

# Matching Fund Program Intervention For Early Age Football Coach Training For Understanding Indonesian Philanesian Curriculum

Kartono Pramdhan<sup>1</sup>, Agus Santosa<sup>2</sup>, Dedi Supriadi<sup>3\*</sup>, Vicki Ahmad Karisman<sup>4</sup>,  
Akhmad Olih Solihin<sup>5</sup>, Jufrianis<sup>6</sup>

<sup>1,2,3,4,5</sup>STKIP Pasundan, Jl. Permana No 32 B, Citeureup, Cimahi Utara, Cimahi, West Java, Indonesia.

<sup>6</sup>Universitas Pahlawan Tuanku Tambusai, Bangkinang-Kampar, Riau, West Sumatra

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## ABSTRACT

The football curriculum in Indonesia has recently undergone changes and improvements, implementing the Indonesian football coaching curriculum, known as the Indonesian Philanesian Curriculum (KFI); however, not all coaches are familiar with it. The purpose of this study was to reveal the understanding of KFI for early childhood football school (SSB) trainers after being given a matching fund program. Experimental research was conducted with a population of 52 SSB trainers across Indonesia who passed the selection to join this program. The sample consisted of 26 SSB trainers in session I and 26 people in session II. This matching fund program is carried out for one week each session, in which either theoretical or practical programs are given. In total, there are 12 theoretical and 10 practical materials. The instrument used to measure the level of knowledge of the Philanesian curriculum on the SSB football coach was a knowledge test of the Philanesian curriculum with a reliability level of 0.911. Analysis of t-test and The Kruskal–Wallis test was carried out to see the difference in the effect of the matching fund program on the knowledge of the Indonesian Philanesian curriculum seen from the experience of training and also the age of the SSB trainers. The results show that the matching fund program in order to improve the competence of SSB coaches in Indonesia has an impact on KFI knowledge which includes football philosophy, learning formations, game principles, training methods, and characteristics of early childhood through SSB. This understanding of KFI can be a guide for young coaches on how to organize training properly and correctly. In addition, a guide to provide appropriate and effective training materials according to the age and level of

the players being trained. It is hoped that the quality standard of football practice in Indonesia will increase sharply.

**Keyword:** Indonesian Philanesian Curriculum, Football, SSB Coach

## INTRODUCTION

One of the indicators of the achievement of Indonesian football is how coaches are able to perform optimal performance in the athletes they train. Such an optimal achievement can be accelerated if they have competences reflected in their knowledge, attitude, and skills in training (Agustí et al., 2020). There is no specific formula for the competence of coaches in each sport. Especially in the sport of football, the Association of Indonesian Football Associations (PSSI) as the founding organization in charge of the sport of football has not yet issued a stipulation regarding the competency standards of football coaches. The PSSI Association currently only issues a license to train a trainer, while the National Sports Accreditation and Certification Body (BSANK) is more responsible for preparing policy formulation and implementing policies for standardization, accreditation, and sports certification. Likewise, sports experts and practitioners only formulate the concept of coach competence which is more general in nature for sports (Muttaqin, 2014).

The journey to become a professional and reliable footballer is very long and winding; it requires continuous intensive training in accordance with the right method, system and football training curriculum, (Stodter& Cushion, 2017). The curriculum is an important part of football coaching from an early age to seniors, by using a good and good teaching curriculum, the coaching process can run well and the goals of coaching will also be achieved (Bowley, 2015). In general, the educational curriculum consists of everything that promotes the intellectual, personal, social and physical development of participants. When transferred to sports, the term curriculum is usually associated with activity books and games arranged in such a way as to help the coach plan for training sessions. This football curriculum engages the readers in the reasons for choosing the activity, or illustrates how the coaching methodology is as important as the activity itself. Unfortunately, the approach in this curriculum is usually not implemented properly by the trainers, especially if the next training session is carried out not realizing the expected results, (Gjesdal et al., 2018).

Systematic, methodical and continuous quality training when young is a fixed price in coaching towards professional and reliable footballers, (Kirk et al., 2014). In becoming a soccer player, children go through various stages, just like the baby's process from crawling, standing to walking. Biologically, physiologically and psychologically, children and adolescents at every age level have their own characteristics and characteristics. So that in training, the coach must adapt to these conditions, for the effectiveness of the training materials taught to players, (Edwards et al., 2019).

Football school is the most appropriate place for early childhood football development. This is a good phenomenon considering the role of football schools as the root of football

development which is expected to be able to supply players to clubs in need. The main purpose of SSB is to accommodate and provide opportunities for students to develop their talents, as well as to provide a strong basis for playing football correctly, including forming good attitudes, personality, and behavior, while achievement is a long-term, (Feehily, 2018).

