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VALIDATION OF GAME-EXPERIENCE-LEARNING BASED YOUTH FOOTBALL COACHING MODEL TO OPTIMIZE SKILLS AND CHARACTER

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Abstract: This study aims to develop an effective football coaching model to improve the playing skills and character of young athletes aged 9-12 by using Borg & Gall's research and development design. This research was carried out through the stages of preliminary research, identifying the theoretical foundations for the model, designing the model, developing games and drill activities as the contents of the framework, and validating the developed model. The data were collected by means of depth interviews, literature studies, and expert validation with delphy techniques. The collected data is reduced, verified, analyzed and inferred. Based on the analysis of the collected data, it is determined that the training model based on experience learning games is feasible to be continued at the small-scale field test stage.
Keywords: ***skills, character, coaching, game, football***

INTRODUCTION

Sports training commonly aims to improve competencies and skills in a specific branch of sports (Schroepf & Lames, 2017), (Balyi & Way, 2014), yet it is also expected to support trainees' personality development (Kavussanu & Spray, 2006), character (Harwood, 2008), (Gilbert, Gilbert, Trudel, Gilbert, & Gilbert, 2013), and improve their health status (Siswantoyo, Latif, Ndayisenga, Hooi, & Saputral, 2020). Sports training can proactively foreclose chronic diseases, effectively develop the awareness to do physical activities and motivate individuals to continue to engage in a healthy lifestyle (Myer et al., 2015). However, to achieve a high-level sports performance may require long, gradual, and strenuous exercises as what Balyi & Way (2014) suggest, that to reach the international level, an athlete requires 10,000 hours of exercises.

Sports coaching and training models widely include 1) development model of sports participation (DMSP), 2) long term athlete development (LTAD), 3) youth positive development (YPD) (Holt et al., 2017) and early sports specialization training models. Coaching and training policies in sports chosen between countries may be different, but it has the same goal of optimal performance of their elite athletes. The LTAD model is a training model that is planned, structured, and progressively improved to prepare athletes for career success at the right time (Myer et al., 2015), develop their healthy lifestyles, positive attitudes, behaviors, and make them aware of the importance of formal education for living after undergoing a sports career (Balyi & Way, 2014). Early sports specialization is a model where athletes from their young age immediately pursue a branch of sports with the aim of straightaway achieving their targets, while the volume and intensity of training conducted at these young are relatively high (Committee on Sports Medicine and Fitness, 2000), so that this can risk injury and severe fatigue, and later halt practice (Difiori et al., 2014).

Concerning coaching for sports competitions, problems of interactions that typically appear may include failures in competitions, physical abilities, skills, and less optimal tactics, but in other perspectives another problem exists, namely the negative behavior of athletes, spectators, and referees. The aggressiveness of athletes, specifically on the type of sports that requires great efforts, triggers disagreeable attempts to dominate the opponents (Naylor & Yeager, 2013). Gümüşdağ, Yıldıran, Yamaner, & Kartal, (2011) found 652 violations in the Turkish soccer league where 11% were intentional offenses and amateur soccer players' use of cocaine, alcoholic drinks, methylated, and ganja (Ama, PFM, Betnga, Moor, & Kamga, 2003). Decker and Lasley (1995) similarly conducted a survey of 1,300 high school students and found that athletes had lower moral values than non-athletes. This certainly would be counterproductive for their

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career as to achieve success, they are expected to have a good personality, attitude, behavior (Reilly, 2007).

High technical skills become a crucial element for athletes in achieving optimal performance when competing, especially for sports games. Technical skills and decision making are two contributing factors that determine the mini players' performance in volleyball games (Mahedero, Calderón, Arias-Estero, Hastie, & Guarino, 2015). In another study, technical skills and perceptions have a strong relationship with the ability to attack and defend in professional Rugby players (Gabbett, Jenkins, & Abernethy, 2011). Similarly, these technical abilities influence the coach in arranging team formations in soccer and the team formation is affected by that of the opposing team fought in the match (Carling, 2011).

It seems that several studies had examines possible ways to improve athlete performance. Davids, Arau, & Correia (2013) suggest that small side and conditioning games (SSCG) model has an effective impact on players' skills and decision making in football games, while Williams & Hodges (2005) show that training with the SAQ model increases speed, agility, and kicking skills. Gabbett et al. (2009) examined the effectiveness of the training model with a game-based approach to develop players' skills and physical fitness. An experiment carried out on team sports shows that game-based training is more effective than the one with traditional approaches (Gabbett, Jenkins, & Abernethy, 2009).

