ABSTRACT

Purpose: This research aims to develop a Filanesia-based basic football technique training model for the soccer skill development phase aged 10-13 years with learning media in the form of interactive multimedia.

Theoretical Framework: This choice is not just a subjective choice but a choice that is also based on valid theoretical arguments. The perchloric form of exercise must be abandoned to be able to produce intelligent players.

Method: This study uses the Research and Development approach from Borg and Gall, which aims to find answers to the problem of basic football technical skill models based on Filanesia. After going through the entire series, the basic physio-based football technique training model effectively improves players' passing, dribbling, and shooting skills. This is based on the results of effectiveness tests on the new model with the old model.

Result and Conclusion: The results of the effectiveness test data were obtained after treating the research sample for 16 meetings. Based on the results of needs analysis, expert validation, field trials, effectiveness tests and discussion of research and development results on the product development of the filanesia-based basic football technique training model for ages 10-13 years.

Research Implications: This developed skill training model is effective for improving the essential technical skills of football aged 10-13 years.

Originality/Value: The following conclusions can be drawn. The filanesia-based basic football technique skill training model in the skill development phase aged 10-13 years can be developed and applied in football training.

Keywords: training model, basic techniques, Filanesian, soccer.
TÉCNICA BÁSICA MODELO DE PRÁTICA DE HABILIDADES FUTEBOL BASEADO NA FILANÉSIA

RESUMO

Objetivo: A presente investigação tem por objetivo desenvolver um modelo de formação de técnicas básicas de futebol com base na Filanésia para a fase de desenvolvimento de competências de futebol com idades compreendidas entre os 10 e os 13 anos, com meios de aprendizagem sob a forma de multimédia interativa.

Estrutura Teórica: Esta escolha não é apenas uma escolha subjetiva, mas uma escolha que também é baseada em argumentos teóricos válidos. A forma perclórica de exercício deve ser abandonada para poder produzir jogadores inteligentes.

Método: Este estudo utiliza a abordagem de Pesquisa e Desenvolvimento de Borg e Gall, que visa encontrar respostas para o problema de modelos de habilidades técnicas básicas de futebol com base em Filanesia. Depois de passar por toda a série, o modelo básico de treinamento de técnicas de futebol baseado em fisioterapia efetivamente melhora a passagem dos jogadores, driblando e habilidades de tiro. Isso é baseado nos resultados dos testes de eficácia no novo modelo com o modelo antigo.

Resultado e Conclusão: Os resultados dos dados do teste de eficácia foram obtidos após o tratamento da amostra de pesquisa para 16 reuniões. Com base nos resultados da análise de necessidades, validação de especialistas, ensaios de campo, testes de eficácia e discussão de resultados de pesquisa e desenvolvimento sobre o desenvolvimento de produtos do modelo de treinamento de técnica de futebol básico com base na filanésia para idades 10-13 anos.

Implicações da pesquisa: Este modelo desenvolvido de treinamento de habilidades é eficaz para melhorar as habilidades técnicas essenciais do futebol com idade entre 10 e 13 anos.

Originalidade/valor: Podem ser retiradas as seguintes conclusões. O modelo de treinamento de habilidades de técnicas básicas de futebol com base na filanésia na fase de desenvolvimento de habilidades com idades entre 10 e 13 anos pode ser desenvolvido e aplicado na formação de futebol.

Keywords: modelo de treinamento, técnicas básicas, Filanésio, futebol.

