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Development of Visual Target Media as a Passing Training Aid for Football Schools

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Abstract. Limited training facilities cause players to become bored, especially in soccer passing training materials. The purpose of this study is to produce a visual target media product as a passing training aid for soccer schools. This research is a development research using the ADDIE model (Analyze, Design, Development, Implementation, Evaluation). The data collection instrument used is a questionnaire. The data analysis used is quantitative descriptive analysis and qualitative descriptive analysis. A small-scale trial was conducted on 14 players of the Garuda Muda SSB club. While a large-scale trial was conducted on 40 players from 2 SSB clubs, namely Garuda Muda and Putra Mandiri. The instruments in this study used observation, interview, and questionnaire techniques. Validation of this study used material experts and media experts. The data analysis technique in this study used a Likert scale for expert validation and a Guttman scale for questionnaires on players. The results of the study are as follows: (1) The validation data according to experts is 72% with a sufficient category. (2) The results of the small-scale trial were 83% in the Good category, and (3) the results of the large-scale trial were 87% in the Good category. The product resulting from this development is a visual raft target goal (GATRAVIS) that can be assembled and disassembled. The visual raft target goal media (GATRAVIS) has been declared suitable for use as a passing training aid, the media remains effective when applied to broader training situations in soccer schools.

Keywords: media targets; passing drills soccer; research and development (R&D); visual raft target goal (GATRAVIS)

INTRODUCTION

Football is a sport that requires mastery of basic techniques as the main foundation for building an effective game. The development of football is currently very rapid, marked by the increasing number of Sekolah Sepak Bola (SSB) which was founded to develop the talents and potential of young players so that they are able to achieve success and bring honor to the nation at the national and international levels (Annas et al. 2024). In this game of football, almost everything is played using the legs except for the goalkeeper who is allowed to use his hands to catch the ball (Sumantri and Sudarmono 2024). One of the most frequently used techniques in a match is passing, because the act of distributing and receiving the ball is a dominant element in maintaining possession of the ball, developing attacks, and controlling the tempo of the game (Rachmat Ramadhan Maulana, Widiastuti, and Taufik Rihatno 2020). Nearly eighty percent of football involves giving and receiving passes (Anam et al. 2021). Good mastery of passing techniques allows players to build effective teamwork and improve the overall quality of the game (Maulana, Iqbal, 2020).

Training is the implementation of a plan that is prepared in a directed manner to improve sports abilities, by including theoretical and practical elements and is carried out based on methods and rules that are in accordance with the goals to be achieved (Panji et al. 2024). In the development of youth football, the development of passing techniques needs to be carried out systematically and in accordance with the characteristics of player development (Setyawati and Yanuartuti 2021). At this stage, players are in the cognitive development phase; therefore, the training process will be more effective if supported by a variety of well-organized, planned, and structured exercises (Arrosyid et al. 2023). Limited passing practice facilities and low passing accuracy result in less-than-optimal training. Training that incorporates visual media helps players understand the direction, target, and power of passes more concretely, thus facilitating motor skill mastery.

Several previous studies have shown that the use of visual-based training media can improve the quality of learning basic soccer techniques. Research by Santya et al. (2024) showed that the use of visual targets improved passing accuracy in players aged 10-12 years. Visual target media functions as a training stimulus as well as a feedback tool that helps players recognize the level of success of the passing movements they

perform (Hidayat and Putra 2024). Training media designed according to the age characteristics of the players also contribute to increasing concentration, motivation and technical accuracy (Vansteenkiste et al. 2022). However, most of the available training media are still difficult to access due to cost constraints, complexity of use, and limited suitability for field training conditions.

Based on this review, a research gap was identified in the development of simple, practical, and appropriate visual target media for players. Along with technological advancements, the world of sports education and training has begun to utilize interactive multimedia as a supporting medium in the learning process (Ardy and Wardana 2025). Previous studies have largely emphasized the effectiveness of training, while the development of applicable and context-specific training media products is still limited. Therefore, development-oriented studies are needed that focus on creating visual target media as a passing training aid that is easy to use, affordable, and aligned with the characteristics of basic soccer skills learning for young players.

This research aims to produce a visual target media product as a passing training aid for soccer schools. The developed media is intended to help players understand passing targets more concretely, reduce boredom, and support more structured and engaging training variations (Rifaldo and Abdillah 2023).

