



Implementation of the Philanesia Football Curriculum in View from the Medan City SSB ASKOT PSSI Training Phase

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Abstract

This research is to determine the implementation of the Filanesian Football Curriculum at SSB Askot PSSI Medan City. This research method is qualitative research. The informants for this research were trainers and administrators of SSB Askot PSSI Medan City. Data collection techniques in this research are through observation, documentation and interviews. Data analysis techniques use data collection, data reduction, data presentation and drawing conclusions. The conclusion in this research is that the Filanesian Football Curriculum has been implemented in the Medan City PSSI Askot SSB, with details a) The training phase of the Filanesian Football Curriculum in most of the Medan City PSSI Askot SSBs is implemented differently, according to the number of students in the SSB. The conclusion in this research based on the results of data analysis and discussion, it can be seen that the SSB trainers' understanding of the Indonesian Filanesian football coaching curriculum in terms of the training phase is in the "low" category at 10.53% (2 coaches), "fair" at 26.32 % (5 coaches), and "high" at 63.16% (12 coaches). A special breakthrough is needed so that all trainers understand and can apply the Filanesian curriculum at SSB ASKOT Medan City in particular and Indonesia in general.



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INTRODUCTION

Sport is a physical activity needed by everyone to maintain physical and mental health. Sport is a human physical activity that is very important for every individual, to build a physically and mentally healthy body and have a good mentality Sport is a human physical activity that is very important for every individual, to build a physically and mentally healthy body and have a good mentality (Randa, G., & Agust, 2014). Among the various types of sports, one of the most famous in the world is football. Football is a team game consisting of 11 players whose aim is to score goals. According to (Julhizam, Syah, H., & Akhmad, 2019) the goal of football is to put the ball into the opponent's goal as much as possible and try to defend your own goal so that the opponent does not take the opportunity to score. Almost all movements in the game of football are carried out using the skill of handling the ball with the feet, except for the goalkeeper who is allowed to use all parts of his body. According to (Nusri, 2018) (Mesnan et al., 2019) Football is a sport that is classified as a team sport, players are required to work together. According to (Supriadi & Mesnan, 2022) (Wilczyńska et al., 2021) football is a game played by two teams, each team consisting of eleven players, the aim of which is to put the ball into the opponent's goal by manipulating the ball with their feet.

In Indonesia, the development of football is very significant. Demonstrated by the large number of football schools (SSBs) established in all districts, ranging from large urban communities to urban areas (Efendi, 2021). SSB is a place for every child to hone their skills in football. SSB can be called a group that supports the football coaching system (Anwar, et al., 2013). SSB aims to accommodate and provide opportunities for students and develop their potential and talents to become quality players (Ghozali, P., Sulaiman, S., & Pramono, 2017). The improvement of football in Indonesia can also be seen from

the many matches played every day starting from leagues and also competitions run by PSSI. The journey to becoming a professional player is not easy because it requires continuous training based on adapted methods, systems and curricula (Primasoni et al., 2023) (Abrahams, n.d.; Astuti, 2019; CROSS, 2013; Owoeye et al., 2014) Philosophy is something that every football team, including national teams and clubs that play in competitions from that country, must have. If a country's football team wants to be good, then all age groups must be able to play the same way from the bottom level to the top.

Indonesia has had a philosophy since 2017, namely filanesia which is unique to the culture and culture of Indonesian society. Talking about curriculum, Indonesia has a curriculum for early childhood development up to senior level. Based on Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system article 1 paragraph 19, the curriculum is defined as follows: "Curriculum is a set of plans and arrangements regarding objectives, content, learning materials, and methods to be used as learning guidelines in achieving certain goals. The curriculum is the heart of a school and the school is the heart of the community as well as the community is the heart of the country or nation, so that the nation will advance if it has high-quality and high-quality human resources (Julaeha, 2019). The football curriculum used in Indonesia is Filanesian.