1 INTRODUCTION

In order to accomplish a remarkable achievement in sports, an athlete must engage in rigorous training. Training is a systematic procedure that equips an athlete with the necessary skills and conditioning to reach their utmost potential and excel at the highest level of performance attainable (Bompa et al., 2009). Training is a systematic process, and practice is carried out repeatedly with increasing training load and intensity (Tangkudung, 2012). During the training process, the whole organism will constantly...
adapt to the increased performance level (Frank, 2009). Exercise is an education that aims to assist individuals in improving cognitive, affective and psychomotor abilities. Foo, the ball is a popular sport and has a high complexity compared with other sports. Many actions and reactions occur during physical, technical, and tactical football matches, both physical, technical, and tactical, physical spring jumping, tackling, and body charts; we often see us players and not holding the ball. Technical actions including passing, ball control, dribbling, shooting, heading, and others can be viewed simultaneously. When used in play tactics, this combination becomes more sophisticated because it also takes into account a player's psychology and reasoning when making decisions (decision-making) on the field. Soccer is a dynamic, challenging, and difficult sport, according to several studies in the literature (Ioannis, 2013). Soccer stands as one of the world's most widely played games, captivating enthusiasts across the globe. This contact sport serves as a test for physical prowess, demanding a diverse range of skills performed at different levels of intensity. The primary component of the game involves running, where explosive bursts of energy during sprints, duels, hops, and directional changes play a vital role in overall performance. These aspects require the neuromuscular system to exhibit peak strength and anaerobic power (Cloak et al., 2014).

Complex. Physical, technical, tactical, and mental elements are things that must be mastered and combined by players in matches. So, to be able to apply and play optimally for 90 minutes, it is necessary to do continuous training. Training is an activity that athletes must do to achieve the desired achievement. Achievements cannot be obtained without following a consistent training regimen. Training serves as a crucial process that equips athletes to reach their utmost potential and excel at the highest level of performance achievable (Bompa et al., 2009).

Football players must possess several things, both internal and external, in order to succeed. Physical prowess, technical proficiency, tactical awareness, and psychology make up a player's important factors. Football players need to possess and correctly grasp these four elements. To win in sports like soccer, athletes must develop their physical, technical, tactical, and psychological skills (Menegassi, 2018). Furthermore, the study's findings reveal a significant correlation between physical fitness and technical skills. The research indicates that there exist small to moderate correlations between physical and technical performance, with respect to tactical prominence levels. However, the
relationships between betweenness centrality and repeated-sprint ability, as well as dribbling ability, were found to be very weak (Clemente et al., 2016).

Technical skills are one of the crucial aspects of the sport of football. The basic technique is one of the foundations for a person to be able to play football. Techniques are ways that are done to solve movement tasks both during training and in matches. The sport's method includes all movement patterns, abilities, and technical components (Bompa et al., 2009). The above opinion illustrates that the technique must be able to solve a movement where conditions are the primary basis. In sports, the technique is essential in any execution of the athlete's skills. Football, as an open-skill sport, requires technical prowess from the players. The interpretation and purpose of the technique will inevitably vary across different sports, including football. This technique plays a crucial role in shaping the game's substance and enables all the strategic maneuvers necessary for a team to function cohesively (Izovska et al., 2016).

Passing abilities play a crucial role in establishing connections between players on the field, enhancing their collective performance beyond individual contributions. In team sports, passing is an integral aspect that transcends mere technical execution, as it fosters a dynamic relationship among players. It necessitates players' proficiency in utilizing various contact points on both feet to vary the trajectory of the passes (Izovska et al., 2016). It is vital for players to develop and refine their passing skills as it serves as a means to distribute the ball effectively to teammates. Passing can be considered an art form that involves transferring the ball's momentum from one athlete to another (Mielke, 2003). The development of young football players greatly relies on their ability to master passing, underscoring its significance (Serpiello et al., 2017).