Similarly, physical education's model of teaching personal and social responsibility (Pozo, Grao-Cruces, & Pérez-Ordás, 2018) had been aimed to develop responsibility. Butler (2000) also developed a fair play program intervention so that there can be a change in the behavior of athletes in sportsmanship (Brunelle, Goulet, & Arguin, 2005). The *sports united to promote education and recreation* (SUPER) is a program designed to develop life skills through sports playing activities (Hodge, Danish, & Martin, 2013). Strachan, MacDonald, & Côté (2016) argue that connect and respect sports (SCORE) is a physical activity and physical education designed to develop the attitude and behavior of students.

Research to establish related policies and effective forms of exercises in an effort to achieve optimal performance of athletes has been carried out, but the studies conducted generally have a single variable oriented to either physical, technical, tactic, or mental development. There seem to be no studies of integrated exercises developed to advance sports-playing skills and behaviors or character of young football players in a comprehensive training environment to achieve optimal sports performance. Thus, the current study offers a possibly effective and verified solution to the gap by developing a training model based on the game-experience-learning to improve the skills and character of prospective football athletes aged 9-12. The results of the study are expected to actively contribute to parents, sports administrators, football coaches, and policymakers who oversee the welfare and measured development of future athletes.

METHODS

The method used in this research is research and development, by Borg and Gall (2003), but this report consists of three phases of activity: conducting preliminary research, establishing a draft of the design model, validating the draft of the training model that has been designed. Research conducted with activities, including conducting preliminary research to determine the conditions of training in football schools in Sleman Regency, the need for an effective exercise model to develop the skills and character of students, and literature study to acquire the foundations of theory. Preliminary studies are conducted as a basis for the development of data models is collected with in-depth interview techniques on coaches, administrators football school. Researchers tried to contact the coaches who were still actively training in football schools in Sleman Regency and were willing to be interviewed. Fifteen coaches, managers were chosen as speakers.

The design model, the development stage is conducted collaboratively and participative (Wiriaatmadja, 2005), consisting of several phases: model drafting, validity testing, and revision

of model design exercises. The preparation of the exercise model is based on the training conditions in the football school, the literature review, the theory framework, which combined with the characteristics of football school students aged 9-12 years. The training model was developed based on Joyce's (2011), which include learning syntax, social systems, reaction principles, support systems, learning impacts, and impact mentoring. The validation stage of the expert using delphy technique where experts give assessment, suggestion to model developed by through filling the provided quizoner by researchers.

FINDINGS AND DISCUSSION

Findings

The experience learning games-based training model will be precise and effective when paying attention to the strengths, weaknesses of current training conditions and the trainer's need for effective models for the optimization of skills and characteristics in football school students. The results of preliminary research on the condition of the training process in the football school in Sleman Regency are dictated as follows: first, (1) the purpose of training in football schools is to develop technical, physical, tactics and mental skills of the students to optimally achieve when competing, competition between football school, and long-term goal of providing competency change to be able to compete and accepted in professional football clubs and football school can be categorized as non-formal education service. (2) Orientation training is how to make the team of football school that is formed from the football school students become champions at the competition event, which in reality is different from the curriculum that is used as a guide for training activities that are Indonesian football curriculum design by Football Assoociation of Indonesia. Second, division of the training group based on the student or player age, and football school in Sleman Regency is generally divided into age groups 7-9, 10-12, and 13-16 years.

Third, (1) many cases of negative behavior of football players in the competition become a concern and the cause of them are emotional control, friends, coach behaviour, spectators, and the personality or character of the player itself, (2) football school coaches understand that football should be a medium or a tool for the development of skills and character, but the time constraints and expectations of managers, football school managers and parents become barriers or constraints for coaches in an effort to educate attitudes, students ' behaviour. Fourth, (1) some attitudes, behaviors, and characters that support and are considered important by football manager trainers are: discipline, honest, hard work, cooperation, respect for others, and tolerance. Fifth, (1) the minimum qualifications of education and certification that football school coaches must have are not yet regulated so that the competence of the football school trainers has not been standardized, (2) coaches need a simple guide, easy to learn, easy to apply according to the conditions and abilities of the football school in general related effective training especially the development of technical skills and characters in players aged 9-12 years.

