according to the child's age group [14, 15], as shown in Table 2:

Table 2. Size of the ball according to age group

Age group	Size	Circumference of ball	Weight of ball
6–8 years	3	23–24 inch	11–12 ounce
10–12 years	4	25–26 inch	12–13 ounce
14–18 years	5	27–28 inch	14–16 ounce

From several research statements and book sources, the researcher concludes that there are differences in infrastructure in football training based on early age groups, as follows:

Table 3. Differences in football infrastructure by early age group

Age group of 6-7 years	Age group of 7-8 years	Age group of 10-11 years
<ol style="list-style-type: none"> 1. Number of players: 4 versus 4 players. 2. Pitch size: 30 × 20 meters. 3. Use marks as pitch lines. 4. No penalty area 5. Goal size: 1.5–2 meters wide; 0.9–1 meter high 6. Ball size: Size 3 	<ol style="list-style-type: none"> 1. Number of players: 7 versus 7 players. 2. Pitch size: 40–50 × 30–40 meters. 3. Use marks as pitch lines. 4. Penalty area: 5 × 12 meters. 5. Goal size: 2.5–3 meters wide; 1.8 –2 meters high. 6. Ball size: Size 3 	<ol style="list-style-type: none"> 1. Number of players: 9 versus 9 players. 2. Pitch size: 60–70 × 40–50 meters. 3. Use marks as pitch lines. 4. Penalty area: 5 × 12 meters. 5. Goal size: 4.5–5 m wide; 1.8–2 meters high. 6. Ball size: Size 4

The training model of basic football technique for the age group of 6–8 years old contains ten learning materials from foot parts training to small sides games. Besides explaining the learning mate-

rials for this specific age group training, this study also provides detailed indicators for each learning materials discussed herewith. The full list of learning materials and indicators is provided in Table 4.

Table 4. Development of training models of basic football technique for 6–8 years age group

No.	Learning materials	Indicator
1.	Foot parts	Explain all the parts of the foot
2.	Ball	<ol style="list-style-type: none"> a. Describe the characteristics of the ball b. Explain the parts of the ball kicked and the direction of the ball

No.	Learning materials	Indicator
3.	<p>a. Ball Mastery 1 (Foot movements to recognize and control the ball)</p> <p>b. Ball Mastery 2 (Foot movements without touching the ball)</p>	<p>a. Tapping 1 b. Tapping 2 c. Tapping 3 d. Tapping 4 e. Tapping 5</p> <p>a. Footwork 1 b. Footwork 2 c. Footwork 3</p>
4.	Juggling the ball	<p>a. Right foot juggling b. Left foot juggling</p>
5.	Dribbling the ball	<p>a. Straight dribbling using the back of the right foot b. Straight dribbling using the back of the left foot c. Alternating triple dribbling (right foot) d. Alternating triple dribbling (left foot) e. Right foot dribbling over the cone (turning left) f. Left foot dribbling over the cone (turning right) g. Diamond-shaped dribbling (counterclockwise) h. Diamond-shaped dribbling (clockwise)</p>
6.	<p>a. Short Pass (passing the ball along the ground)</p> <p>b. Receive/control (receive/stop the ball)</p> <p>c. Short Pass and receive the ball along the ground</p>	<p>Passing using the inner back of right & left foot</p> <p>a. Receive/control the ball using the inside right & left foot b. Receive /control the ball using the sole of the right and left foot</p> <p>Short Pass and paired control</p>
7.	Long Pass (pass the ball bounce)	<p>a. Long pass using the inner back of right & left foot (without first step) b. Long pass using the inner back of right & left foot (with first step) c. Long pass and paired control with a distance of 15 meters</p>
8.	Shooting (shooting at goal)	<p>a. Shooting using right & left instep (without first step) b. Shooting using right & left instep (with first step) c. Shooting with a first step using the target</p>
9.	Throw in	Throw-in without a first step
10.	Small sided games	1v1, 2v2, 3v3 and 4v4 without goalkeeper