Dribbling, an essential technique in soccer, requires players to have a firm grasp of its execution. Dribbling involves intermittently or slowly kicking the ball using the feet (Mazzantini, 2013). According to (Memmel et al., 2022), dribbling can be categorized into closed and speed dribbling. It holds immense significance in football as all players must possess the ability to control the ball while in motion, stationary, or preparing for a pass or shot (Mielke, 2003). Dribbling has often been associated with art, beauty, creativity, and improvisation, highlighting its role as a motor skill (J. Izovska et al., 2016). The primary aim in any football offensive play is to score goals. One essential skill that players must master is kicking, also known as shooting. This technique holds a fundamental role in soccer, involving the manipulation of the ball. Kicking can be classified into two
categories based on the desired outcome: high-velocity shots and shots focused on achieving maximum accuracy (Izovska et al., 2016). A soccer player must excel in the skill of shooting on goal and then develop a range of shooting techniques (Mohammed & Kohl, 2016). Effective shooting technique requires a combination of strength, accuracy, and balance. As highlighted in the ideal shooting technique encompasses elements of balance, control, precision, and power (Faganello et al., 2021).

Having proficient shooting skills enables players to effectively kick and score goals from different positions on the field. As noted in (Luxbacher 2011), to succeed in scoring goals, a soccer player must be capable of executing shooting skills under the pressures of limited time, restricted space, physical fatigue, and aggressive opponents. In the context of shots aimed at the goal, speed and accuracy are the key attributes that define successful kicking, allowing players to catch goalkeepers off guard (Izovska et al., 2016).

The planning and preparation process is made to help the success of the research conducted and provide clear instructions and guidance in implementing the study later in an exercise. The football shooting, passing, and dribbling training model will be compiled and developed as modifications and variations of Basic Football Technical Skills exercises consisting of 27 (twenty-seven). The Filanesia-Based Basic Football Technique Skill Training Model in the Skill Development Phase, aged 10-13 years, aims to train basic techniques.

2 THEORETICAL FRAMEWORK

A holistic exercise method is chosen in Filanesia, where training is not isolated into technical, tactical, physical, and mental activities but is holistic in integrity with each other. Where every football training always creates a series of communication-decision making and execution. The perchloric form of exercise must be abandoned to be able to produce intelligent players. This choice is not just a subjective choice but a choice that is also based on valid theoretical arguments. In his book The Talent Code, Daniel Coyle explains the comparison of brain processes working when doing golf activities with football activities; golf activities require consistent circuit skills where the ability to reconstruct technical movements becomes the foundation of ideal performance. While football requires flexible circuit skills where the ability to perceive changes in situations and speed of decision-making is the foundation of perfect performance, soccer players
need practice in dynamic cases repeatedly; complex dynamic repetitions are the key to success.

The age phase of 10-13 years is often called the golden learning age. Where players will quickly absorb important football things taught at this age. Improved motion coordination makes it easy for players to learn various football actions. The exercise method used is learning- Learn-Play (b-B-M). Where the content of learning (b) is an Introductory Skill Exercise, this exercise can also serve as a warm-up to usher players into the next practice. Although it is an opening session and serves as a warm-up, the skill introduction training material must contain a communication-decision-decision-execution process. The material must be available in multiple options, so players must always communicate and make decisions. The content of Learning (B) is the Skill Component Exercise, where this exercise gets closer to the game situation. There are friends and opponents; of course, there is a series of communication-decision-making-execution. Movements are made game-based with specific rules and formats. So that the game unknowingly stimulates the football action skills you want to train to come out often.

Play (M) is carried out in the Game format at the closing of the training session. The game format is carried out on a field size of 60x40m. The players have played like a match at the end of this training session. Pre-trained skill actions are expected to be applied to the actual game. Although each exercise is always wrapped around one particular topic, but the application of that topic must be realistic and functional for the game. In the case of dribbling, passing, shooting, etc., skills are a tool for attacking, not a goal. Therefore, coaches should not get stuck on the topic. Remember, Play (M) Game aims to win by scoring more goals than your opponent. The game's purpose is not to apply a specific skill topic but to seek victory. The issue of particular skills is just a tool to achieve such success.