Table 1. Theories for Developing a Coaching Model for Optimizing Skills and Character

No.	Theory	Description	References
1.	Training	Training is an activity that follows a set of principles or laws otherwise failure of targets or performance when competing arises. The principles of a training process include (1) specifics, (2) progressive overload, (3) reversibility, and (4) individual difference.	(Reilly & Mark Williams, 2003)
2.	Games & Play	Play and games are divided into four types, namely (1) *agon*, (2) *alea*, (3) *mimikri*, (4) *illinx.*	Cailois, 2001
3.	Experiential Learning	Experience has a central role in the learning process. Experience acts as a catalyst to help learners develop capacity and ability in the learning process	(Stefaniak, 2015)
4.	Motion Learning	Stages of motion learning cover cognitive, associative, and automatic.	(Magill & Anderson., 2014)
5.	Growth & Development	Growth means changes in quantity experienced by children, such as height, weight, and body size. Development means that children experience qualitative changes in various abilities, for example women have their periods, are able to stand, walk, or run.	Morrisson, 2012
6.	Domains of Learning	Humans have three domains in learning, namely cognitive, affective, and psychomotor. Sports activities tend to have a greater percentage in the psychomotor domain but cannot be separated from the cognitive, affective component.	(Bloom, 1956)
7.	Character Education	Character is a person's nature in morally responding to various situations. The stages in developing character cover moral knowing, moral feeling, and moral acting.	(Lickona, Schaps, & Lewis, 2001)
8.	Social Learning Theory	People learn by watching what other people do, and that to understand personality they should understand how they think. This theory provides a framework for understanding, predicting, and changing human behavior. Bandura views that human behavior is triadic and dynamic, and their interaction performs interpersonal, behavioral, and environmental feedback.	(Pratt et al., 2010)

The identified theories as groundwork for developing the training model that aim to optimize the skills and character of young athletes are presented in table 1. Based on the theories and frameworks offered in Table 1 and by paying attention to considerations in designing an effective coaching model for the development of passing, receiving, dribbling, and heading skills in football, the researchers develop a prototype of a game-experience-learning based training model described in the Table 2. Subsequently, the researchers designed the games and forms of the drill exercises for skill training with the details of eighteen (18) games for the first core training, eighteen (18) games for the second, eighteen (18) core drill activities for practicing technical skills in the third core training, and the selected play as the fourth core training.

Table 2. The Draft of the Game-Experience-Learning Based Youth Football Coaching Model

Training Activity	Content	Strategy	Time Allocation
Warming up	Warming up activities	Guided activities	5-10 Minutes
Core Training I	A game for developing a character value (Designed by Researchers)	Experiential learning (Playing, reflecting, discovering, applying)	15-25 Minutes
Core Training II	A game for developing technical skills (Selected, analyzed, and designed by Researchers)	Experiential learning (Playing, reflecting, discovering, applying)	15-25 Minutes
Core Training III	Youth 7 on 7 football plays based on the federation playing rules	Guided plays with at least one playing rule transfer.	20 Minutes
Cooling down	Cooling down activities	Guided activities	5-10 Minutes

Keywords: skills, character, coaching, game, football

The next stage of the research was to validate the expert with the Delphi technique. Expert validation was carried out so that the drafted training model was ready for the field test. The results of the assessment and suggestions from the experts were essential to improve the draft, so that it could be tested in the field. Experts who were asked and willing to validate the draft were four academics namely Prof. Dr. Siswantoyo (Sports coaching expert), Prof. Dr. Wawan S. Suherman, M. Ed (Sports education expert), Dr. Harry Yuliarto (Lecturer in the game of soccer), Dr. Komarudin (Football physical training coach), Nova Ariyanto - Assistant coach of the Indonesian national under-19 football team (A Pro AFC Licensed), Wawan Darmawan, S.Pd.Kor (Football school coach), and Andika Wahyu Utomo, M.Or – Fottball Scholl trainer of Real Madrid Yogyakarta. The comprehensive results of the validation in the first round are presented in Table 3.

