

Available online at : <http://journal.unj.ac.id/unj/index.php/gjik>
Gladi : Jurnal Ilmu Keolahragaan, 14 (02) 2023, 143-157
Permalink/DOI: <https://doi.org/10.21009/GJIK.142.02>

FREESTYLE SOCCER TRAINING MODEL BASED ON GAME FOR ELEMENTARY CHILDREN AGED 10-12 YEARS

Ade Wahyu Nor¹, Nofi Marlina Siregar¹, Iwan Setiawan¹, Muh. Ali Akbar²

¹Pendidikan Olahraga, Pascasarjana Universitas Negeri Jakarta,
Komplek Universitas Negeri Jakarta Gedung M. Hatta Jl. Rawamangun Muka, Jakarta Timur, Indonesia
13220

²Universitas Pamulang
Jl. Raya Puspitek, Buaran, Kec. Pamulang, Kota Tangerang Selatan, Banten 15310
Corresponding author. Email: adewahyunor8@gmail.com

(Submission Track: Received: 04-08-2022, Final Revision: 27-06-2023, Available Online: 30-06-2023)

Abstract The purpose of this study was to develop a game-based freestyle soccer training model for elementary school children aged 10-12 years and to find out the increase in students' interest in the game-based freestyle soccer training model for elementary school children aged 10-12 years. This study uses a Research and Development approach with the method used is the development of Brog and Gall. The stages in this research and development include which is includes: developing a product, testing the effectiveness of the product to achieve the desired goal with a research location at one of the elementary schools located in the South Jakarta area, Mampang Prapatan District with a sample of 20 respondents. for the small test and 40 respondents for the large test. The data analysis technique used is descriptive qualitative analysis technique and quantitative analysis technique. The results of the study indicate that there is an increase in student interest in game-based freestyle soccer and the game-based freestyle soccer training model is feasible to use and effective in increasing student interest in game-based freestyle soccer by conducting an effectiveness test using effect size with very high results or can be said to be very effective with a value of 3.6, which means that the game-based freestyle soccer training model can increase student interest

Keywords: Exercise Model; freestyle soccer; Game.



Copyright © 2023 Ade Wahyu Nor, Nofi Marlina Siregar, Iwan Setiawan, Muh. Ali Akbar
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License

INTRODUCTION

Humans are living creatures whose activities are very high. This very high routine must be supported by a balanced psychological and physical condition of the body. The balance of physical and psychological conditions can be achieved by human effort through sports and recreational activities aimed at reducing stresses on the mind (refreshing and relaxation).

Sport is a human movement activity according to certain techniques, in its implementation, there is an element of play, there is a sense of pleasure, done at leisure, and satisfaction. Sport is a very flexible field of study. The point of concern is the improvement of human movement. More specifically, sport is concerned with the relationship between human movement, which is connected with physical development to the area of growth and development of other aspects of human being that makes it unique. No other single field like sport has an interest in total human development. Sport is a physical activity that is done to get a healthy and strong body, the activity itself tends to be entertaining.

Interest is also one aspect that can encourage children to achieve their goals, a combination of desire and

willingness can develop. A person who has an interest in an object tends to give attention or feel greater pleasure in the object, this interest is closely related to feelings of pleasure because it can be said that interest occurs because of a happy attitude to something, a person can choose any sport that he likes so that it will make it free to do it, even if one focuses on the sport then one can master the sport.

One of the sports that are fun and the one that is most in demand by all people is football. Football has now undergone many developments in terms of various aspects ranging from technology, match systems, tactics, techniques, and even developments. Football players have created innovations in football performances, now there are various variants of playing balls such as futsal, street soccer, and freestyle soccer.

Amid the popularity of football, it turns out that some people start playing this sport in another way, with various acrobatic styles called freestyle soccer (Yasuhiro & Tomonori, 2015). Freestyle soccer is a kind of combination of the sport of football and beauty. The beauty here is created when the varied soccer movements meet with other movements

such as break dance movements, acrobats, and others. Freestyle soccer provides an awesome display of acrobatic and athletic moves performed with the ball. The combination of creativity, imagination, and ball control performs various tricks and has a charismatic nature so that it is attractive to the public because it shows the beauty of processing the ball.