The Filanesian curriculum is a set of plans and formulas for how to play that Indonesia chooses to reach the highest level of football achievement. Filanesian in attacking, proactive with constructive ball control from line to line, progressively oriented forward to score goals (Danurwinda et al., 2017). Filanesian in surviving is proactive by pressing situationally by guarding the area (Brackenridge et al., 2020; Nurkadri et al., 2021). In the defense-attack transition, the first priority was to carry out a quick

counterattack and the second priority was to reorganize the attack. Filanesian, in the attack-defense transition, the first priority is to immediately press the opponent, the second priority is to reorganize to pressure the opponent to start an attack.

Filanesia uses a 1-4-3-3 formation with numbers in positions. Age division training in Filanesian is ages 6-9 = happy phase, 4 v 4 = friendly with the ball. Ages 10-13 = development skill (learn-learn-play). 7v7 = learn football actions. Ages 14-17 = game development (passing, position, phase, main), 11 v 11. Age 18+ = performance phase (passing, position, phase, play) learn to win. In filanesia there are game principles, attacking principles such as spread out (spread), width (stretches horizontally), depth (stretches vertically), mobility (moving without the ball) and Penetration. Principles of survival such as compactness (snuggle up), narrow (meeting horizontally), short (vertical meeting), pressure (pressing), cover (layering), balance (balance) (Anshari Bausad et al., 2024) (Hadinata et al., 2023). So far, there are SSBs in Medan City that use the Filanesian curriculum and there are also those that do not apply the Filanesian curriculum. The Medan City Football Association as the parent football organization that houses SSB should improve the quality of SSB through coaching courses, workshops on the filanesian curriculum and festivals that emphasize the filanesian system. The existing program helps students become better players.

In observations made during the Municipal Association (Askot) tournament 20–25 December 2022, the 17 year old age group SSB Johor Pratama versus SSB Cadika, both teams still used a 1-3-5-2 formation and when attacking they made direct passes forward, the age group 15 years since SSB HPM versus SSB Generasi Medan, SSB HPM still applies defensive tactics and then counterattacks, while SSB Generasi Medan has used a 1-4-3-3 formation but when defending the players

have not been seen to be close together. Mayor's cup tournament 08-09 January 2023 aged 13 years SSB New Soccer Pratama versus SSB Abdi Praja, both SSBs have not implemented defensive and attacking principles. When conducting observations and interviews on 22 and 23 May 2023, the three SSBs in Medan City, namely SSB Mandiri, SSB Disporasu and SSB Asam Kumbang, still had not implemented the filanesian training pattern. As if the holistic method had not been carried out, the age groups were not divided into 6-9 years, 10-13 years and 14-17 years, the formation used when carrying out games nor is it like the archetypal filanesian archetype. At the time of the interview with Mr. Suharto, the public relations officer at Askot PSSI Medan, there were still many SSBs that had not used the Filanesian curriculum as a reference. Askot PSSI as the parent football organization in Medan is also currently not providing good performance in developing the Filanesian curriculum in accordance with what the central PSSI wants. From the description above, it is necessary to conduct research on the implementation of the Filanesian Football Curriculum at Football Schools in Medan City.

METHODS

This research uses the method descriptive with a qualitative approach that aims to obtain a comprehensive understanding. Interpretation of contextual meaning (prof. dr. sugiyono, 2010). Method descriptive, namely describing the implementation of the Filanesian curriculum in terms of the SSB Askot Medan City training phase.