Table 3. Suggestions for the Draft Model Training Program in the First-round of the Expert Validation

No.	Suggestion
1.	The model should be accurately predicted based on the real condition of the actual management capacity of the soccer schools or football academies for example the tools or equipment to accommodate those previously owned by football school recently.
2.	The model should be easy for players to understand and to play.
3.	The model training program should be consistent with the theories of training, for example, performing motions from the easier to more difficult ones.
4.	The games that are developed should motivate players to participate and have fun.
5.	Technical drills should still be done to provide right and good information and basic technical skills for players.
6.	Training agenda, duration of the game, and their instructions, as well as the instructions for using the model should be clear so that the players may have no difficulties in implementing the program.

The second-round validation required the experts to provide some advice and complete the assessment form to further refine the draft training model. The results of the validation in this round, specifically in the form of suggestions are presented in Table 4, while the results of the data analysis that can be used to identify whether the product is declared feasible for field testing are described in Table 5. The assessment questionnaire covers 7 indicators, namely (1) the compliance with the training objectives to be achieved, (2) conformity with the components of technical skills and character values to be developed, (3) consistency with the principles of training in football, (4) obedience to the rules of play, (5) conformity with the characteristics of players aged 9-12, (6) suitability with the principles of experience-learning, and (7) the predictions of the effectiveness of the contents of the draft model.

Table 4. Suggestions for the Draft Model Training Program in the Second-round of the Expert Validation

No.	Suggestion
1.	Adding an introduction to the model so that users know what the model is, what they want to develop through it, what the objectives and advantages are, and how the actual conditions of the training process are at the current football school.
2.	Illustration of the conceptual framework should be made more interesting
3.	Adding numbering in writing a few paragraphs in the chapter, so that users can easily understand how they are organized.
4.	Writing simple, concise, and unambiguous sentences with communicative language style. Some paragraphs are too long and difficult for readers to know what the writers mean.
5.	Diagrams and the description in the model should be more developed.
6.	Adding numbering to images, so readers or users can easily search them.
7.	The description of the size of the training area in the figure should be consistent.
8.	Instructions for implementing games should be made more communicative so that readers can

No.	Suggestion
	easily understand how they are played.
9.	Coaching points are explained or narrated so that readers with limited knowledge might be helped.
10.	Game titles or names can be made more interesting
11.	Giving sanctions and awards is needed for the games to be more interesting and encouraging for players.

Referring to the experts' input in the first and second rounds, the researchers improved the draft model and the expert judgment could be used as the basis for deciding if the draft product is declared feasible for field testing. The analysis results of the experts' evaluation show a mean score of 4.46 out of 5.00 (89.17%), meaning that the draft training model can be declared feasible for field testing.

Table 5. A Summary of the Expert Assessment Results

Assessment Aspect (24 Items)	**Score**							**Mean Score**
	Expert 1 (V1)	**Expert 2 (V2)**	**Expert 3(V3)**	**Expert 4 (V4)**	**Expert 5 (V5)**	**Expert 6 (V6)**	**Expert 7 (V7)**	
Mean Score from Each Expert	4.42	4.42	4.75	4.58	4.13	4.33	4.58	4.46
Percentage of the Total Score Obtained from the Maximum Score	88.33%	88.33%	95.00%	91.67%	82.50%	86.67%	91.67%	89.17%

The results of the revised draft training model based on the game-experience-learning after both rounds of the full expert validation are presented in Table 6.

Table 6. The Game-Experience-Learning Based Youth Football Coaching Model

The Game-Experience-Learning Based Training Model

1. Theoretical Concepts

1.1. This game-experience-learning based model of training aims for the development of skills and character.

1.2. Theories underlying this model include those of training, motor learning, games, play, experiential learning, growth and development, domains of learning, character education, and the social learning theory.

2. Training Stages

The training stages or procedures inform coaches or athletes of the steps or stages of the coaching process to be carried out. The training stages include the following activities.