The benefits of this research include both theoretical and practical contributions. Theoretically, this research is expected to enrich knowledge about the development of training media in youth soccer coaching. Practically, the resulting visual target media can be used by coaches as an effective alternative for passing drills, assisting players in improving basic technical skills, and serving as a reference for developing training media in other soccer schools with limited training facilities (Belajar et al. 2025).

METHOD

This research is a type of development research. Development research is a type of research that aims to develop and produce a product (Iii and Penelitian 2022). The product of this research is a visual raft target goal media (GATRAVIS) as a passing training aid for soccer schools. The media development design in this research is adapted from the ADDIE development model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. The steps of the development research can be explained in the diagram below:

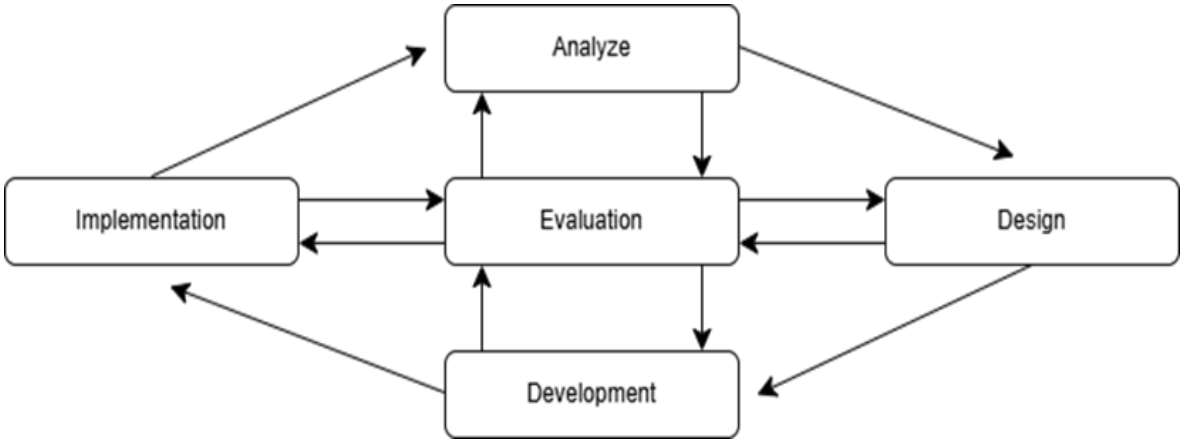

Figure 1. Development Procedures
Source: Branch (in Sultan and Kasim 2024)

The steps outlined above are the ADDIE model steps implemented by researchers to carry out the research phase. In this development, researchers conducted initial stages: observation to identify problems, developing product designs, manufacturing initial products, field trials, and evaluation to identify strengths and weaknesses gawang target rakit visual (GATRAVIS) based on field trials and expert assessments.

Figure 2. The Target Goal Has Not Been Assembled

This visual raft target goal media modification is expected to encourage players to enjoy the process during training (Nugroho and Gula 2022). This media can be assembled into a single, complete goal without any targets that can later be

adjusted. Gawang target rakit visual (GATRAVIS) is assembled to suit the player's needs.

Figure 3. The Target Goal Is Set

Learning modification is a form of creativity that can be done to modify variations in training by applying various learning techniques and models. Gawang target rakit visual (GATRAVIS) It can be installed with three target points that can also be adjusted to the player's needs. In this development research, the final product was determined based on the results of data analysis obtained during the validation process and field trials involving targets (Journal et al. n.d.).

The data obtained in this study comprises both qualitative and quantitative data. Qualitative data were obtained from questionnaires containing criticism and suggestions from soccer experts/coaches and media experts as input for improving the product under study. Quantitative data were obtained from questionnaires administered to experts and players..

The data analysis technique in the quantitative phase of this study uses descriptive data in the form of percentage. In this study, the percentage formula was used Asyhari dkk (in Arifah, Sukirman, and Sujalwo 2019) with the formula:

$$P = \frac{f}{N} X\ 100\%$$

Information:

P = The percentage score sought

f = Score obtained by validator

N = Maximum score

From the percentage results obtained, they are then classified to obtain data conclusions.

