Improving Playing Skills: Implementation of Play-Teach-Play in Football Training for the 6-9 Years Old Group

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Article Info

Abstract

The aim of this research is to improve soccer playing skills in the 6-9 year old group through the implementation of Play-Teach-Play. Playing skills are very important for soccer players to be able to play well and effectively. Good and effective mastery during childhood will make it easier for soccer athletes to play well in the future. The research method used in this research is experimental with a pretest and posttest group design. The treatment was given in 7 meetings with a material focus in accordance with the Play-Teach-Play model. Participants in this research were 52 Football School students in the 6-9 year age group. The sample technique used was purposive sampling with the criteria, boys, aged between 6 and years. To obtain research data, all soccer athletes will be tested using the Game Performance Assessment Instrument (GPAI). The research results showed that there was a significant increase in the implementation of Play Teach-Play in soccer training for the 6-9 year old group. Play-teach-play effectively improves students' playing skills. The conclusion of this research is that playing skills can be improved through play-teach-play activities, students are required to practice according to real conditions in the field. Improving these skills will help students in handling real games.

INTRODUCTION

When implementing football games, it is crucial for novice athletes to master playing skills. In sports games like football, technique alone is not enough to win a game. A team's victory will depend heavily on its playing abilities. Skills in attacking and defending in the game will be implemented when a team masters playing skills supported by effective and efficient techniques (Vicki et al, 2020). The age of the children playing is a crucial consideration. Children will engage in physical, psychological, and social interaction. They will learn to comprehend each other's responsibilities, cooperate to both attack and defend, and understand each other's characters. According to (Englebright, 2020), children use their past experiences - things they have done, observed others do, read, or seen on television - to develop games, play scenarios, and engage in activities when they play. According to (Frost et al., 2012), for the development of the prefrontal cortex, which is located at the front of the brain, physical activity, including play, is crucial. The prefrontal cortex is in charge of executive function, the characteristic that distinguishes us as human. Through playing schemes, children can experience happiness, thereby facilitating their mastery of techniques and play. Furthermore, (Stanojević & Milenković, 2013) explains that the basic characteristics of the basic play are free action, demonstration of ability, skill, ingenuity, creativity, persistence, compatibility, expression of status and desire for mobility, simplicity and accessibility, simple means, playing area, game rules, and unlimited number of participants.

A child's primary responsibility is to play. Numerous benefits can be derived from this playing activity. And the development of plays serves an important role in the evolution of culture, particularly in psychological phenomena or psychological reflection. The purpose of the game is to develop a variety of skills in children. Children play both traditional and modern games in everyday life. As a means of fostering the growth of early childhood children's self-awareness, emotions, socialization, communication, cognitive, and motor skills, participation in games is required (Hasanah, 2016). In observing children's play, they do this either as a natural response or by learning from one another. This strategy is intended to increase student interest and enjoyment, problem-solving and decision-making skills, and game-playing proficiency (Tan, et al, 2002). According to (Balyiet al, 2010) the more enjoyable children find the process of learning a skill, the more likely they are to continue participating in sports and physical activity.

While SGA uses a game-based learning methodology. The goal of this strategy is to facilitate students' acquisition of skills in game-like environments (Laporta et al., 2019). These two models will be used in tandem in this study on volleyball learning. Future studies should be able to identify the knowledge, cognitive, and motor processes that educators should teach their students, as well as the best ways to support them in developing their cognitive and motor skills while they play games (Turner & Martinek, 2013). Future studies should be able to identify the knowledge, cognitive, and motor processes that educators should impart to their students as well as the best ways to support them in developing their cognitive and motor skills while they play games (Karisman, 2023). The "P" at the end of PTP means processing experience. As with the pre-instruction meeting, post-activity processing allows for additional instruction and recognition of positive behaviour. One idea for post-processing activities is based on the concept of

children's innate desire for justice as "telling." A brief encounter in which students are encouraged to "tell" the people they observe performing caring acts allows for the validation of positive behaviours as well as the instruction of additional "caring"-based actions. Students "tell" each classmate whose caring behaviour they observed by providing the classmate's name and the specific behaviour observed. This experience validates students who demonstrate effective skills, while also providing students who are still developing these skills with peers to observe skill modeling (Kuhrasch, 2013). Previous research revealed that the play teach play learning model is effective for implementing physical education learning with sports game material, especially futsal (Agustan & Hidayat, 2021).Apart from that, based on the results of research that has been carried out, the application of the play teach play model has a good level of influence on the inside leg passing technique (Ramadhani et al., 2024). This shows that the use of play-teach-play shows a significant influence on several playing techniques in futsal. However, this research focuses on the sport of football, so research still needs to be carried out.