The football curriculum has recently become a major concern because the function of the curriculum is very important in the coaching process. The efforts made by Germany, for instance, by revamping the early childhood development curriculum, were translated into a guide book. As a result, Germany was able to successfully bring up new names such as Mario Goetze (20), Lewis Holtby (20), Julian Draxler (19), Ilkay Gundogan (21), and others who were all under 22 years of age. With the curriculum that must be applied when conducting training, consciously or unconsciously, these actions show a uniform pattern of education and games from an early age (Augste & Lames, 2011).

There are football training schools (SSBs) in all corners of Indonesia that do not have or do not apply a standard curriculum to be applied in training at their respective SSBs, (Rohman, 2018). The training so far has depended on the initiative and experience of the existing trainers. These coaches work hard on how to apply knowledge or football experience to their foster children in their own way. The training that has been applied so far has not been fully able to develop the talents of the players and sometimes there is something wrong in applying the training method for their students, (Cope et al., 2018).

The football curriculum in Indonesia has recently undergone changes and improvements, namely using the Indonesian football coaching curriculum known as the Indonesian Football Philanesian or better known as the Indonesian Philanesian Curriculum (KFI), (PSSI, 2017). The recent release of the Indonesian football coaching curriculum is proof that the process of coaching Indonesian football has undergone a change from the structure that must be conveyed in training and practice activities. The Indonesian Philanesian football coaching curriculum has phases of coaching which are distinguished by the material presented from the early to senior stages. This is intended so that the development of football from an early age to professional football will find a definite continuity so that designing national football achievements can be designed from an early age.

The curriculum is an important part of football coaching from an early age to seniors, by using a good and good teaching curriculum, the coaching process can run well and the goals of coaching will also be achieved. In the soccer curriculum, the training program is adjusted to the age group and the characteristics of each age group. A person's age determines the way he relates to the world around him and with others. In all learning processes, age is the key in choosing what materials and methods are suitable for teaching a material. Football is the same. The division of these levels includes: 1) The level of nausea (fun phase) which consists of the age group 5-8 years. 2) The basic level (foundation) consists of the age group 9-12 years. 3) Intermediate level (formation phase) consisting of the age group of 13-14 years. 4) The advanced level (final Youth) consists of 15-20 years age group, (Gjesdal et al., 2018).

The key to maximum player development is a structured and well-programmed training program. By referring to or guided by the curriculum, there will be a line that connects the training of beginners to advanced level players and it must be understood by everyone involved in SSB. If there is no curriculum then the process of coaching players will be disjointed and it will be difficult to evaluate players, (Klar et al., 2021).

The development of the Indonesian football coaching curriculum is not enough to just release and publish it to the regions, but PSSI needs to open trainings or coaching licenses for coaches from an early age to professionals. Efforts to improve the competence of coaches are important for countries that want to advance football achievements in their country, (Pulido & Leo, 2020). The development of early childhood football players is a very basic foundation as a solid supporting material for football coaching which must be handled by competent coaches in accordance with their competency standards. One of them is training for trainers offered by the government through competition grants for campuses with a matching fund program, (Kemendikbud, 2021) which aims to improve the competence of football coaches, especially in Football Schools (SSB) in early childhood. The form of the program is a D license for trainers who do not yet have a trainer license. This program is very useful for the development of Indonesian football on the basis of several problems that exist in football in Indonesia at this time. Therefore, this study will reveal the understanding of KFI for SSB coaches at an early age after being given a matching fund program. It is hoped that the results of this study will provide an overview of efforts to increase the competence of trainers at an early age. This is very important because when the competence of SSB coaches is early childhood, more young talents will emerge.

## **METHOD**

This research was conducted on the participants of the “matching fund” program training, totaling 52 football coaches throughout Indonesia who had passed the selection to join this program. This program is designed to increase the usefulness and relevance while at the same time harmonizing the development of science and technology that occurs in universities in Indonesia so that it is in line with meeting the needs or solving problems in the business and industrial world (DUDI) and society, (Kemendikbud, 2021) in this case related to the world of sports businesses in developing the competence of coaches at the Football School (SSB) in Indonesia to advance the Indonesian football industry. SSB is a sports organization, especially football, which has the function of developing the potential of athletes. The goal of football schools is to produce athletes who have good abilities, are able to compete with other football schools, can satisfy the community and maintain the viability of an organization (PSSI, 2017).