The development of this model will be applied to the Football School (SSB) according to the number of students needed at each stage of development research in the Borg and Gall Model Design. The object of this model development research involved 1 SSB with 30 subjects in initial/small-scale field tests, 2 SSBs with 90 subjects in main/large-scale field trials, and 1 SSB with a total of 70 issues in operational field tests/effectiveness tests.
3 METHODOLOGY

This study adopts the Research and Development (R&D) approach introduced by Borg and Gall, which aims to address problems by formulating research questions previously outlined in Chapter I. Specifically, it focuses on developing the Filanesia-Based Basic Football Technical Skills model for soccer skill development in the age group of 10-13 years. Research and development is a methodology employed to create or validate educational and learning products (Ipang & Heri, 2014). To assess the effectiveness of the model, a True-experimental research design is utilized, specifically employing a "two-group pretest-posttest design with a control group and experimental group." The following steps are undertaken: (1) selection of research subjects; (2) conducting pre-tests; (3) implementing the experimental model for learning basic football technical skills; (4) conducting post-tests; (5) calculating the average scores from pre-test and post-test results and comparing them; and (6) analyzing the difference between the two averages using various statistical methods (such as t-tests) to determine the significant impact of the implemented learning model.

3.1 PARTICIPANTS

This research was carried out at Football Schools (SSB) in Jambi Province, namely: SSB Gelora Karya, SSB Jambi City, SSB Kasamba, SSB Persimo, and SSB Jaluko, carried out from August to December 2022. The age taken is 10-13 years according to the phase of skill development from Filanesia.

Table 1. Distribution of Participants

<table>
<thead>
<tr>
<th></th>
<th>Small group Test</th>
<th>Large Group Test</th>
<th>Test Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age 10-13 year</td>
<td></td>
<td></td>
<td>10-13 year</td>
</tr>
<tr>
<td>Total</td>
<td>30 student</td>
<td>80 student</td>
<td>104 student</td>
</tr>
</tbody>
</table>

Source: Prepared By The Author (2023).

3.2 PROCEDURE

The research methodology employed in this study follows the steps outlined in the Borg and Gall model, which include: (1) Research and information collection, (2) Planning, (3) Development of a preliminary product form, (4) Preliminary field testing, (5) Revision of the main product, (6) Main field testing, (7) Revision of the operational product, (8) Operational field testing, (9) Final product revision, and (10) Dissemination.
and implementation (W. R. Borg 1971). The schematic representation of these steps is illustrated in the accompanying figure.

Figure 1. Steps of the Borg and Gall Model.


3.3 DATA ANALYSIS TECHNIQUES

The analytical technique used in research on developing training models for basic football technique skills is to use qualitative descriptive statistical methods. There are two stages in qualitative data analysis, namely, analysis before and during the field (Sugiyono, 2008). a) Analysis before in the field, which is an analysis carried out to find problems by making observations in the field. b) analysis while in the field; There are several steps of data analysis while in the field; the first step is data reduction. Data reduction in this stage aims to group the types of data from the primary data, focus on essential things according to the variables sought, and discard unnecessary data. Step two is to display data or present data. The presentation of data usually uses narrative text. Then the third step is verification or conclusion. So qualitative data can be taken from analysis through advice and expert input. Descriptive data analysis techniques in the form of percentages are used for percentage data collection in needs analysis, specialist evaluation, small group trials, and large group trials. While the final product effectiveness test was carried out using quantitative analysis techniques by conducting trials in the experimental and control classes, with a pretest-posttest control group design (Sugiyono 2010).

4 RESULTS AND DISCUSSION

After the implementation of small group trials and large group trials are carried out, the next stage is to test the effectiveness of the model made. The effectiveness test was carried out with one-week 2x meetings with a total of 16 sessions in December 2022.
January 2023 applying the entire training model of basic football technique skills developed by dividing 3-5 model items at each meeting; Model effectiveness is the seventh stage of the development procedure (Main Testing). The effectiveness test was carried out at SSB Gelora Karya and SSB Jaluko Jambi City from the model that has been developed was carried out by involving students totaling 104 participants. The effectiveness of this model is carried out to see the effectiveness of the results of the application of this developed model to the achievement of research objectives, the effectiveness of the model using a True-experimental research design in the form of "two groups pretest-posttest design with a control group and experiment group." The steps taken are as follows: (1) determine the group of research subjects; (2) carry out pre-tests; (3) provide experimental models of learning basic football technical skills; (4) carry out post-tests; (5) find the average score of the pre-test and post-test skills; (6) find the difference in the difference between the two averages through various statistical methods (t-tests) of repeat observations to find out whether there is a significant effect from the use of the learning model that has been made.