Table 1. Classification Percentage Percentage

Presentation	Classification	Meaning
76-100%	Good	Very Usable
51-75%	Sufficient	Usable
26-50%	Not Good	Repairable
0-25%	Not Good	Not Usable

Source: Sugiono (in Arif Rachman, Yochanan 2024)

RESULT AND DISCUSSION

This research was conducted at SSB Garuda Muda and SSB Putra Mandiri Semarang. The resulting product is a visual raft target goal (GATRAVIS) for passing training. The description of this media is as follows: Physical Form: 1) Iron material, 2) Nuts and bolts as size adjusters, and 3) Goal size 2 meters x 3 meters. The target box has several sizes, namely 100 cm, 80 cm, and 60 cm.

This media product has been configured to be assembled and disassembled to adjust the target size. The research findings are expected to not only provide solutions to problems in SSB but also serve as a reference for SSB and other professional clubs in developing effective training media tailored to the needs of basic technique learners. In line with opinion Adank, Borghouts, and Vos (2024), Training media designed with attention to motivational aspects can increase players' enjoyment, focus, and interest during training, especially for young players who easily get bored during training (He and Wei 2025). Visual target media development guide gawang target rakit visual "GATRAVIS" as a passing practice tool that can be accessed via the link: https://bit.ly/GATRAVIS

The media and material experts who served as validators in this study were Mr. Dicky Budhi Setyawan, S.Pd., M.Pd. as a media expert and the coach of SSB Putra Mndiri, Mr. Djunaidi and the coach of SSB Garuda Muda, Mr. Haryadi as material experts. Based on its quality, safety, usefulness and feasibility, the experts stated that the visual raft target goal (GATRAVIS) was worthy of being tested. The percentage obtained was 72% and received the category "Sufficient". The following table shows the results of the expert validators:

Table 2. Expert Validator Results

Rated Aspect	1st Validator	2nd Validator	3rd Validator	Score is Obtained	Maximum score	%
Product quality (Chen 2024)	12	11	11	34	48	71%
Product safety (Hu, 2022)	11	11	11	33	48	68%
Product benefits (Nabilah, Sasmita, and Wahzudik 2025)	12	12	12	36	48	75%
Product suitability (Saputra & Sumarno, 2023)	12	12	11	35	48	73%
TOTAL VALUE	**47**	**46**	**45**	**138**	**192**	**72%**
MEAN	**11,7**	**11,5**	**11,2**	**34,5**	**48**	**72%**

Based on Table 3, the cognitive aspect consists of 15 items that measure players' knowledge of GATRAVIS media. Validity test results showed that 10 items (66.7%) were declared valid, while 5 items (33.3%) were declared invalid. The high percentage of validity in this aspect indicates that most indicators accurately measured players' understanding of the media's function, usage, size, and safety aspects. Valid items had specific editorial characteristics and were relevant to players' direct experiences using the media in training.

Invalid items tended to be general and informative, resulting in nearly all respondents giving the same answers. This resulted in low item discrimination and insignificant correlation to the total score. Therefore, invalid items need to be revised by clarifying the focus of the questions and linking them directly to the use of GATRAVIS media. The following table shows the results of the cognitive aspect validity test:

Table 3. Cognitive Aspect Validity Test Results

No	Question Indicator	Information	Percentage
1	Understand the function of GATRAVIS media	Valid	66,7%
2	Understand the media materials	Valid	66,7%
3	Understand that media can be used in training activities	Invalid	33,3%
4	Understand the role of media in training conducted by trainers	Invalid	33,3%
5	Understand the installation procedure	Valid	66,7%
6	Understand the types of training	Valid	66,7%
7	Understand the safety rules	Valid	66,7%
8	Understand the level of media safety	Valid	66,7%
9	Understand the benefits of media	Valid	66,7%
10	Understand the number of targets	Invalid	33,3%
11	Understand the general shape of media	Invalid	33,3%
12	Understand the size of media	Valid	66,7%

13	Understand how to use it	Valid	66,7%
14	Understand that media can be easily moved	Invalid	33,3%
15	Understand the purpose of using media	Valid	66,7%

Percentage of valid items:

$$P = \frac{10}{15} \times 100\% \quad P = 0{,}6667 \times 100 \quad P = 66{,}7\%$$

Invalid item percentage:

$$P = \frac{5}{15} \times 100\% \quad P = 0{,}3333 \times 100\% \quad P = 33{,}3\%$$

Interpretation: The cognitive aspect has a validity level of **66.7%** (good category).