Freestyle soccer itself began to be played in the early 1990s. One of the parties who popularized this was a sports apparel manufacturer from the United States; Nike, who created an advertisement with the theme Joga Bonito which means beautiful football in Indonesian. In the advertisements that carry the theme of Joga Bonito, football players are shown playing the ball in unconventional ways and attracting attention.

Since Nike made the advert, the freestyle soccer game has become increasingly known to many people. The popularity of freestyle soccer is even increasing thanks to YouTube social media where people upload videos of themselves playing freestyle soccer and share them with those social media users. Along with the development of this sport, freestyle soccer began to attract

the interest of the Indonesian people, as evidenced by the emergence of many freestyle soccer communities in various regions, such as FSI Jakarta, N-WAE Bandung, DST Don't Stop Tricks-Surabaya, 360 Degree Freestyle Soccer Medan, and many more. The ages of the freestyle soccer players themselves vary from children to adults.

The results of observations that were distributed to elementary school students using google form on children aged 10 to 12 years, especially those in grades 4 to 6 elementary school, argued that they knew freestyle soccer with a presentation data of 40.5%, knew freestyle soccer through electronic media with 66.2% presentation data, expressed interest in freestyle soccer with 18.9% presentation data, stated freestyle soccer was a fun sport with 56.8% presentation data, stated that they found it difficult to do freestyle soccer tricks with presentation data 64.9%, stated that there was a positive impact obtained in freestyle soccer games with 60.8% presentation data, and positive impacts obtained in freestyle soccer games such as health and fun.

In Indonesia, freestyle soccer has long been established and played by young people, freestyle soccer activities

are often shown in car-free day activities, events with the theme of football or futsal, and have even been made into a soap opera, many are interested in these activities, because freestyle soccer tricks have the beauty of movement on the ball, or it can be said that it is part of the art of football.

Freestyle soccer tricks combined at one time will produce interesting and fun ball movements, but from the observations of researchers during freestyle soccer events, during car-free day training activities, the majority of people only enjoy it as spectators. When there are people, especially children who are still in school, who try to do the freestyle soccer trick, they have difficulty and are inconsistent and routine in doing it, eventually, they stop and return to being just fans or spectators, even though the enthusiasm of the children is quite high, especially those who have a hobby of soccer, but because the tricks are too difficult, they only try once and fail, then don't try again.

That's because freestyle soccer tricks are difficult to do. Therefore, the author wants to develop these tricks into the form of a game and introduce freestyle soccer more closely and

provide guidance to the community, especially for elementary school children, freestyle soccer tricks if done directly, of course, will be difficult to do, so the author makes several models of freestyle soccer practice into the game, which by making it into the game will make it easier for everyone to do it, especially for school-age children so that later they can apply this game, by making a game-based freestyle soccer training model, researchers believe that this activity This will later grow the interest of elementary school-aged children so that they can more easily master freestyle soccer tricks. So the author made it into the form of a game so that everyone can do and play freestyle soccer.

The focus of this research is based on the discussion on the background, namely a game-based freestyle soccer training model for elementary school children aged 10-12 years with the aim of the research being to develop a game-based freestyle soccer training model for elementary school children aged 10-12 years and find out the increase in student interest on the game-based freestyle soccer training model for elementary school children aged 10-12 years. Seven stages of human

development, starting from the beginning of being active (the first six years of life), where human movements begin to be mastered, then through the basic stages (ages 6 to 9 years), this stage is developing skills. basic movements, and then through the stage of learning to train (around the age of 9-12 years), where it is very important that the child master a variety of basic sports skills (Balyi, Way, & Higgs, 2013).

These three stages combine to cover a period of physical skill development, after which people can pursue high-performance sports (Balyi et al., 2013; Conra et al., 2021). While the Exercise Model is one of the learning media that can support players to master the training material, with this media a coach can provide standardized and detailed training according to the training objectives, so that players can easily master the training material, in addition to the exercise model makes it easier for coaches to be able to provide training material to the players, indirectly the learning objectives will be achieved (Asnoto et al., 2020).