This matching fund program is carried out in two sessions, in which the first session is held on September 16, 2021 until September 21, 2021 and the second session is held on October 28, 2021. Each sample in each session consists of 26 SSB trainers in accordance with the provisions of the matching program funds that have been determined by the Ministry of Education and Culture policy, (Kemendikbud, 2021). Of the population who registered for this

program in session I as many as 60 people and session II as many as 92 people, so a total of 152 were then selected to be 26 people per session, so that the sample in this study amounted to 52 unlicensed SSB trainers.

### Intervention Program

The matching fund program is carried out for one week, each day the programs are different, there are programs for theory and there are programs for practice. There are 12 theoretical materials and 10 practical materials. The implementation of each day is well-scheduled from 7 am until 9 pm. Table 1 describes the details of the matching fund program provided as an intervention to increase KFI knowledge.

Table 1. Matching Fund Program

Day	Program	
	Theory	Practice
1	Pre-test	
2	1. What is Football? 2. Coaching Process (1) <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Conduct</li> <li>• Evaluation</li> </ul> 3. Indonesian Football Philosophy <ul style="list-style-type: none"> <li>• Playing Style</li> <li>• Study Formation</li> </ul>	Games: <ul style="list-style-type: none"> <li>• 11 vs 11 Games</li> <li>• Game 7 vs 7</li> <li>• Game 4 vs 4</li> </ul>
3	1. Sport Gen 2. Injury Management in Sports 3. Physiotherapist and Tapping	1. Fun Phase (6-9) <ul style="list-style-type: none"> <li>• M-BM</li> <li>• Coordination, ball feeling, dribbling</li> <li>• Agility, dribbling, passing</li> </ul>
		2. Fun Phase (6-9) <ul style="list-style-type: none"> <li>• M-BM</li> <li>• Passing, receiving,</li> </ul>

		<p>shooting</p> <ul style="list-style-type: none"> <li>• Receiving, dribbling, shooting</li> </ul> <p>(S4D focused)</p>
4	<ol style="list-style-type: none"> <li>1. S4D Introduction</li> <li>2. Principles of Play (general &amp; specific)</li> <li>3. Violence Prevention Workshop</li> </ol>	<ol style="list-style-type: none"> <li>1. Principals of DEE                     <ul style="list-style-type: none"> <li>• One Session Sample (1vs1,2vs2,1vs2,2vs1)</li> </ul> </li> <li>2. Principals of ATT                     <ul style="list-style-type: none"> <li>• One Session Sample (1vs1,2vs2,1vs2,2vs1)</li> <li>• 4vs2 (Diamond Ahape)</li> </ul> </li> </ol>
5	<ol style="list-style-type: none"> <li>1. Fair Play</li> <li>2. Healthy Lifestyle</li> <li>3. hProcess Coaching (analysis, problem definition, exercise design)</li> </ol>	<ol style="list-style-type: none"> <li>1. Skill development phase (13-14 years)                     <ul style="list-style-type: none"> <li>• First Touch</li> <li>• Skill recognition practice</li> <li>• Skill component training</li> <li>• Game practice</li> </ul> </li> </ol>
6	<u>Injury treatment</u>	<ol style="list-style-type: none"> <li>1. 1-4-33 . formation situation game</li> <li>2. 3 match moments</li> </ol>
7	Evaluation Interview	<ol style="list-style-type: none"> <li>1. Skill development phase (13-14 years)                     <ul style="list-style-type: none"> <li>• First Touch</li> <li>• Skill recognition</li> </ul> </li> </ol>

		practice <ul style="list-style-type: none"> <li>• Skill component training</li> <li>• Game practice</li> </ul> 2. Violence Prevention Practical 3. FESTIVAL
	<b>Post test</b>	

The instrument used to measure the level of knowledge of the Philanesian curriculum on the SSB football coach used a knowledge test of the Philanesian curriculum with a reliability level of 0.911. These instruments are distributed before the implementation and at the end of the matching fund program implementation in each session. After the data was collected, the analysis was carried out using a t-test to see the increasing influence of the matching fund program on the knowledge of the Indonesian philanthropist curriculum. The t-test and the Kruskal–Wallis test were carried out to see the difference in the effect of the matching fund program on the knowledge of the Indonesian Philanesian curriculum seen from the training experience and also the age of the SSB trainers.

## RESULTS

A total of 52 SSB football coaches in Indonesia who have passed the selection to take part in the matching fund training have filled out the Indonesian Philanesian curriculum knowledge test before and after the program was implemented. Table 1 will describe the data before and after the training intervention was given to the matching fund program for each question indicator.