Table 5. Training model of basic football technique for the age group of 9–10 years

No.	Learning materials	Indicator
1.	a. Ball Mastery 1	Combine tapping 1-5
	b. Ball Mastery 2	Variation of tapping by moving forward and backward
	c. Ball Mastery 3	Combining tapping with footwork
2.	Juggling	a. Juggling the right & left legs as much as possible b. Juggling the right & left thighs as much as possible
3.	a. Dribbling	a. Straight dribbling b. Zig-zag dribbling c. Dribbling by changing the direction of the ball
	b. Running with the ball	Running with the ball
4.	a. Passing and Receive in pairs	a. One-touch pairing short pass b. Passing and receiving in pairs c. Passing and receiving in pairs using targets
	b. Receive/control	a. Half volleyball receive/control b. Thigh receive/ control c. Chest receive/ control
	c. Volleyball	Volleyball in pairs
5.	Short Pass	Passing the ball bounces in pairs
6.	Shooting	a. Shooting to the goal with a distance of 10 meters while the ball is still b. Shooting to the goal with a distance of 10 meters while the ball is moving
7.	Heading	Introducing how to do heading
8.	Throw In	Throw-in with first step
9.	Small sided games	4v4, 5v5, 6v6 and 7v7 (goalkeeper alternates with players)

The last raining model of basic football technique discussed in the current study is the training model for age group of 11-12 years old containing nine learning materials and its indicators as detailed in Table 6.

Table 6. Training model of basic football technique for the age group of 11–12 years

No.	Learning materials	Indicator
1.	Ball Mastery	a. Pull and push movement b. Forming-letter V movement
2.	Juggling	Juggling uses all parts of the body except the arms
3.	a. Dribbling and feinting	Dribbling the ball with a trick
	b. Running with the ball	Running with zig zag ball and longer distance
4.	Combination of passing and receive	a. Receive/control with feet, thighs, chest and head with the ball thrown b. Passing and receive in triangular and rectangular/diamond
5.	Long Pass and receive	Long pass in pairs with a longer distance
6.	Shooting Variations (shooting at goal)	Shooting with the ball moving from various positions (straight, right, and left of the goal) by directing the ball to the post
7.	Heading	a. Heading in pairs with different ball heights b. Heading towards the goal with the ball thrown by a friend
8.	Throw in	Throw-in in pairs
9.	Small sided games	7v7, 8v8 and 9v9 with the goalkeeper

Discussion

Nature of Sport

Sports activities involve physical activities carried out by teams or individuals supported by sports organizations World Health Organization. Physical activity can be spontaneous or structured and can be divided according to its purpose. It aims to improve health and physical capacity and taking into account its duration and intensity as well as daily activities so that it is following the energy. WHO provides general recommendations for physical activity based on different target groups. Suggested that in half to two-thirds of football games, players walk and jog called aerobic, and players run faster called anaerobic [16].

Training

Training is a systematic sporting activity over a long period, gradually and individually, to shape human beings with physiological and psychological functions to fulfill the task [17]. Exercise is a systematic process carried out repeatedly, from day to day, increasing the number of training loads to increase physical functional capacity and exercise endurance. Sports training must have a clear goal, training principles, and an impact on the sport that they participate in [18]. The training principles are the re-

adiness principle, individual principle, adaptation principle, overload principle, progressive principle, specific principle, variation principle, warming-up and cooling principle, reversed principle, not excessive principle, and systematic principle [19]. In the training principle, the individual is one of the main conditions of practice. Each athlete will respond differently to the training load, so the training load for each person cannot be equated from one person to another [20]. The principle of reversibility means that if the athlete stops training for a certain or long time, his organs will experience a decrease in function automatically [21]. Human organs tend to be able to adapt to changes in the environment which is beneficial for the training implementation so that human abilities can be influenced and improved through the training process [22]. The training load should reach or exceed slightly above the excitatory threshold. The body cannot adapt to a load that is too heavy, while a load that is too light does not affect or improve physical quality, thus, the training load must adhere to the overload principle [23].