Then for the state of the art, several studies have been carried out related to freestyle soccer, such as research conducted by Sahlan, Bagya

(2014); Sholehudin, Indra (2014); Marbun, Yoseph (Marbun, 2014); Hasan, Zulkifli (2014); and Nor, Ade Wahyu (2017) no one has discussed the game-based freestyle soccer training model yet. Therefore, the researcher intends to discuss in detail the game-based freestyle soccer training model.

The Reality of Freestyle Soccer

In an article uploaded from the Freestyle Soccer Federation website, it says that freestyle football is an amazing display of acrobatic and athletic movements performed with the ball. The combination of creativity, imagination, and ball control captures the attention of spectators everywhere. Freestyle soccer is the art of doing tricks with the ball. But if you dig deeper you'll quickly find that it's more than just a trick.

For freestylers, it is an art form, sport, and lifestyle. This sport allows men and women to be equal and that people can truly enjoy the environment in which they find themselves in the community. Freestyle soccer has training stages starting from juggling, and consists of tricks such as around the world (atw), hop the world (htw), crossover, x-over, around the mounth (atm), and others.

Juggling is an excellent way to develop quick reactions, and ball control, and increase the concentration needed to play a good role in the game (Danny Mielke, 2007). The ability to juggle well is a powerful self-confidence builder. Juggling is kicking the ball continuously using the legs, thighs, or also with head (Koger, 2007). Juggling can also be interpreted as keeping the ball in the air using the head, shoulders, thighs, and feet.

Here are some freestyle soccer tricks according to I Love Freestyle.com (Sahlan, 2014):

- 1) Around The World (ATW) means around the earth, meaning that the feet move around the ball.
- 2) Hope The World (HTW) is a movement in the lower body category, which means stepping over the world, meaning the feet move over the ball in the air.
- 3) Crossover is one of the basic movements called crossing movements. "Crossover is one of the basic tricks. This move requires the player to trick the ball in to the air by his trail leg, while the other leg goes around the ball". That is one of the basic tricks. This move requires the player to trick the ball into the air by

the footprints, while the other foot goes around the ball.

- 4) X-over belongs to the category of lower body movement, this movement is called a cross movement. "Air moves is the criss-cross motion of the leg, while the ball is in the air". That is playing the ball in the air with a crossed position like forming the letter X.
- 5) Around The Moon includes the upper body movement which means around the moon, meaning that the head surrounds the ball. This movement is included in the upper body category. Around The Moon, the ball is placed on the neck and head moves around the ball while in the air. That is, the ball is placed on the neck and the head moves around the ball while in the air.

Freestyle soccer skills consist of several categories according to D'Arcy (2008), namely:

a. Lower Body / Air Moves

Lower Limbs / Movement in the air
(*Lower Body / Air Moves*)



Figure 1. Lower Body

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

b. *Upper Limb (Upper Body)*

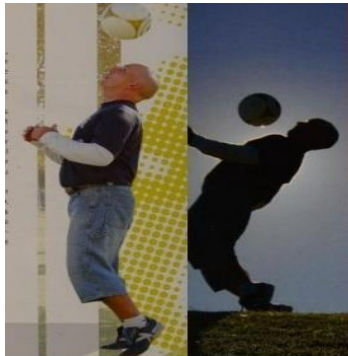


Figure 2. Upper Body

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

c. *Sitting Position (Sitting)*



Figure 3. Sitting

Source : <https://www.thewffa.org/about/sport>

d. *Movement in Touch with the Ground*

(Ground Moves)



Figure 4. Ground Moves

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

e. *Lifting the Ball (Set Up / flick Up)*



Figure 5. Set Up / Flick Up

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

f. *Balance (balance, Stall, Traps)*



Figure 6. Balance, Stall, Traps

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

g. *Juggling*



Figure 7. Juggling

Source: Sean D'Arcy. *Freestyle Soccer Tricks*. (Richmond Hill, Ont : Firefly Books, 2008)

Game Approach

Siregar, Budiningsih, and Novitasari (Siregar et al., 2018) state that in games in general, both children, adolescents, and adults tend to always want to move while having fun, especially for elementary school-age children it appears that their movement activities are so high. Usually, these forms of activity are channeled through games.