Training Stage	Training Content or Material	Strategy	Time Allocation
Warming up	Warming up activities	Guided activities	5-10 Minutes
Core Training 1	A game for the development of a character value (Designed by researchers) A game or any play activity relevant to one kind of skill	Experiential learning (Playing, reflecting, discovering, applying)	15-25 Minutes
Core Training 2	A game for developing certain technical skills (Selected, analyzed, and designed by Researchers)	Experiential learning (Playing, reflecting, discovering, applying)	15-25 Minutes
Core Training 3	Youth 7 on 7 football plays	Guided plays with at least	15-25 Minutes

	based on the federation playing rules	one playing rule transfer.	
Cooling down	Cooling down activities	Guided activities	5-10 Minutes

3. Social Systems
Warming up activities (coach/players); core activities (coach/players); and cooling activities (coach/players).

4. Reaction Principles
This part of the instructional model explains the roles and relationships between coaches and athletes in the training process.

Training Stage	The Role of the Coach
Warming up	Opening the training session and guiding the warm-up activities for the athletes to get ready for the Core Training 1.
Core Training 1	Guiding the players to play the designed game and the reflection phase encouraging them for playing, and giving rewards or punishments according to the game rules.
Core Training 2	Guiding the players through the designed game and the reflection phase, encouraging them for playing, and giving rewards or punishments according to the game rules.
Core Training 3	Managing the young players to have 7 on 7 football plays, explaining one formal football game, and giving feedback.
Cooling down	Guiding players for the cool-down activities to return the body to normal conditions and closing the training session.

5. Support Systems
Conditions required to implement the training process, daily training plans, and other learning resources.

6. Model Impacts
6.1 Direct impacts (instructional) as specified in the program objectives
6.2. Indirect effects or side effects generated by learning or training.

Games and forms of successful drill training are designed and determined as parts of the comprehensive youth football coaching model. Games designed as the training materials in the Core Training 1 include (1) Fish vs Nets, (2) Living Fences, (3) Together We Can, (4) Time Bombs, (5)) two teams of 2v2 Football, (6) Three Jumping Frogs, (7) Goals, Goals, Goals, (8) Red Cards, (9) Horse Football, (10) One-foot Header, (11) Fair Play Games, (12) Shoot the Baddies, (13) One Island One King, (14) Guarding the Prisoners, (15) 1v1 Defending, (16) Ball Lines, (17) Police vs Criminals, (18) Keeping the Prisoners.

Games for the core training 2 include (1) 3v1 (three against one), (2) 4v2 (four against two), (3) 4v2 to 3v2 to completion, (4) 3v3 +2 neutral players, (5) 4v4 +4 neutral players, (6) 4v2 to 6v4, (7) 3v3 +4 neutral players, (8) 4v2 +1 (rhombus moves), (9) 3v3 (breaking through the cave), (10) passing the obstacles or 3v1 (+2), (11) ball control for the space shoot, (12) setting a bomb in the criminal's hideout (1v1), (13) breaking through the opponent's defensive area, (14) splitting the opponent's castle (5v5), (15) minefield 5v3, (16) throw headings, heading for goals, (17) 4v4 +2 neutral players, and (18) heading to secure the area from danger, while in the core training 3 players have a 7 on 7 football play for 20 minutes.

Discussion

The current study aims to develop an effective football coaching model or program for the comprehensive development of technical skills and character of young players aged 9-12. The development of the training model went through three stages, namely the preliminary studies, designing the model, and expert validation tests for identifying if the program is ready for field testing. The main theories underlying the development of this game-experience-learning based football coaching model for young athletes include those of growth and development, educational

games, experiential learning, character education, motor learning theory, and training while considering other supporting theories.

Training is an activity to improve sports skills by using various equipment in accordance with the goals and needs of the sports branch (Sukadiyanto, 2005; Bompa & Carrera, 2015). The training activities can be planned for daily, weekly, monthly, yearly, or for long-term sports exercises, for example five years. However, any coaching programs should obediently follow the principles of organizing a training process, namely 1) specifics, 2) progressiveness, 3) overload (increasing overload), 4) reversibility, 5) individual difference (Reily, 2007), and diminishing returns (Hoffman, 2003).