Training or exercise has a meaning as a process of changing behavior due to the interaction between individuals and their environment [24]. Exercise is the primary tool in the daily exercise process to improve the quality of the functions of the human bo-

dy, making it easier for athletes to perfect their movements [25]. Training should be adapted to a person's level of ability, potential, characteristics, and sport specificity [26]. Exercise should be arranged according to a person's physiological and psychological characteristics so that the exercise's objectives can be increased reasonably. Then, the warm-up aims to prepare the athletes physically and psychologically to enter the core training [16]. Warming up before core activity affects physical performance while warm-up movements are not only stretching movements and body gymnastics, but can also include some basic skill movements in certain sports [27, 28].

Early Age Group

The training model of basic football techniques according to age group consists of (1) 6-7 years age group, (2) 7-8 years age group, and (3) 10-11 years age group [29, 30]. The psychological or mental characteristics of children aged 6-12 years are: (1) having fun playing with the ball, (2) paying attention to organized games, (3) having a strong heroic nature, (4) having strong attention to friends, (5) getting up easily when they fail, (6) having a sense of responsibility, (7) having the ability to read, (8) willing to enter the peer age group, (9) being aroused easily, (10) developing a sense of pride, (11) willing to work when there is encouragement from adults, (12) feeling satisfied when they can get something done, not doing anything wrong, (13) increasing cooperation, and (14) feeling happy and loyal to the group [31]. Characteristics of children aged 6-12 years and their implications for the McGraw-Hill Education Movement Development Program are [31]:

- a. Childhood Growth and Development,
- b. Development of Fundamental Movement: Manipulation Skills,
- c. Development of Fundamental Movement: Locomotor Skills,
- d. Physical Development of Children,
- e. Perceptual-Motor Development and Motor Skill Intervention,
- f. Adolescent Growth, Puberty, and Reproductive Maturity,
- g. Specialized Movement Skills,
- h. Fitness Changes During Adolescence.

Training of Basic Football Techniques

A good training program must be structured in various ways to avoid boredom, reluctance, and anxiety as a form of psychological fatigue. Therefore, variations in training are needed. Concluded that to maximize the increase in muscle strength, intensity, and exercise variety, including giving daily exercise volume, it was more effective than weekly variations [32–35]. So, variations in the type of exercise are needed to arouse the motivation of athletes to prevent boredom in regular physical exercise.

Football technique is the ability to perform tasks efficiently or specific football movements [36]. The football techniques are:

- a. Passing and receiving
- b. Running with the ball: control the ball moving on the ground using the feet at high speed without changing its trajectory.
- c. Dribbling: control the ball that is moving on the ground using the feet continuously by changing its trajectory. Turning: one or more touches on the ball with the aim of changing direction efficiently.
- d. Shooting: kick the ball towards the goal to score.

e. Ball Control: receive or direct the ball efficiently in the air or on the ground. In controlling the ball, there is something called underground ball control. Ball mastery exercises are designed to master the ball and use all parts of the foot [37]. This movement starts with the simplest form of using one leg, then increases by using two legs. The ball is easiest to pass right to the feet, but players must be ready to control the ball at any height, angle, and speed [38].

f. 1v1 Heading: heading the ball with either side of the head for defending, passing or scoring.

g. Attacking: An attacking player has possession of the ball and is attempting to outscore a defender.

h. Shielding the ball: Seizing possession of the ball from the opponent by a defender.

i. Receiving to turn: After receiving a pass from a teammate, shifting the direction of the ball with the feet to perform additional techniques such as dribbling, passing, or shooting.

j. Crossing and finishing: Passing the ball to a teammate from any part of the pitch to the area in front of the goal to score a goal.

k. 1v1 defending: 1 on 1 defensive technique, the goal is to grab the ball from the opponent's control.