In Table 4, the affective aspect consists of 15 items measuring players' attitudes while using GATRAVIS media in training. The analysis results show that 10 items (66.7%) were declared valid and 5 items (33.3%) were declared invalid. The relatively high validity percentage indicates that GATRAVIS media can influence players' psychological aspects, such as motivation, enthusiasm, self-confidence, and responsibility during training. Valid items describe attitudes that can be directly observed and felt during the training process.

Meanwhile, invalid items were generally normative in nature and did not specifically measure attitudes toward GATRAVIS media. Overly general statements, such as liking soccer or the importance of following a coach's instructions, did not directly reflect the impact of media use, resulting in low correlation values. Revisions were needed to narrow the context of the statements to focus more on the experience of media use. The following table shows the results of the affective aspect validity test:

Table 4. Results of the Validity Test of the Affective Aspect

No	Question Indicator	Information	Percentage
1	Having a positive perception of training activities	Invalid	33,3%
2	Being enthusiastic during training	Valid	66,7%
3	Enthusiastic about participating in training using available facilities	Valid	66,7%
4	Showing interest in soccer activities	Invalid	33,3%
5	Being motivated when using media	Valid	66,7%
6	Feeling happy using media	Valid	66,7%
7	Being confident in passing	Valid	66,7%
8	Showing enthusiasm in participating in training without equipment	Invalid	33,3%

9	Not feeling bored during training	Valid	66,7%
10	Respecting teammates during training	Valid	66,7%
11	Being responsible for the media	Valid	66,7%
12	Committed to carrying out training seriously	Invalid	33,3%
13	Showing awareness of the importance of following instructions	Invalid	33,3%
14	Willingness to care for the media	Valid	66,7%
15	Disciplined when using the media	Valid	66,7%

Percentage of valid items:

$$P = \frac{10}{15} \times 100\% \qquad P = 66{,}7\%$$

Invalid item percentage:

$$P = \frac{5}{15} \times 100\% \qquad P = 33{,}3\%$$

Interpretation: The affective aspect has a validity level of **66.7%** (good category).

Based on Table 5, the psychomotor aspect consists of 20 items that measure the player's skills in using media GATRAVIS during passing practice. The results of the validity test showed that 10 items (50%) were declared valid and 10 items (50%) were declared invalid.

The validity percentage for this aspect is lower than for the cognitive and affective aspects. This is likely because skill measurement requires more operational and specific indicators. Valid items generally relate directly to the ability to direct the ball to the target, adjust the power of a kick, and consistently pass using media.

In contrast, invalid items tend to describe basic soccer skills in general and do not specifically measure the use of GATRAVIS media. As a result, the item does not have sufficient discriminatory power in differentiating players' skill levels. The following table shows the results of the psychomotor aspect validity test:

Table 5. Psychomotor Aspect Validity Test Results

No	Question Indicator	Information	Percentage
1	Able to direct the ball to the target	Valid	50%
2	Able to pass correctly	Valid	50%
3	Able to kick the ball using the outside of the foot	Invalid	50%
4	Able to adjust the power of the kick	Valid	50%
5	Ready position before receiving a pass	Invalid	50%
6	Able to see the target before passing	Invalid	50%
7	Able to perform all basic soccer passing techniques	Invalid	50%
8	Consistent when passing	Valid	50%
9	Able to follow the coach's instructions	Valid	50%
10	Able to follow a general training sequence	Invalid	50%

11	Able to coordinate foot movements appropriately	Invalid	50%
12	Able to perform repeated training	Valid	50%
13	Able to consistently perform stable movements	Invalid	50%
14	Independent during training	Valid	50%
15	Able to play soccer games according to one's skills	Invalid	50%
16	Able to hit a 60 cm target	Valid	50%
17	Able to hit an 80 cm target	Valid	50%
18	Able to hit a 100 cm target	Valid	50%
19	Able to carry out training activities according to instructions given	Invalid	50%
20	Able to use other available training facilities	Invalid	50%

Percentage of valid items:

$$P = \frac{10}{20} \times 100\% \qquad P = 0{,}5 \times 100\% \qquad P = 50\%$$

Invalid item percentage:

$$P = \frac{10}{20} \times 100\% \qquad P = 50\%$$

Interpretation: The psychomotor aspect has a validity level of **50%** (sufficient category).