Referring to the N Gain value in the form of a percent (%) and the Descriptive output table above, a table of the calculation results of the N Gain score test can be made as follows:

<table>
<thead>
<tr>
<th>Experimental Class</th>
<th>Roll Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>N-Gain Score (%)</td>
<td>N-Gain Score (%)</td>
</tr>
<tr>
<td>Rata-rata</td>
<td>Rata-rata</td>
</tr>
<tr>
<td>76,56</td>
<td>34,88</td>
</tr>
<tr>
<td>Minimal</td>
<td>Minimal</td>
</tr>
<tr>
<td>46,94</td>
<td>21,74</td>
</tr>
<tr>
<td>Maksimal</td>
<td>Maksimal</td>
</tr>
<tr>
<td>93,88</td>
<td>56,52</td>
</tr>
</tbody>
</table>


According to the results of the N-Gain score test calculation, it is evident that the Experimental group exhibited an average N-Gain score of 76.56 or 76.56%, placing it in the practical category. The minimum N-Gain score observed was 46.94, while the maximum reached 93.88. Conversely, the control group displayed an average N-Gain score of 34.88 or 34.88%, indicating an ineffective category. The control group's minimum N-Gain score was 21.74, and the maximum score recorded was 56.52.

In the next step, to determine whether the difference in effectiveness between the experimental group and the control group is significant (natural), it is necessary to conduct an independent sample t-test. The following are the results of the independent
sample t-test test post-test experimental group and post-test control group or unpaired. The results of the relationship with SPSS obtained the following data:

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGain_Persen</td>
<td>52</td>
<td>76.5661</td>
<td>10.34856</td>
<td>1.43509</td>
</tr>
<tr>
<td>Control</td>
<td>52</td>
<td>34.8859</td>
<td>8.62559</td>
<td>1.19615</td>
</tr>
</tbody>
</table>


From the data above, data were obtained: experimental group with n = 52, average NGain Percent = 76.5661, Standard deviation = 10.34856, and Standard average error = 1.43509, while the control group with n = 52, average NGain Percent = 34.8859, Standard deviation = 8.62559, and Standard average error = 1.1961

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>NGain_Persen</td>
<td>.332</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>22.310</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>950</td>
</tr>
</tbody>
</table>


The independent output table from the aforementioned test sample reveals that the significance value (2-tailed) is 0.00, which is less than the threshold of 0.05. This finding leads to the conclusion that there exists a significant difference in the effectiveness of improving essential technical skills among Filanesia-based football players aged 10-13 years between the experimental group and the control group.

Small and large group trials and effectiveness tests have been carried out so that the Melanesia-based basic football technique skill training model has become the final Product. Revisions are made only at the time of implementation to pay more attention to students' initial skills because each student does not have the same abilities. In addition, product users should also pay attention to models that have better advantages than other
models. So that students do not need to do all the developed models. Just practice some models that are proven to be superior because it will be more efficient learning time.

Development research will eventually produce a product that must have clear stages. These stages will be a guide that can provide clear instructions to researchers to make it easier to undergo the research process. In this study, researchers refer to development research developed by Borg and Gall, which has ten stages or steps that must be passed.

After going through the entire series, it can be concluded that the basic Filanesia-based football technique training model effectively improves players' passing, dribbling, and shooting abilities. This is based on the results of effectiveness tests on the new model with the old model. The results of the effectiveness test data were obtained after treating the research sample for 16 meetings.