In game learning, play skills are significantly more complex than closed or open skills. Students must not only perform and utilize these skills, but also combine them with others in variable conditions and situations, requiring the use of strategies and tactics in the game (Susworo, 2006). Students should be encouraged to apply general game strategies or rules, such as the use of depth in badminton and other net games. Effectively overcoming tactical issues such as setting up attacks by creating space on the opponent's side of the goal or off-the-ball movement skills is possible (Ward & Griggs, 2011). Playing skills can be improved through simple games. Students are encouraged to understand tactical skills

and tactical awareness through games which can take the form of group discussions during the game (Budi et al., 2019). Teachers ask questions about "what," "where," and "why," and not just "how." In this way, it is hoped that there will be interaction through communication and implementation of movements in the game. Thus, the concept has changed over the past few decades. The current approach is more student-centered, problem-based and far from a teacher-centered approach (Renshaw & Chow, 2019). By having good skills, the game that will be played will be effective according to the strategy applied.

METHODS

This study employed a pre-test and post-test group experimental design (Fraenkel et al., 2023). This exercise is performed seven times (including pre-test and post-test) over the course of seven days using the following schedule:

Table 1. Practice Material

Meeting	Material	Note
Pre-test	Game Test	Day 1
Practice 1	**What is Football?** **Ice Breaking** 1. Game 11v11 2. Game 7v7 3. Game 4v4	Day 2
Practice 2	**Fun Phase (6-9)** **Play-Teach-Play** 1. Coordination, ball feeling, dribble **Play-Teach-Play** 2. Agility, dribble, passing	Day 3
Practice 3	**Fun Phase (6-9)** **Play-Teach-Play** 1. passing, receiving, shooting **Play-Teach-Play** 2. receiving, dribble, shooting	Day 4

Meeting	Material	Note
Pre-test	Game Test	Day 1
Practice 4	**Principles of Defense** **One Session Sample** 1. (1v1 - 2v2) 2. 1v2 3. 2v1	Day 5
Practice 5	**Principles of Attack** **One Session Sample** 1. (1v1,2v2) 2. 1v2, 2v1 3. 4v2 (Diamond Shape)	Day 6
Post-test	Game Test	Day 7

The participants in this study were 52 football school students in the 6-9 year age group. The Game Performance Assessment Instrument (GPAI) (Memmert & Harvey, 2008) is the instrument used to measure the level of trainers' team-play-based competence. The GPAI observes behaviour that reflects a player's ability to solve tactical problems in football games by making decisions, adapting their movements to the demands of the game situation, and employing the chosen skill type.

Table 2. Game Components Observed in GPAI (General Definition)

Game Components	Description
Decision making	Make the right decisions about what to do with the ball during the game
Skill execution	Efficient execution of selected skills
Adjust	Player movements, both offensively and defensively, as required by the flow of play
Cover (Defending)	Provide proper assistance, and support to players who are holding the ball
Support	Provides proper support for teammates with the ball by being in a position to receive a pass
Guard/Mark	Protect your opponent properly when defending
Base	Return to its original position according to each task either when attacking or defending

Table 3. Definition of Behaviour in Football Game

Nilai	Rating	Definition
5	Very effective performance	Always trying to share; communicate supportively to people with or without the ball on the team. Able to place the ball correctly when attacking and scoring against the opponent's goal and able to support teammates when defending so they don't concede.
4	Effective performance	Most of the time is spent sharing: communicating supportively to people with or without the ball on the team. Able to place the ball when attacking and able to support teammates when defending.
3	Moderately effective	Trying to communicate with the team when defending or attacking. Trying to hit well and trying to defend as necessary.
2	Low performance	Rarely communicate with teammates either when attacking or defending. Tends to be careless when carrying out various techniques, both attacking and defending.
1	Very low performance	Never communicate with teammates. Not caring about the state of the team both when attacking or defending.

Table 4. Football GPAI Assessment

Name	Decision-making		Skill Implementation	
	S	TS	E	TE
Raw score				
Index	DMI = S/(S+TS)		SEI = E/(E+TE)	
Playing performance	PB = PKt + PKr/2			
Involvement in Games	KP = Sum of all appropriate and inappropriate behavior (i.e., right decision made + inappropriate decision made + appropriate skill execution + inappropriate skill execution)			

Note :

S : Appropriate
TS : Inappropriate
E : Effective
IE : Ineffective
PB : Playing performance
KP : Involvement in games

Using SPSS 20, the Game Performance results will be analyzed and data will be processed. These outcomes reflect the trainer's skill in implementing game patterns and strategies.

RESULT

Trainer competence as measured through game performance. The results of the trainer's game performance are as follows:

Table 5. Paired sample test

		Paired Differences						
		Mean	**Std. Deviation**	**Std. Error Mean**	**95% Confidence Interval of the Difference**		**t**	**df**	**Sig. (2-tailed)**
					Lower	**Upper**			
Pair 1	TP Experiment	4.952	3.071	.791	3.224	4.481	8.859	5	.000

Based on the data above, it can be seen that the results of the paired sample test are 0.000 < 0.05 with an average of 4.952, there is a significant increase in the implementation of play-teach-play on playing skills. Exercises using play-teach-play can significantly improve playing skills. play-teach-play provides opportunities for soccer athletes to improve their technique in playing soccer through various games that are implemented. Students are given the opportunity to play the game, then given time to practice technical skills and play again. Through this step, athletes will get used to playing and practicing technique at the same time.