Play for children is very meaningful and is an absolute requirement to stimulate growth and development. There are many benefits that children can get from a game. Through games, besides having fun, children can also think more creatively, be able to express their thoughts and feelings, discover their strengths and weaknesses, and enrich their skills and interests.

The level of child development characteristics is explained by (Andriana, 2013) that each of these children has characteristics in their level of development. Children at the age of 6-12 years are already very sensitive to perceived stimuli that threaten the integrity of their bodies. Therefore, when communicating and interacting socially with children at this age, they must use

language that is easy for children to understand and provide clear examples according to their cognitive abilities.

The pattern of growth and development of most vulnerable children is the age of 10-12 years because they are in pre-adolescent development which is faced physically and psychologically during puberty. At this time the physical, cognitive, emotional, mental, and social development of the child requires a way of conveying and the intensity of knowledge about sex and reproductive health that is different from other stages of the period (Astri et al., 2016).

The game approach is a way of learning which is carried out in the form of playing or games. The approach to playing games is to increase students awareness of concepts through the application of appropriate techniques according to the problem or situation in the real game (Ma'Mun & Subroto, 2001). Teaching through a playful approach can improve students playing skills, by involving a combination of playing awareness and the application of basic technical skills into their actual form (Beltasar, 2001). The game approach is one form of physical learning that can be given at all levels of education. It's just that, the portion and

form of the playing approach that will be given, must be with the existing aspects. In addition, the age, physical development, and level of education they are currently undergoing must also be considered.

From some of the opinions above, it can be explained that the game approach that is technically applied in freestyle soccer games must provide an exciting alternative for students or children to be able to learn and practice properly. With this approach, it is hoped that the freestyle soccer game will strengthen students understanding of the concept of playing, which in turn will improve their ability to play freestyle soccer.

Student Interest

Interest is an impulse from within a person or a factor that causes interest or attention effectively, which causes the choice of an object or activity that is profitable, fun, and over time will bring satisfaction to him (Susanto, 2016). Interest is a sense of preference and interest in one thing or activity without anyone telling (Djaali, 2007). Interest is the acceptance of a relationship between oneself and something outside oneself, the stronger or closer the relationship.

Aspects of interest are divided into three aspects, namely: The cognitive aspect is based on the concept of development in childhood regarding things that relate to interest, the affective aspect or deep emotion is a concept that reveals the cognitive aspect of interest displayed in the attitude towards the activity of interest, and the psychomotor aspect, which is more oriented towards the process of behavior or implementation, as a follow-up to the value obtained through cognitive aspects and internalized through affective aspects so that it organizes and is applied in real form through psychomotor aspects (Ubaidillah, 2019).

Interest is classified into four types based on the form of expression of interest, including: 1) Expressed interest, interest that is expressed verbally which shows whether a person likes or dislikes an object or activity. 2) Manifest interest, interest that is inferred from individual participation in a particular activity. 3) Tested interest, interest inferred from tests of knowledge or skills in an activity. 4) Inventoried interest, interest expressed through interest inventories or lists of activities and activities that are the same as statements (Marleni, 2016).

Types of Interest Interest is classified into three types based on the causes or reasons for the emergence of interest, namely: 1) Voluntary interest is an interest that arises from within the student without any external influence. 2) Involuntary interest is interest that arises from within students with the influence of situations created by the teacher. 3) Nonvoluntary interest is interest that arises from within the student by force or elimination (Sumadi, 1993).

METHOD

This study uses a Research and Development approach which is an approach to finding answers to problems through the formulation of the problems that have been formulated. The method used in this research is development which includes: developing a product, testing the effectiveness of the product to achieve the desired goal with a research location at one of the elementary schools located in the South Jakarta area, Mampang Prapatan District with research subjects 20 small group test students and 40 students for the large group test. The data analysis technique used in this research is descriptive qualitative analysis technique and quantitative analysis technique.