Three comparisons have carried out the results of this effectiveness test, 1) comparing the pre-test and post-test results from the experimental group. The results showed that the effect of this training model was significant in improving basic football technical skills 2) comparing it with the control group. The results of statistical tests showed that the training model of basic football technique skills was more effective than the control group that used the conventional training model, 3) compared with the group. From statistical tests, it can be seen that the experimental group is better than the control group. This further reinforces that the exercise model designed effectively improves basic technical skills for 10-13 years.

This basic football technique skill training model was developed based on preliminary studies of soccer players. Studies conducted include literature studies and needs analysis. Literature study in the form of summarizing the literature or theories read, based on that found an understanding that skill training, especially football, can be done with the ball through small games and drill technical exercises. In addition, researchers also conduct needs analysis through observation and interviews as well as researchers' personal experiences as football coaches. As a result, researchers found that the training model carried out so far is still old and less varied, so it can make players bored while undergoing training.

The hope is that researchers' development products can be a source of reference for football players and coaches. If this basic football technique training model is applied well, it is hoped that there will be an increase in the basic techniques of soccer players,
mainly aged 10-13 years. Good basic technical skills players possess are a must because football is a sport with a maximum level of mastery of skills.

The Filanesia-based basic football technique skill training model has several advantages, including 1) improving basic techniques and also improving players' basic football technique skills because players will always be in contact with the ball, and 2) eliminating player boredom in training basic football technique skills. Training using the ball will provide many variations of exercises, such as passing, dribbling, and shooting, so players do not get bored in training. 3) Make it easier for coaches to organize and control exercises. Practice basic football technique skills. And always control players to keep running; 4) increase player motivation in undergoing basic technical training because this exercise appeals to various forms of exercise.

Based on the findings and discussions described above, the physiognomic-based basic football technique training model is very good in supporting and developing the skills of soccer players, especially for players aged 10-13 years. Therefore, these findings can be used as a reference and reference for developing and improving football skill training.

The developed model aims to facilitate the achievement of the goal of practicing basic football technical skills at SSB. The primary football technical skill training model has been validated and tested, so researchers have minimized several weaknesses through revisions and have advantages that give a different impression in the basic football technical skill training model, including: a). Exercises are more varied and provide primary material, b) practices adapted to the characteristics of children aged 10-13 years, c) Children look enthusiastic in doing exercises, d) Children do exercises from simple movements to complex movements.

While presenting the material training model to students, researchers use interactive multimedia to make the practice material more exciting and readily accepted by students. Multimedia serves as a highly valuable learning tool across various fields such as education, gaming, films, medicine, military, business, sports, advertising, and promotion, among others. When users are provided with the ability to control multimedia elements, it is referred to as interactive multimedia (Cairncross et al., 2001). As a result, technology has made a significant impact on the advancement of education. The use of multimedia in presenting instructional materials is often supported by the "multimedia principle," which suggests that learning with a combination of words and visuals is more
effective than learning with words or visuals alone (Anmarkrud et al., 2019). Thus, the presentation of teaching materials in multimedia format is often justified based on the notion that incorporating both words and pictures enhances the learning experience (Purizaga-Sorroza et al., 2022).

Multimedia serves as a powerful tool for conveying messages and facilitating learning objectives. The process of multimedia learning emphasizes the incorporation of diverse external representations, such as texts, formulas, shapes, and sounds, to promote learning through multiple modalities (Mutlu-Bayraktar et al., 2019). This implies that multimedia learning leverages various elements, including text, formulas, images, and audio, as mediators aligned with specific learning needs. Effective learning can also be enhanced through interactive communication and face-to-face interactions. In practical terms, this means that multimedia is equipped with user-operated controls, enabling individuals to choose their desired path for the next learning process. The advancements in educational technology offer numerous benefits for tertiary education students, including the opportunity for flexible and convenient learning anywhere and anytime (Colasante et al., 2012). These technological advancements provide students with the flexibility to access educational resources and engage in learning activities at their own convenience, irrespective of location.