In addition, sports training activities set for a long period of time, in agreement with the long term athlete development theory (Balyi & Way, 2014), are divided into several phases, and athletes aged 9-12 are in the "learn to train" phase in which young athletes are expected to strengthen their basic skills, attitude, and behavior through sports coaching interactions. The implementation of any training sessions is divided into three parts at best, namely warming up activities, core training mini sessions, and cooling down activities, and the design of this game-experience-learning based coaching design has been designed and proven to meet these principles. Besides, this program is in line with the principles of frequency, duration, intensity, and type (Bompa & Carrera, 2015). The process of training in football can be described in three situations and conditions. They cover (1) how information is conveyed to the athletes, (2) how the training is structured, and (3) how feedback is given to the athletes. These three inquiries about a coaching program should be answered, tested, and ensured in terms of their effectiveness in efforts to improve their skills when competing for a championship (Reilly, 2007). Concerning the notions in number (1) and (2), Stratton et al. (2004) view that there are two choices in conveying information, namely by means of demonstrations and verbal instructions, while in any training structures there commonly exist two models of practice, block and random.

A design of the youth football coaching program that aims to achieve a high level of skill performance, therefore, should consider the motion learning theory in its materials, contents, and stages. Moreover, types of motion skills include cycles, serial, and pace, while their levels of difficulty in mastering the motion skills stages, according to Fitts and Posner, cover the three-stage model of cognitive, associative and autonomous stages (Fitts & Posner, 1967), different from Gentile's two-stage model consisting of the initial and the later stage (Magill & Anderson, 2014). Repetition of technical skills is needed to solve problems in sports competitions as athletes require consistency of movement in anticipation of dynamic opponent movements. Apart from being consistent, movement skills should be as efficient as possible and performed with numerous varieties. Although organized training - the way of doing repetitive movements - is not the only way to solve problems, it can be an alternative solution to improve skills (Myers, Gervasio, Jones, McIntyre, & Keifer, 2013). The stages of motion learning, therefore, have taken into consideration in the design of the training program developed for effectively developing the technical skills of young players.

Besides, considering the notion that training activities can be carried out optimally when the athletes have the talent and are highly motivated (Bompa & Carrera, 2015), motivation for joining the coaching sessions of children aged 9-12 can be intervened through playing as the main approach chosen by researchers. Motivation to learn and practice, similarly, can be generated and strengthen by extrinsic factors, for instance, feedback, praise, punishment, and the learning environment (Lin, Chen, & Liu, 2017). While in Erhel & Jamet's (2013) words, learning with seriously managed games can improve the quality of learning and motivation. In this regard, Gabett et al. suggest that exercise-based sports training is effective for improving physical skills and abilities through opportunity-making games for developing technical-skill decision making based on several components, or by any sports games determined by the coaches (Gabbett et al., 2009). Since children have a relatively greater interest in physical activities when it is equivalent to the opportunities they own, the greater the children are given the opportunity to do physical

activities, the higher their interest will be. Thus, games are the appropriate activities providing great opportunities for children to participate in.

In regard to the three core training stages, the researchers have selected fun physical games and play as the most dominating kinds of activities for the learning process as suggested by several studies (Chatzopoulos, Drakou, Kotzamanidou, & Tsorbatzoudis, 2006; Pivec, Dziabenko, & Schinnerl, 2003; Suherman, Dapan, Guntur, & Muktiani, 2019). Playing games, in addition to increasing motivation in training, creates a feeling of pleasure, and such games that involve physical activeness have existed for thousands of years (Yim & Graham, 2007). Training programs adopting a game approach, therefore, are believed to be significantly better in developing tactic skills and intrinsic motivation than those with a technical approach, while in terms of technical skills, there seem to be no fundamental differences between the two experimental groups (Chatzopoulos, Drakou, Kotzamanidou, & Tsorbatzoudis, 2006). Games as learning media, nevertheless, are not always appropriate and effective as their functions focus on the learning objectives set (Pivec & Dziabenko, 2004). There are certain educational domains with playing embedded in their concept of learning, and some of them show a high level of success, such as those of critical thinking, in-group communication, and decision making skills (Pivec, Dziabenko, & Schinnerl, 2003). On the other hand, in designing such games for learning, trainers or coaches should consider the athletes' cognitive, motivational, affective, and social-cultural aspects (Plass, Homer, & Kinzer, 2015).