Table 1. Descriptive statistics for KFI Knowledge see from indicator

		Pre test			Post test		
indicator		mean	SD	N	mean	SD	N
Pre KFI knowledge	Football philosophy	16.3	5.4	52	17.1	4.2	52
	Study formation	14.9	6.1	52	15.2	5.9	52
	Game principle	22.7	7.2	52	26.5	6.7	52
	Exercise Method	20.8	8.8	52	21.0	7.8	52
	Characteristics of early childhood	12.00	6.31	52	11.99	4.22	52

Notes. KFI = Indonesian Philanesian Curriculum

Judging from the data description, the increase in the Mean for each KFI knowledge indicator is seen in the pre-test and post-test data. The biggest increase in Mean occurred in the game principle knowledge indicator with a gain of 3.8. While the decrease occurred in the indicator with a gain of -0.01 in the indicator of knowledge of the characteristics of early childhood. To see the KFI knowledge category from the results of the matching fund program intervention as a whole, table 2.

Table 2. Categories of KFI knowledge

interval	Freq.	%	Category	
SX > 33.01	11	21.1	Very High (VH)	
29.21 < X	33.01	20	38.4	High (H)
25.41 < X	29.21	13	25	Medium (M)
21.61 < X	25.41	9	17.3	Low (L)
X	21.61	0	0.00	Very Low (VL)
Amount	52	100		

KFI knowledge is in the High category with a value of 38.4%, while for the Very High category it is only 21%, the medium category is 25%, the low category is 17.3% and none is in the Very Low category. Figure 1 helps you explain the categories of KFI knowledge after the matching fund intervention.

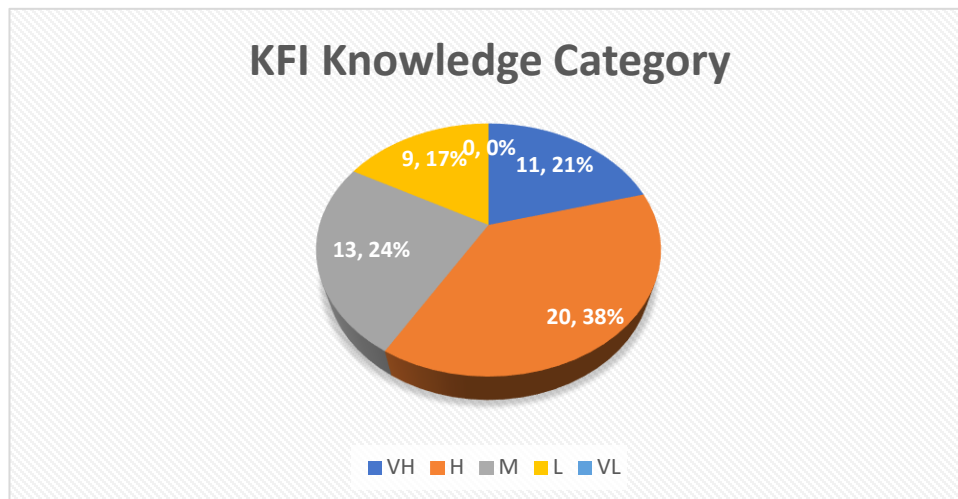


Figure 1. KFI Knowledge Category



Hypothesis testing was continued by testing using the t test and the Kruskal–Wallis test to see the effect of the Urban and Non-Urban groups, age and training experience (length of training) on KFI knowledge. Table 3 describes the results of the Independent Sample T-test (for the coach's home region) and the Kruskal–Wallis test (for age and coaching experience). Table 2 describes the results of the calculation of the t test and the Kruskal–Wallis test.

Table 3. results of the Independent Sample T-test (for the coach's hometown) and the Kruskal–Wallis test (for age and training experience)

Factor	Gain KFI Knowledge			X <sup>2</sup>	p
	N	M	SD		
Coach's hometown					
urban	33	20.7	7.2	0.822	0.036
Non-Urban	19	22.8	8.8		
Age					
18-25 yrs	31	23.5	9.31	0.453	0.554
26-35 yrs	15	18.3	6.26		
36-45 yrs	6	9.2	5.11		
Training experience					
< 1 yr	3	10.3	2.40	0.765	0.213
1 - < 2 yrs	39	27.6	8.91		
>= 3 yrs	10	16.6	10.00		

Significant influence occurs in the area of origin coaches group of Urban and Non-Urban at  $p = 0.036 < p = 0.000$   $x^2 = 0.82$  means that there is a difference KFI knowledge in the area of origin coach groups of the intervention fund matching program, if seen from the Mean the highest in the Non-Urban group of 22.8. The significant difference in the effect of the training experience group as measured by the length of training was also seen with  $p=0.213 < p=0.000$  with the largest mean value being the trainers who had training experience for 1 - <2 years of 27.6. Meanwhile, in the age group, there was no significant difference in the impact of the matching fund program intervention on KFI knowledge with  $p=0.0554 > p=0.000$ .