The final result of this research and development activity is a video of the development of a game-based freestyle soccer training model, so that it can be a motivation and inspiration for those who watch or who want to learn to play freestyle soccer in an easy and fun way.

RESULTS AND DISCUSSION

RESULT

Description and findings in the field and analysis so that the formula from the results of the data has been put forward. The following will explain the results of the needs analysis and field findings with researchers:

Table 1.
Results of Needs Analysis and Field Findings

Question points	Field Finding
What are the obstacles to playing freestyle soccer practice?	Most students who do freestyle soccer are beginners and usually have difficulty
How important is game-based freestyle soccer practice?	Very important because it can increase the ability in freestyle soccer
Is there a game-based freestyle soccer training model?	There is no game-based freestyle soccer training model yet
Is a game-based freestyle soccer training model needed?	It is very necessary, in order to increase the enthusiasm and interest of students in freestyle soccer

From the results of direct observations in the field, it was also found that: Researchers found that students did not understand and felt bored doing freestyle soccer, the students had difficulty in doing the freestyle soccer training process.

Tabel 2.

Result of Large Group Trial Results

Model Name	Suggestions And Feedback
Model 1: <i>Juggling Grenades</i>	The model can already be applied in the <i>freestyle soccer training process</i>
Model 2: <i>Knee Catch Relay</i>	
Model 3: <i>Knee Juggling Relay</i>	
Model 4: <i>Neck Stall Relay</i>	
Model 5: <i>Knee Slam Relay</i>	
Model 6: <i>Head Juggling Relay</i>	
Model 7: <i>Neck Flick Relay Goal</i>	
Model 8: <i>Sitdown Juggling Relay</i>	
Model 9: <i>Relay Footstall</i>	
Model 10: <i>Side Head Stall Relay</i>	
Model 11: <i>Hop The World Zig-zag</i>	
Model 12: <i>Kick-In Crossover</i>	
Model 13: <i>Target Crossover</i>	
Model 14: <i>Head Stall Relay</i>	
Model 15: <i>Hop The World Steal</i>	

Student Interest

Student interest data using a questionnaire was conducted with 40 samples at the pre-test and post-test. The pretest was carried out before the game-based freestyle soccer training model was applied and the post-test was carried out after the game-based freestyle soccer training model was applied with a maximum overall student score of 40 and a minimum score of 10. Then the results of the pretest with an average value of 26.65 or 67 % and the results of the posttest with an average value of 34.27 or 86%. Furthermore, the researcher conducted a normality test on the pretest and posttest scores.

The results of the calculation of the normality test of the pretest and post-test scores as follows are depicted in Table 2.

Table 2.

Normality Test of the pretest and posttest scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.141	40	.043	.924	40	.010
Post-test	.136	40	.058	.947	40	.061

The results were obtained in the pretest of 0.010, and the posttest of 0.061. The significant result obtained is

0.05 ($p < 0.05$) for the pretest, while the significant result for the post-test is 0.05 ($p > 0.05$), so it can be concluded that the data obtained from the students' pretest scores are not normally distributed. While the post-test scores were normally distributed.

Thus, students interest in the game-based freestyle soccer training model was not normally distributed. Because one of the results of the distribution of the two data is not normally distributed, the test will be carried out nonparametrically using the Wilcoxon test. Wilcoxon testing was carried out using SPSS 24 software. The following is the calculation result of the Wilcoxon Signed Rank Test on pretest and post-test scores using SPSS 24 software which is written in Figure 9.

Table 3.
Calculation Results of the Wilcoxon Signed Rank Test on pretest and posttest scores

	Test Statistic ^a
	POSTEST-PRETEST
Z	-5.527 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks

The statistical test shown in Table 3 shows that the results of Asymp.Sih. (2-tailed) is 0.000, this means that the significance value is less than 0.05, so it can be concluded that

there is a significant difference in student interest before and after the implementation of the game-based freestyle soccer training model, meaning the game-based freestyle soccer training model for children Elementary school aged 10-12 years can increase interest in the game freestyle soccer.