After conducting a validity test and obtaining items that meet the criteria, the next step is to conduct a reliability test to determine the instrument's internal consistency. The reliability test in this study used the Cronbach's Alpha formula and was only conducted on items declared valid in each aspect.

In terms of cognitive aspects, 10 of the 15 items tested were found to be valid. The reliability calculation for these 10 items showed a Cronbach's Alpha coefficient of 0.82. This value is in the very high category ($\alpha > 0.80$), indicating that the instrument has excellent internal consistency in measuring players' understanding of the media's functions, usage, safety, and benefits GATRAVIS. This shows that each item in the cognitive aspect is correlated with each other and is able to represent the knowledge construct consistently.

In the affective aspect, 10 of the 15 items analyzed were found to be valid. The reliability test results showed a Cronbach's Alpha value of 0.85, which is considered very high. This value indicates that the instrument for the affective aspect has a very good level of consistency in measuring players' attitudes, motivation, enthusiasm, and self-confidence while using the media GATRAVIS in practice. The high reliability value indicates that the affective indicators form a stable and measurable attitude construct.

In the psychomotor aspect, 10 of the 20 items tested were declared valid. The reliability calculation for these valid items showed a Cronbach's Alpha value of 0.78, which is included in the high category ($0.60 \leq \alpha < 0.80$). Although this value is lower than the cognitive and affective aspects, this figure still indicates that the instrument has good consistency in measuring passing skills using media GATRAVIS. This difference in reliability values can be caused by the characteristics of psychomotor aspects which are more complex and influenced by variations in each individual's practical abilities.

A good or acceptable Cronbach's Alpha value is generally above 0.70-0.80 for Likert scale instruments. Values above this range indicate that the measurement technique is consistent and reliable, while lower values indicate a need for revision or improvement of the item structure. For example, several studies have suggested that a Cronbach's Alpha between 0.7 and 0.8 reflects good reliability, while values above 0.80 indicate high or excellent reliability (Method and Setyaedhi 2024).

Overall, all aspects show a reliability coefficient value above 0.70, so it can be concluded that the research instrument has a good level of reliability and is suitable for use as a data collection tool in media development research GATRAVIS. This valid and reliable instrument supports data accuracy in assessing the effectiveness of media on the cognitive, affective, and psychomotor aspects of players Sekolah Sepak Bola (SSB).

Small Group Product Trials

The normality test was conducted using the Shapiro-Wilk test because the sample size was less than 50 respondents (n = 14). This test aims to determine whether the pretest and posttest data for each aspect are normally distributed. The use of the Shapiro-Wilk test for small samples is supported by research in the journal Mathematics, which states that the Shapiro-Wilk test has a better level of statistical (power) than other normality tests for small sample sizes (Mishra, Pandey, and Singh 2019).

Table 6. Normality Test Results

Aspect	Sig. Pretest	Sig. Posttest	Information
Cognitive	0,200	0,176	Normal
Affective	0,163	0,189	Normal
Psychomotor	0,148	0,171	Normal

Based on the Shapiro-Wilk test results, all significance values (Sig.) were greater than 0.05. Thus, the pretest and posttest data for all three aspects were normally

distributed. Therefore, the analysis continued using a parametric test, namely the paired sample t-test.

A paired t-test was conducted to determine whether there was a significant difference between the pretest and posttest scores after using the media GATRAVIS.

Table 7. Average Pretest and Posttest

Aspect	Mean Pretest	Mean Posttest	Difference
Cognitive	62,14	84,21	22,07
Affective	65,36	86,07	20,71
Psychomotor	60,50	82,64	22,14

Table 8. Results Uji t

Aspect	t count	Sig. (2-tailed)	Information
Cognitive	9,842	0,000	Significant
Affective	8,973	0,000	Significant
Psychomotor	10,115	0,000	Significant

Based on the t-test results, all aspects showed a significance value of 0.000 (<0.05). This means there is a significant difference between the pretest and posttest scores in the cognitive, affective, and psychomotor aspects. Thus, the use of media GATRAVIS provide a significant influence on improving the abilities of players in small groups.