Sampling Procedures

The sample selection technique used is cluster sampling. According to Margono in Mamik (2015) this technique is used when the population does not consist of individuals, but rather groups of individuals or clusters. Regional sampling techniques

are used to determine samples if the object under study or data source is very broad. Researchers chose 10 SSBs representing 10 sub-districts from 21 sub-districts in the city of Medan. SSB Dispora Sumut (Medan Tembung), SSB TGM (Medan Helvetia), SSB Mandiri Soccer (Medan Sunggal), SSB Satria Porta (East Medan), SSB Bintang Johor (Medan Johor), SSB Patriot Medan (Medan Kota), SSB Putra Mulia (Medan Deli), SSB Asam Kumbang (Medan Selayang), SSB Tunas Muda (Medan Marelan), SSB Bintang Marendal (Medan Amplas). The subject of this research is to find out and describe the implementation of the Filanesian Football Curriculum at SSB Askot PSSI Medan City. Specifically, the subject of this research aims to describe the implementation of the Philanesia football curriculum in terms of the SSB Askot PSSI Medan City training phase.

Materials and Apparatus

The researcher is the main instrument in this research, so the instruments used are observation guidelines and interviews with coaches and administrators of the SSB Askot PSSI Medan City. It has been prepared with reference to and adapting to the research problem. The research questions that will be asked consist of:

- 1) How is the implementation of Filanesia viewed from the SSB Askot PSSI Medan City training phase according to the trainer?
- 2) How is the implementation of Filanesia viewed from the Medan City SSB Askot PSSI training phase according to the Askot Management?
- 3) Based on the researcher's questions above, to obtain more in-depth information and conclusions from the implementation of the Philanesia curriculum, review the Medan City SSB training phase.

So an instrument was prepared and developed to answer the researcher's questions based on each indicator of the research problem. For more details, see the attachment to the interview guide, observation and document study between data sources and other data sources.

The techniques used to collect data in qualitative research generally use observation, interviews and document study techniques. Based on this concept, the three data collection techniques above will be used in this research.

Design or Data Analysis

The researcher is the main instrument in this research, so the instruments used are observation guidelines and interviews with coaches and administrators of the SSB Askot PSSI Medan City. It has been prepared with reference to and adapting to the research problem. The research questions that will be asked consist of: To support the data that has been found from the implementation of the Filanesian Football curriculum in Medan City through observations, interviews and document studies. So the researchers added a SWOT analysis as evaluation material for the implementation of the Filanesian Football Curriculum in Medan City. Albert Humphrey, 1960s and 1970s (Derbiansyah Farid Varrahman, 2024; Hermin Adi Bakhruudin & Made Pramono, 2023; Mochamat Rizki Setiawan & Achmad Widodo, 2023; Nurjannah Sekolah Tinggi Ilmu Ekonomi Syariah Bengkalis, 2020) SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is an internal and external management tool. Strategic planning methods used to evaluate strengths (Strengths), weakness (Weaknesses), chance (Opportunities), and threats (Threats) in a project.

This SWOT analysis provides useful information in adjusting all existing resources and capabilities in the competitive environment where the work unit is located. The SWOT analysis model can be seen in the image below:



Picture. 1. SWOT Analysis, Albert Humphrey (2016)

DISCUSSION

The Filanesian curriculum divides the training phase into 4 phases. The first phase is for the 6-9 year age group which is called the football excitement phase with training materials agility-ball feeling -dribbling; coordination-passing- receiving; receiving – dribbling - shooting, passing – receiving - shooting. The second phase is the 10-13 year age group which is called the football skills development phase with training material one particular topic must be realistic and functional for the example game dribbling, passing, shooting, dll. The third phase is the 14-17 year age group which is called the football game development phase with training material on how to play as a group and team when attacking (build up-scoring), endure (press build up-prevent goal) and the transition between these two moments. Meanwhile, the final phase is the age group 18 years and over (seniors) which is called the Appearance Phase.