Then after the Wilcoxon Signed Rank Test results were obtained, it was continued by testing the effect size. The effect size test is intended to simply find out how much effect the game-based freestyle soccer training model has on students interest based on the results of the students pre-test and post-test.

The effect size is carried out using the Cohen equation which was developed for nonparametric calculations (Rosenthal & Dimatteo, 2001; Tomczak & Tomczak, 2014) by looking at the Z value indicator from the Wilcoxon Signed Rank test. The results obtained from the effect size test in Table 3 are 5.517.

$$r = \frac{Z}{\sqrt{n}} = \frac{5,527}{\sqrt{40}} = 0,874$$

$$r^2 = \eta^2 = \frac{Z^2}{n} = \frac{5,527^2}{40} = \frac{30,55}{40} = 0,764 = 0,874$$

$$d = \frac{2r}{\sqrt{1-r^2}} = \frac{2 \times 0,874}{\sqrt{1-0,764}} = \frac{1,748}{0,486} = 3,6$$

So it can be concluded that the level of effectiveness of the game-based

freestyle soccer training model on student interest is very high or very effective with a value of 3.6.

DISCUSSION

Product Improvement

Based on the data above, it can be concluded that the game-based freestyle soccer training model is feasible to use and effective in increasing students interest in freestyle soccer.

The product produced by the researcher, namely the game-based freestyle soccer training model, still has several shortcomings which the researcher will describe to achieve the improvement of the product that will be produced. So the drawbacks are:

- a) The training model must be simpler and easier to understand so that it is easy to understand in its implementation
- b) In its implementation, the duration and time must be considered so that the exercise is more effective and efficient
- c) Game variations must be made more interesting to be more motivated in doing so.

Product Discussion

The game-based freestyle soccer training model is made to be a reference or reference to help increase interest in

freestyle soccer. This training model was developed based on the needs analysis in the field. Products that have been evaluated with several existing weaknesses and product revisions are made to become a good final product, so some of the advantages of this product can be conveyed as follows:

- a) Products provide a variety
- b) The product provides a fun and competitive exercise in its execution
- c) The training model wants to be useful in increasing interest and training results, especially in freestyle soccer.
- d) This product is the first product that specifically discusses the game-based freestyle soccer movement.

CONCLUSION

Game-based freestyle soccer training model with 15 training models, namely grenade juggling training model, knee catch relay training model, knee juggling relay training model, neck stall relay training model, knee slam relay training model, head juggling relay training model, neck flick relay goal training model, sitdown juggling relay training model, footstall relay training model, side head stall relay training model, hop the world zig-zag training model, crossover kick in training model,

crossover target training model, head stall relay training model, and hop the world steal training model can be used and effective in increasing students' interest in freestyle soccer.

In developing this research in a further direction, the researcher has the following suggestions:

- a. For research subjects, it should be carried out on a wider range of subjects
- b. The results of the development of books and videos of game-based freestyle soccer training models can be published.