The basic football technique training methods consist of (1) ball mastery and juggling, (2) dribbling and running with the ball, (3) passing and receiving, (4) heading, (5) throw-in, and (6) small-sided games with a new concept following the needs and development of pupils. There are two training principles, namely (1) the first priority relates to the training principles such as the law of overload, the law of original recovery, and the law of specificity; and (2) the second priority is the individual principle, variation principle, and active principle [26]. There is a difference between practice and training sessions [32]. Practice is the time a player spends with the ball, either alone or with a companion or two, whereas a training session is an exercise with a team and coach imitating the football game. Children should be encouraged to practice skills on their own to increase their motivation and get the best results. Joint training sessions provide the experience of working as a team.

a. Ball mastery and juggling are foot movements to recognize and control the ball

b. Dribbling and running with the ball. Dribbling is the skill of moving the ball to pass the opponent in a narrow space [14]. Good dribbling is done by keeping the ball close to the feet. Dribbling means controlling the touch of the ball, using parts of the feet, so that the ball remains in the dribbler's control. According to opponent, a successful dribbler is moving unexpectedly and master of the art of feinting. Dribbling techniques are closely related to feinting movements to trick opponents and create opportunities to score goals. Feinting can only be done if the player has creativity, speed, and good coordination. This ability creates the beauty of the game of football and distinguishes qualities among football players. Dribbling exercises from simple to complex movements, namely (1) stationary dribbling exercises, (2) dribbling by moving without opposing pressure, (3) dribbling with opponent pressure, and (4) dribbling with opponent pressure like a game. Furthermore, dribbling with feinting is also explained, namely (1) Step-over: stepping over the ball to the left with the right foot and turning back with the left foot, (2) Scissors: step-

ping over the ball, doing a trick to the left, and touching the ball to the right with the outside of the right foot (done with the opposite feint), and (3) Walkover: walking on the ball and turning around.

c. Passing and receiving is passing the ball on the ground or in the air from one player to another from a certain distance.

d. Heading, in football, a heading is a unique technique. This technique is needed by all players in any position. The heading is heading the ball with any part of the head to block, pass or score goals [39].

Heading is done when the ball is approaching, the player's eyes must be open and see the ball coming when in contact with the ball, the back must be arched, knees bent and heels raised.

e. Throw in is a throw-in without a first step

f. Small sided games. Bourdon et al., Small-Sided and Conditioned Games (SSCG) has been recommended as a special material that must be applied in football training [2]. Training with small-sided games (SSG) can develop all aspects needed in football, namely: physical, technical, mental, and tactical. These exercises should be part of the football player development plan from a young age. Explained that the general points in carrying out small-sided games are (a) General points of methodology and organization, (b) General coaching points for attackers, and (c) General coaching points for defenders. General points of methodology are methods for organizing SSG from easy to difficult tasks, known to unknown, simple to complex, and lots of repetition and variation. Meanwhile, General coaching points for attackers are abilities that must be done as attacking players, consisting of directly attacking defenders, controlling the ball, passing opponents by deceiving, changing direction, changing speed, having a positive attitude. Then, General coaching points for defenders is the ability that must be done as an attacking player consisting of closing the attacker's movement, slowing the attacker, narrowing the attacker's view, narrowing the attacker's movement, and waiting for the right time to grab the ball (tackling) [32].

Basic football techniques are a crucial foundation in the development of football players. Also, football technical skills are a motivating factor for players. The player's confidence will increase when he can pass the opponent, grab the ball from the opponent, score goals with his technical playing skills. This motivation is part of the psychological aspect that is important to improve technical skills and love the football game.