The N-Gain test is conducted to determine the level of improvement in learning outcomes after treatment. The N-Gain formula is:

$$N - Gain = \frac{Posttest - Pretest}{Maximum\ score - Pretest}$$

Interpretation criteria N-Gain:

- g ≥ 0,70 → Tall
- 0,30 ≤ g < 0,70 → Currently
- g < 0,30 → Low

Table 9. Calculation Results N-Gain

Aspect	N-Gain	Category
Cognitive	0,58	Currently
Affective	0,60	Currently
Psychomotor	0,56	Currently

Based on the results of the N-Gain calculation, all aspects are in the moderate category. This indicates that the use of media GATRAVIS provides quite effective improvements to player abilities, both in terms of knowledge, attitude and passing skills. The results of the normality test indicate that the data is normally distributed, allowing parametric analysis to be used. A paired t-test showed a significant difference between the values before and after media use. Furthermore, the N-Gain results were in the moderate category, indicating that media GATRAVIS effective in improving players' abilities at the small group trial stage.

The greatest improvement was seen in the psychomotor aspect, which indicates that media GATRAVIS was very helpful in improving passing skills in practice. Meanwhile, cognitive and affective aspects also experienced significant improvements, indicating that the media impacts not only skills but also players' understanding and attitudes toward training. Thus, based on the normality test, t-test, and N-Gain, media GATRAVIS stated to be effective when used in small groups (n = 14).

Results of a small group trial questionnaire regarding the development of visual target media gawang target rakit visual “GATRAVIS” as a passing practice tool shows that for the assessment of the cognitive aspect, 79% is categorized as "Good", the affective aspect is 82% is categorized as "Good", and for the psychomotor aspect, 87% is categorized as "Good". Total media rating gawang target rakit visual (GATRAVIS) According to player respondents, 83% were categorized as "Good," meaning the product is worthy of further testing. The following is a table of small-group trials:

Table 10. Small GroupTtrials

Sample	Rated Aspect			Score is Obtained	Maximum Score	%
	Cognitive	Affective	Psychomotor			
Total Value	**111**	**115**	**122**	**348**	**420**	**83%**
Mean	**7,9**	**8,2**	**8,7**	**24,8**	**30**	**83%**
Presentation	**79%**	**82%**	**87%**	**83%**		

Large Group Product Trials

The Shapiro-Wilk test for normality in this study was used because the sample size was less than 50 respondents. This test is recommended for small to medium-sized samples because it has a higher level of statistical power in detecting deviations from the normal distribution.

Table 11. Normality Test Results

Aspek	Sig. Pretest	Sig. Posttest	Information
Cognitive	0,112	0,178	Normal

Affective	0,095	0,163	Normal
Psychomotor	0,121	0,149	Normal

Based on the results of the Shapiro-Wilk test, all significance values (Sig.) were greater than 0.05. This indicates that the pretest and posttest data for all three aspects were normally distributed. Thus, the assumption of normality was met, and the analysis could be continued using a parametric test, namely the Paired Sample t-Test.

A paired t-test was conducted to determine whether there was a significant difference between the pretest and posttest scores after using the media GATRAVIS.

Table 12. Average Prestest and Posttest

Aspect	Mean Pretest	Mean Posttest	Difference
Cognitive	63,25	88,40	25,15
Affective	66,10	89,05	22,95
Psychomotor	61,75	87,20	25,45

Table 13. Results Uji t

Aspect	t count	Sig. (2-tailed)	Information
Cognitive	14,872	0,000	Significant
Affective	13,954	0,000	Significant
Psychomotor	15,221	0,000	Significant

The significance value for all aspects is 0.000 (<0.05). This indicates that there is a significant difference between the values before and after using the media GATRAVIS. Thus, media GATRAVIS provide a significant influence on improving cognitive, affective, and psychomotor aspects in large groups. The N-Gain test was conducted to determine the level of effectiveness of improving learning outcomes after treatment.

Table 14. Calculation Results N-Gain

Aspect	N-Gain	Category
Cognitive	0,68	Medium (approaching high)
Affective	0,67	Medium (approaching high)
Psychomotor	0,69	Medium (approaching high)

The results show that all aspects are in the medium category and approaching the high category (≥ 0.70). This indicates that the media GATRAVIS has strong effectiveness in improving the abilities of players in large groups. Based on the Shapiro-Wilk test results, all significance values (Sig.) were greater than 0.05. This indicates that the pretest and posttest data for all three aspects were normally distributed. Thus, the assumption of

normality was met, and the analysis could be continued using a parametric test, namely the Paired Sample t-Test.