Based on the interview, it can be concluded that at SSB Asam Kumbang the training phases carried out are in 3 age groups. Ages 6-9 years old, basic beginner level, beginners 10-12 years old and teenagers 13-15 years old. From these three age groups, basic techniques are applied from easiest to difficult, the aim is to achieve good attack, defense and finishing. And this was done by the football coach at SSB Asam Kumbang. Based on interviews with SSB Bintang Johor administrators, the training phase was carried out by implementing the

Filanesian curriculum. Based on the interview above, the Filanesian curriculum was implemented but combined with the old curriculum. At SSB Bintang Johor the training phase includes 3 age groups, 6-9 years, 10-13 years, 14-17 years. The training materials provided at SSB Bintang Johor are skill development, dribbling, passing, shooting and heading exercises.

The training phase at SSB Bintang Marendal starts from ages 8-9 years, 11-12 years, 14-15 years. Adapted to the Filanesian age group. Where for ages 6-9 years the material emphasizes games that make them happy. introduction to basic techniques at the age of 10 years and game play, positioning at the age of 17 years. For the training phase at SSB Dispora North Sumatra, from the lower grassroots age group 6-9 years, the upper grassroots age group is 10-12 years old, followed by teenagers aged 13-14 then semi-adults aged 15-16 years. For semi-adult children, the material has entered the game development phase. Coaches are required to be as creative as possible in developing games from the different potentials of children according to their respective positions. For SSB Mandiri, the findings in the training phase were that the Filanesian curriculum was used in the age groups 6-9 years, 10-13 years and 14-17 years. Where for ages 6-9 years it is more about introducing basic techniques with an excitement phase. Then in the next phase it starts with fundamental movements, basic techniques in football and in the next phase it is independent and able to defend, attack and finish.

The results of the interview above show that at SSB Patriot the training phase was divided into age groups 10, 11, 12, and so on. The training for ages 10-13 years that is given follows the Filanesian curriculum with material on dribbling, passing and ball control. Age 17 years is more advanced in the material small side game like 4v2. The findings at SSB Putra Mulia, the training phase was carried out by beginner children aged 8-10 years, 12-14 years. The material provided refers to the Filanesian curriculum

where the material provided is for children 6-9 years 10-13 years, namely basic football techniques.

The results of the interview above show that at SSB Satria Porta the training phase was carried out by beginner children aged 6-9 years, 10-12 years and 12 years and over. The training provided is also gradual, where the age groups differ in the phases of training carried out. Where at the beginning it was just for the basics and in the 14 year age group, the correct way to play ball is included, which is measured and organized, movements without the ball, the purpose of playing ball and the targets of players playing ball. The results of the interview above show that the findings at SSB TGM were that age groups were divided based on year of birth, namely 2013-2014, 2010-2011, 2009-2008 with material related to 4v4, 7v7 and 11v11 playing systems. The results of interviews provided by SSB Tunas Muda show that the age groups start from 7-9 years, 10-13 years and 14-17 years with material dribbling, passing, shooting. Based on the results of the interview above at SSB Tunas Muda, the training phases are grouped from 7 to 9 years, 10 to 13 years and 14 to 17 years. Exercises given The first basic ball touches include dribble passing she was..

Based on the results of observations made by the author at 10 SSBs in Medan City, of the 10 existing SSBs, they implemented a training phase with materials such as division into age groups 6-9 years, division into age groups 10-13 years, division into age groups 14-17 years, training materials. agility, ball feeling, dribbling. Skills training material dribbling, first touch skills aged 10-13 years. 1v1 training material for ages 10-13 years. Training material for building attacks, completing attacks and preventing opponents from scoring goals at the age of 14-17 years. So it can be concluded that the training phase of the Filanesian curriculum in most SSB Askot PSSI Medan City is implemented differently, according to the number of students in the SSB.

CONCLUSION

Based on the results of data analysis and discussion, it can be seen that the SSB coaches' understanding of the Indonesian Filanesian football coaching curriculum in terms of the training phase is in the "low" category at 10.53% (2 coaches), "fair" at 26.32% (5 coaches), and "high" at 63.16% (12 coaches). A special breakthrough is needed so that all trainers understand and can apply the Filanesian curriculum at SSB ASKOT Medan City in particular and Indonesia in general.

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