REFERENCES

- Andriana, D. (2013). *Tumbuh Kembang dan Terapi Bermain pada Anak*. Jakarta: Salemba Medika.
- Asnoto, B. T., Dlis, F., & Nuraini, S. (2020). Model Variasi Latihan Teknik Dasar Passing Sepakbola Putra Usia Kelas Tinggi Pada Sekolah Dasar. *Gladi : Jurnal Ilmu Keolahragaan*, 11(02), 78–90.
- Astri, L. A., Winarni, S., & Dharmawan, Y. (2016). Pengaruh Pemberian Pendidikan Kesehatan Reproduksi Terhadap Tingkat Pengetahuan Remaja Awal Sekolah Dasar Di Daerah Wisata Bandung, Kabupaten Semarang Tahun 2016. *Jurnal Kesehatan Masyarakat (e-Journal)*, 4(4), 213–219.
- Balyi, I., Way, R., & Higgs, C. (2013). *Long-term Athlete Development*. Canada: Human Kinetics.
- Beltasar, T. (2001). *Pendekatan Keterampilan Taktis dalam Pembelajaran Sepakbola*. Jakarta: Depdiknas.
- Conra, M. A., Siregar, N. M., & Setiakarnawijaya, Y. (2021). A Game-Based Soccer Training Models For Children Aged 6-8 Years. *Gladi : Jurnal Ilmu Keolahragaan*, 12(04), 281–290.
- Danny, M. (2007). *Dasar-dasar Sepak Bola*. Bandung: Pakar Raya.
- D'Arcy, S. (2008). *Freestyle Soccer Tricks: Tricks, Flick-ups, Catches*. Richmond Hill, Ont.: Firefly Books.
- Djaali, D. (2007). *Psikologi pendidikan*. Jakarta: Bumi Aksara.
- Hasan, Z. (2014). *Hubungan Koordinasi Mata-Kaki Dan Kecepatan Reaksi Dengan Keterampilan Juggling Freestyle Soccer (Studi Deskriptif Pada Komunitas Freestyle Soccer Bandung)*. Skripsi. Universitas Pendidikan Indonesia.
- Koger, R. (2007). *Latihan Dasar Andal Sepakbola Remaja*. Klaten: Saka Mitra Kompetensi.
- Ma'Mun, A., & Subroto, T. (2001). *Pendekatan Keterampilan Taktis dalam Permainan Bola Voli*. Jakarta: Dirjen Olahraga.
- Marbun, Y. F. (2014). *Hubungan Kinesthetic Perception dengan Keterampilan Juggling Freestyle Soccer*. Skripsi. Universitas Pendidikan Indonesia.
- Marleni, L. (2016). Faktor-Faktor Yang Mempengaruhi Minat Belajar Siswa Kelas Viii Smp Negeri 1 Bangkinang. *Journal Cendekia*, 1, 149–159.
- Nor, A. W. (2017). *Pengembangan Kombinasi Latihan Novice dan Advance dalam Permainan Sepakbola Gaya Bebas (Freestyle Football) pada*

- Komunitas 360 Degree Freestyle Soccer Medan-Indonesia.* Skripsi. Universitas Negeri Medan.
- Rosenthal, R., & Dimatteo, M. R. (2001). Meta-Analysis: Recent Developments In Quantitative Methods For Literature Reviews. *Annual Review Of Psychology*, 52, 59–82.
- Sahlan, B. (2014). *Kontribusi Daya Tahan Otot Tungkai Dan Daya Tahan Cardiovascular Terhadap Keterampilan Juggling Freestyle.* Skripsi. Universitas Pendidikan Indonesia.
- Sholehudin, I. (2014). *Pengaruh Latihan Plyometrics Side Hop Terhadap Peningkatan Power Tungkai dan Terhadap Keterampilan Juggling Freestyle Soccer.* Skripsi. Universitas Pendidikan Indonesia.
- Siregar, N. M., Budiningsih, M., & Novitasari, E. F. (2018). Model Latihan Kelentukan Berbasis Permainan untuk Anak Usia 6 Sampai 12 Tahun. *Prosiding Seminar Dan Lokakarya Fakultas Ilmu Keolahragaan Universitas Negeri Jakarta*, 3(01), 75–87.
- Sumadi, S. (1993). *Psikologi kepribadian.* Rajawali Cipta.
- Susanto, A. (2016). *Teori belajar dan Pembelajaran di Sekolah Dasar.* Jakarta: Kencana.
- Tomczak, M., & Tomczak, E. (2014). The Need To Report Effect Size Estimates Revisited. An Overview Of Some Recommended Measures Of Effect Size. *Trends In Sport Sciences*, 1(21), 19–25.
- Ubaidillah, U. (2019). Pengembangan Minat Belajar Kognitif Pada Anak Usia Dini. *Journal of Childhood Education*, 3, 41. <https://doi.org/10.30736/jce.v2i2.66>
- Yasuhiro, H., & Tomonori, B. (2015). Avulsion fracture of the lesser trochanter in a skeletally immature freestyle footballer. *Journal of Pediatric Orthopaedics*, 24, 304–307. <https://doi.org/10.1097/BPB.000000000000154>