Aspects of tactics and strategy

Team is everything, there is no "I" in "team". This opinion asserts that football players will not be successful without a team [35, 40]. A selfish player destroys his team, so teamwork is everything. This form of teamwork is governed by strategy and tactics in the game. Strategy is a general concept or idea agreed by the team at the beginning of the game to beat the opponent. Tactics are actions taken individually or collectively by a player or several players to take advantage of the opponent's weakness [39]. From this definition, strategy relates to the formation or game system that will be used by the team and prepared before the game starts, whereas tactics are tools used to carry out and develop these strategies. Psychology is a systematic analysis based on objectively observed data, not on general knowledge or

common people's claims about thought processes [32]. Applying the right strategies and tactics allows players to play to the best of their ability. Describes the development of tactical thinking in football games, as follows [10]:

a. Awareness of the playing area.

b. The principle of the playing area.

c. Finding the right position in the pitch.

d. Finding the team's balance when attacking and defending.

e. Transition ideas: defend immediately after losing possession and quickly attack after having the ball back.

f. Optimizing the use of pitch width.

g. Optimizing playing on the side of the pitch.

h. Effective ability when applying pressure to the opponent's position.

i. Ability to control the ball under the opponent's pressure.

j. Ability to handle pressure in one-on-one situations

k. Ability to change formation during the match

Football games are a form of cooperation between players who have technical skills to play football. These technical skills also facilitate tactics to work well. This technique provides game content and facilitates all tactical maneuvers required for the brain to perform effectively [30]. Thus, the strategies and tactics carried out with teamwork will work according to the goal if the players have qualified football technical skills. Football matches are probably the best teachers because it shows a child's strengths and weaknesses. However, too many matches in the training program will hinder the development of the child. So there has to be the right balance between the number of matches, training sessions, and rest periods.

Infrastructure

The pitch dimensions affect the players' ability to bring out their football skills and tactics [41]. The pitch and goal spot size must be following the characteristics of the children age group in football schools. This condition relates to the format of small-sided games in training sessions and determines the pitch and goal dimensions in the game. Provided recommendations for different pitch sizes, goals, balls, and game formats between groups in school football. Types of equipment needed in training/teaching are (a) portable goalposts of various sizes, (b) kicking board or rebound goal, (c) portable free kick wall, (d) cones (marking cones) of various sizes, (e) simple physical exercise equipment, (f) balls of various sizes and colors, (g) a place for soccer tennis and soccer volleyball training, (h) a video camera, and (i) a tool storage area [60]. Complete equipment will create a fun playing environment and support the coach in implementing the training/teaching program. The ball becomes mandatory equipment for training. As mentioned above that the size of the ball varies according to the age of the children.

Development of training models of basic football techniques for each age group

Based on the literature review conducted, this study summarized the training model of basic football technique for children age 6 to 12 years old. Further analysis resulted in two classifications of age groups, between six to eight years old and between nine to ten years old. The detailed training program for each classification is explained further in the following discussion.

Conclusion

Considering its anonymous creation and worldwide fame, football is considered to be a team sport that require solid team play. This form of teamwork is governed by a guide, namely strategy and tactics in the game. Therefore, due to the importance of building teamwork, the current study seek to develop a training program based on children age groups consisting of the readiness principle, individual principle, adaptation principle, overload principle, progressive principle, specific principle, variation principle, warming-up and cooling principle, reversed principle, not excessive principle, and systematic principle. Based on the literature analysis conducted, the current study developed a model of basic football technique for the age group of 6-8 years old, 9-10 years old, and 11-12 years old, that contain (1) ball mastery and juggling, (2) dribbling and running with the ball,

(3) passing and receiving, (4) heading, (5) throw in, and (6) small-sided game as training methods. The proposed training method also includes the equipment needed including (a) portable goalposts of various sizes, (b) kicking board or rebound goal, (c) portable free-kick wall, (d) cones (marking cones) of various sizes, (e) simple physical exercise equipment, (f) balls of various sizes and colors, (g) place for soccer tennis and soccer volleyball practice, (h) video camera, and (i) storage area for tools.

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