DISCUSSION

The results demonstrated that play-teach-play significantly improved playing skills. This is due to the game mode's potentials, which include: (1) Promote the development of technical skills and tactical knowledge; (2) Provide children with the ability to learn independently and responsibly; (3) Assess tactical transfers throughout the game; and (4) Increase the enjoyment and pleasure of playing games (Wang & Ha, 2013). The game method is filled with assignments that encourage students to think independently and investigate the reasons behind their performance. This method allows students to gain a substantial understanding of the advantages of each action and behavior. Therefore, during the learning process, students have the greatest opportunity to evaluate themselves and their abilities (Singgih, 2012). The game provides an opportunity to acquire knowledge, exercise imagination, interact with the surrounding environment, and communicate in a socially acceptable manner (Suherman, 2014). (Francis, 2015) states that children play games that reflect their level of cognitive development, including functional games, constructive games, symbolic/fantasy games, and rule-based games. The details are as follows:

1. Functional play is the use of body movements, with or without objects, such as running and jumping, sliding, collecting and throwing, manipulating and stacking objects, as well as unstructured, informal play.
2. Constructive play involves the use of objects such as blocks, Legos, Tinker toys, or other materials (sand, clay, paint, blocks) to create things in a structured, goal-oriented manner.

3. Symbolic/Fantasy play is role play or belief play, such as pretending to be a baby, firefighter, superhero, or monster, and performing believable actions, such as driving a car by moving a pretend steering wheel, or using a block of wood as a mobile phone.
4. Games with rules are games with peers that are controlled by predefined rules, such as tag, Mother-May-I, checkers, Duck-Duck-Goose, and so on.

Playing games is an excellent way for children to enjoyably practice specific motor skills. Group games and relays require children to interact with their peers and foster the development of teamwork. Games can also be used to inject fun and enjoyment into warm-up and cool-down activities and to add variety. Long before they complete their growth spurt, it is crucial for children to develop fundamental skills such as dexterity, balance, coordination, and speed while having fun (through various games)(Wood & Hall, 2015). Some sports, including gymnastics, diving, and figure skating, require early specialization. However, most lifetime sports are late specialty sports, such as football, basketball, and volleyball. For these sports, specialization should not occur before the ages of 12 to 15. For the majority of sports, children benefit from extensive exposure to a variety of activities (Byl & Kloet, 2014). Good education will highlight play as an educational tool (Suhaedi, 2016). According to (Roach & Keats, 2018), Active play provides more benefits than fundamental movement skills. This suggests that active play can improve fundamental motor skills. In addition, basic movement skills are also influenced by physical activity and gender. (Jarvis et al., 2018) identified gender-specific components of physical activity that distinguished children with varying levels of basic movement skills. All of these fundamental motor skills can be cultivated through various games. Simple games can improve playing abilities. Students are encouraged to gain an understanding of tactical skills and tactical awareness through games, which may include group discussions. Teachers ask "what," "where," and "why" questions in addition to "how" questions. It is hoped that interaction will occur through communication and the incorporation of movement into the game. Consequently, the concept has evolved over the past several decades. The current approach is student-centered and problem-based, as opposed to teacher-centered. (Tan et al., 2012).

In addition, (Frost et al., 2012) suggested that children find joy in these group activities and sports, are proud of their uniforms, and anticipate the games and performances. Exercise can have positive effects, including the social experience of being part of a group, if handled properly by adults. Nonetheless, sports activities are organized and led by adults, and physical activity is limited to that related to sports. (Karisman, 2020) argued that the game-based learning approach could improve students' skills, particularly in large-ball sports. By playing, children actually practice skills, and by playing, they gain satisfaction, which means they are developing. Children can develop gross and fine motor skills, improve reasoning, comprehend the existence of their environment, and form imagination, fantasy, and creativity through play (Rana, 2017). Play-based learning is characterized by students who are enthusiastic, engaged, and motivated. Through the application of a learning approach based on these principles, it is

hoped that high levels of learning motivation will be accompanied by substantial amounts of active learning time (Musthofa et al., 2016). (Paramitha & Anggara, 2018) states that the application of the educative play model will develop children's psychomotor skills through body movements, cognitive skills through individual and group problem solving, and affective skills through group cooperation and mutual help.

CONCLUSION

Developing football-playing skills through a variety of exercises. Play-teach-play provides students with opportunities to become accustomed to game situations through practice. Through this exercise, students can improve their playing abilities while learning techniques. The hope is that students will participate and win the game.

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