Interactive multimedia plays a supportive role in the learning process through various media formats. As stated by (Duvendack et al., 2011), media serves as a delivery mechanism for instruction but does not have a direct impact on student achievement, much like a truck delivering groceries does not influence our nutrition. In other words, media is merely a vehicle for delivering information and does not inherently determine the outcomes of learning. On the other hand, when referring to interactive multimedia, educators often highlight its effectiveness in fostering a meaningful dialogue between instructors and students, which may be lacking in traditional teaching methods (Nusir et al., 2012). Interactive multimedia learning provides an avenue for effective communication and engagement between teachers and students, utilizing multimedia tools and information technology. It serves as a valuable reference or guideline for incorporating multimedia equipment into the learning process, offering opportunities for enhanced interaction and collaboration compared to traditional teaching approaches.

In the future, it is anticipated that multimedia authors will increasingly integrate multiple layers into their works, allowing for a wide range of paths that learners can
navigate through to construct their own unique narratives (Koumi 2006). Furthermore, interactive multimedia holds significant potential in developing and delivering health and educational promotion tools within a school setting, which can also involve family participation and be designed based on effective behavior change models (Goran et al., 2005). It is important to note that multimedia does not solely refer to modern technology that requires expensive software support. Even images and text on paper can be considered as forms of multimedia (Soo-Phing et al., 2007). However, in the context of this study, multimedia refers to an application displayed with the assistance of a computer system that includes programs capable of generating images, videos, and text.

Judging from learning to use multimedia more effectively to explain the health and theory of class material before practice in the field (Siskos et al., 2005), from the explanation above, it can be said that interactive multimedia has the advantage of being able to display images, video, audio, so that students can easily understand the material because the information obtained can be accessed anywhere, anytime without having to get it in the campus environment. Interactive multimedia can also stimulate the brain through interactivity between students and the interactive media provided. Effective learning media in this ICT era is interactive multimedia. Interactive multimedia (Komalasari et al., 2019). Effective learning media in this era of technology and information is interactive multimedia.

Researchers utilize interactive multimedia in the form of mobile learning. According to (Toperesu et al., 2018), the adoption of mobile learning offers various potential benefits, including affordability, efficiency, convenience, scalability, ease of updating, while also posing potential challenges such as security and privacy concerns, teacher perceptions, optimization, and bandwidth limitations. The study conducted by (Al-Khanjari et al., 2014). explores the concept of mobile learning, which extends the principles and application of learning and mobility within the context of converging technological environments.

There are several benefits of mobile learning from two angles, namely from the perspective of students and educators: 1) for Learners; with mobile learning activities, it is possible to develop high learning flexibility; 2) for Educators; with Mobile Learning activities; a) it is easier to update the learning materials that are their responsibility by the demands of scientific developments that occur; b) develop themselves or conduct research to increase their insight because they have relatively much free time; c) control
the learning activities of students, even educators/instructors can also know when students learn, what topics are studied, how long a topic is studied, and how many times specific topics are relearned; d) check whether students have done practice questions after studying a particular topic; e) check the answers of students and notify the results to students. (Ali et al., 2011).

5 CONCLUSION AND SUGGESTION

Based on the results of needs analysis, expert validation, field trials, effectiveness tests, and discussion of research and development results on the product development of basic football technique training models based on philanesia aged 10-13 years, the following conclusions can be drawn: 1) The Melanesia-based basic football technique skill training model in the skill development phase aged 10-13 years can be developed and applied in football training. 2) Model This developed skill practice effectively improves the essential technical skills of football aged 10-13 years.

ACKNOWLEDGEMENTS

Thank you to all students (outlet), coaches, and experts who have helped during the research process of this philatelic-based basic football technical skill model. Thank you to the Indonesian Ministry of Finance's Education Fund Management Institution (LPDP) which has fully supported me financially while completing my studies.
REFERENCES