Accordingly, the 18 listed games in the Core Training 1 are in the form of adventure or action activities. These kinds of games have been designed based on the idea that playing activities are right for children, and traditional games can be used as learning media for children (Suherman, Dapan, Guntur, & Muktiani, 2019). Games can be accepted by the players if their rules are simple and easily understandable, and complex and long regulations may not grab anyone's attention. Thus, the designed games have also considered the experts' suggestions on this aspect. Besides, games in the training model are designed with the concept of progressive overload which is in line with Siang & Rao (2003), suggesting that games will be even more interesting and enjoyable if the players can win when the difficulty level is low, and later the challenge increases gradually. The development of the game-experience-learning based training program developed by the researchers has been driven by the research reports of small side games (SSG), small side and conditioning game models which have been effective for improving technical, tactic, and physical skills (Brandes, Müller, & Heitmann, 2017), but the training model's capacity in improving the players' behavior and character has not been examined. Training in SSGs, for this purpose, can be manipulated in terms of its number of players, the balance of team strength, the rules of play, the use of goalkeepers, the playing area, and the role of the coach for motivating the players (Hill-Haas, Dawson, Impellizzeri, & Coutts, 2011) to achieve the desired goals.

While in view of the model's capacity in building young athletes' noble character, the designed games and plays employ the concept of teamwork. Sports played in teams are implicitly beneficial to character development (Dishon, 2017), but generally various negative behaviors of athletes are another problem to solve. Changes in behavior according to Lickona start from the stages of moral knowledge, moral feeling, to moral action (Lickona, 2013). In this context, the training model developed with playing activities is expected to provide interventions for changing one's moral feeling into the good mood and eventually it can become moral actions in training sessions or daily lives. The modification of the traditional game *Gobak Sodor* or *Galasin* adapted to the multilateral development of children and the theory of sports education shows that it can support children to develop their social skills, such as responsibility, social attitude, teamwork, communication, and mutual care, (Irmansyah, Lumintuarso, Sugiyanto, & Sukoco, 2020). As collaboration is a kind of behavior carried out in the game, Tomme & Wendt (1993) further suggest that cooperation in games is formed because of mutual need and dependency between players, and it can improve children social behavior. Qian and Clark (2016), in line with this,

propose a game-based learning approach in efforts to effectively develop the 21st-century skills, consisting of collaboration, communication, critical thinking, and creative.

Besides, the designed training stages of in the core training 1 and 2 contain games implemented by using the experiential learning theory as selected by the researchers. The core training 3 initiates 7 on 7 competitive plays by applying the rules of the football federation for children aged 12. The model was designed with the concept, first, in the experience phase the players are given the opportunity to playing games designed by the researchers, and at the right time the coach guides the players for reflection for them to acquire the knowledge, affective, and psychomotor concepts, and then they have a chance to apply them in the next phase, core training 3.

Teachers and coaches as leaders have the opportunity and responsibility to act as models in efforts to develop the predetermined character and skills (Lumpkin, 2010), but they undoubtedly need effective strategies to achieve the learning and training goals. The developed model allows students to learn the theory and practice and assists them in gaining new experience (Yardley, Teunissen, & Dornan, 2012). Similarly, Chavan suggests the model in which students find pleasure and help in improving their learning outcomes (Chavan, 2011). Experiential learning is declared effective for leadership development, especially in situations where students work in teams (Bower, 2013), and it has been used to develop their decision making and ways to deal with uncertainty (Williams & Parker, 2016).

Lastly, the developed model emanates the theoretical and empirical data based on observations of some learning process carried out in several football schools already having adequate scientific grounds. The current design has a set of complete elements, yet it still needs to be validated by experts and practitioners before the field trial. Concerning this, Leung (2006) suggests that internal validation be carried out to investigate the components of the model and the processes taking place in it. Likewise, external validation is needed to corroborate the impacts of the model. Thus, both types of validation have been an integral part of this research and development to indicate if the draft of the game-experience-learning based coaching model is declared valid or worth testing in the field.

CONCLUSION

This research resulted in a model of training that at a later stage can be carried out test effectiveness. The Games experience learning based model coaching is designed according to the conditions of the training process that occurs in the football school in hopes that young football trainers are interested to apply. The games experience learning model developed based on related theories so that the exercise model is precise and safe for children aged 9-12 years. Young football coaches in charge of managing and controlling training programs must learn the stages of the game experience-based training model, the situation of social interactions, the direct and indirect impacts of this practice model implementation to achieve the expected results. Forthcoming research should be conducted against age groups, or other types of attitudes, behaviors, and more, in consideration of the importance of developing skills and character in football players for youth football player.

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