The results of the Shapiro-Wilk normality test showed that the data were normally distributed, thus meeting the assumptions of the parametric test. The paired t-test showed a significant difference between the pretest and posttest in all aspects. Furthermore, the N-Gain value approaching the high category indicates that the media GATRAVIS more effective when applied to larger groups. Compared to the small group, the increase in the large group showed a higher mean difference and a larger t-value. This indicates that the media is increasingly stable and consistent in its use. Thus, based on the results of the Shapiro-Wilk test, t-test, and N-Gain on a large group (n = 40), the GATRAVIS media was declared effective and suitable for use as a passing training medium for Football School players.

Results of a large group trial questionnaire on media development gawang target rakit visual "GATRAVIS" as a passing practice tool shows that for the assessment of the cognitive aspect, 86% is categorized as "Good", the affective aspect is 88% is categorized as "Good", and for the psychomotor aspect, 87% is categorized as "Good". The total assessment media gawang target rakit visual (GATRAVIS) menurut responden pemain sebesar 87% dikategorikan "Baik". Berikut tabel uji coba kelompok besar :

Table 15. Large Group Trials

Sample	Rated Aspect			Score is Obtained	Maximum Score	%
	Cognitive	Affective	Psychomotor			
Total Value	**345**	**352**	**348**	**1045**	**1200**	**87%**
Mean	**8,6**	**8,8**	**8,7**	**26**	**30**	**87%**
Presentation	**86%**	**88%**	**87%**	**87%**		

After going through small group and large group trials, the advantages and disadvantages of the visual raft target goal media can be explained (GATRAVIS) as follows: Media advantages: 1) Gatravis can be used as a training aid with an attractive target display so that it can reduce player boredom, 2) Increase knowledge regarding the development of football media, 3) Attract interest in training by using Gatravis in passing material, and 4) Gatravis procurement is still affordable in terms of media production.

Media Disadvantages: 1) The disadvantages of this visual raft target goal are that the target size markers are not thick enough so they need to be detailed to ensure the size is correct, and 2) Additional pegs are added to strengthen the poles so they don't wobble easily. From the analysis of the visual raft target goal, the following information can be

provided for media development during product trials: Players: 1) Players are interested in doing soccer passing exercises using Gatravis, 2) Players become more mature by practicing passing accuracy., 3) Players' knowledge increases regarding media development knowledge. Coach : 1) Can be used by coaches as a training medium, and 2) Coaches find it easier to introduce various media developments to players by using the Visual Raft Target Goal reference.The use of the Visual Raft Target Goal for media development knowledge still faces several obstacles. The Visual Raft Target Goal still requires pegs to support the poles to prevent them from swaying. In the future, the Visual Raft Target Goal for soccer media development knowledge is expected to be refined..

CONCLUSION

Development of visual target media as a passing training aid for Sekolah Sepak Bola (SSB) which is compiled using the ADDIE model shows that the resulting product has an adequate level of feasibility to be applied in training activities. In the analysis stage, the results of the initial study revealed the need for a passing training aid that not only focuses on accuracy, but is also able to provide training variations and increase player interest during the training process. Next, the design and development stage is directed at the design and production of media gawang target rakit visual (GATRAVIS) tailored to the characteristics of the player SSB and the purpose of passing practice. Expert assessment at this stage places the media in the adequate category and is declared usable, which indicates that conceptually and technically the media has fulfilled the requirements as a training aid.

In the implementation phase, the media was then tested on a small group and obtained a good category with a description of very usable, which can be interpreted as a practical media, easy to operate, and able to increase player interest and involvement in passing practice. The results of the large-scale trial also showed a similar trend, namely in the good category and stated as very usable, which indicates that the media remains effective when applied to broader training situations. The evaluation phase was carried out by reviewing the results of expert validation and user responses, which generally showed that the visual raft target goal media has a good level of suitability and has the potential to become a form of innovation in passing training at SSB (Sekolah Sepak Bola). Thus, the development of this media can be considered relevant and can be applied

in supporting the improvement of basic passing skills through more targeted, varied training, and in accordance with the development needs of young players.

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