## DISCUSSION

The results of this study support the proposed hypothesis, in which there is a significant effect of the matching fund program intervention on the KFI knowledge of SSB trainers in Indonesia who do not yet have a license. KFI knowledge is more proactive in the principles of the game about

attacking and defending games. SSB coaches who have participated in the matching fund program understand the philosophy of football, learning formations, game principles, training methods and characteristics of early childhood. This understanding increased after program interventions were carried out in all groups in terms of area of origin, age and training experience. Trainers' knowledge of all of these is important to have to improve their competence to achieve professional trainers, (Moen & Federici, 2013). Knowing the coach curriculum can also be a good relationship between coaches and athletes which aims to improve the skills of athletes in various tasks, in this case certain physical, technical, tactical and psychological skills are important for athletes, (Cope et al., 2018). Therefore, in addition to curriculum knowledge, trainers also need to perform in different domains to be effective in their roles, for example, they must become instructors, motivators, strategists, organizers, and character builders, (Mullen, 2016).

The difference in influence occurs in groups from Urban and Non-urban areas regarding KFI knowledge which is greater in the origin of the trainers from the Urban area. This is in line with the results of previous research that trainers who live in urban areas receive more information about training programs that they may participate in to improve their knowledge and competence as trainers, so it is easier for them to find out earlier about this compared to trainers who located in Non Urban area, (Klar et al., 2021). Characteristics of trainers who live in non-urban areas are more likely to have no experience and knowledge about how they train, because of the limited access they can to develop their competencies, (Shikalepo, 2019). Most coaches who come from rural areas only understand what happens on the field when playing, such as understanding the concept of attacking and defending games, it is important for coaches to understand, however, as a coach, they should be able to understand the learning formation that will be trained, because this is a coach competency that must be developed. owned. The application of theory in practice is an important part of the coaching process, and must be understood thoroughly to increase the effectiveness of coaching, (S. Santos et al., 2010).

Age cannot be a guarantee for the trainer's knowledge of how to train and how to understand the child's character which is adjusted to the level of growth and development of the child so as to be able to create an appropriate and targeted training model (Cowan et al., 2014). Thus, in this study, there was no significant difference in the level of KFI knowledge in each age group of SSB trainers. This trend of similar knowledge of KFI knowledge after the intervention, one of the factors that influenced it was not the age difference of the trainers but rather the experience of the trainers, (Schlesinger & Weigelt-schlesinger, 2017). The effect of the intervention on the football coach's knowledge of coaching skills and knowledge of athletes' characteristics was significant regardless of the difference in the age of the coach (Bowley, 2015). Furthermore, other studies have shown that some differences in the age of football coaches are not only able to retain and apply the new knowledge gained, but also change their approach to coaching their athletes, (Schlesinger & Weigelt-schlesinger, 2017).

Many factors can affect the trainer's knowledge of how to train which must pay attention to the growth and development characteristics of their students, including the training experience

they have, (Kerr et al., 2017). The findings show that coaching actions are significant predictors of positive experiences of football coaches. The coach-athlete relationship has been considered key in explaining the athlete's experience in the training process, (F. Santos, 2018). The experience of training trainers can improve listening skills, understanding and better management of knowledge, confidence, interpersonal skills and listening skills, (Klar et al., 2021). Knowledge of trainer content including KFI knowledge must take into account the needs of individual trainers and the situations in which they work, thereby making these various forms of knowledge more contextually relevant. In addition, coaches need to be given the opportunity to apply, reflect and learn from their experiences working with this knowledge to make more informed decisions about what that knowledge means for and to improve the skills of athletes, (Mullen, 2016).

Mastery experience is essential for the growth and competence of coaching coaches. Importantly, analysis of valid task demands and their assessment of their own competence as trainers, will result in trainers building and developing new competencies, (Newbery & Stage, 2016). The study of elite trainers' perceptions of required competencies and their assessment of their own training needs. An understanding of which areas trainers need to understand includes a curriculum by trainers that they are competent and consider themselves to be in need of more training. This will provide valuable information to improve coach education and in turn improve skills among coaches in sports, especially sports, (Moen & Federici, 2013).

Competence knowledge seems to be an absolute necessity for football coaches in sports. Interestingly, this category of training needs is the most prioritized by coaches in the communication category, influencing skills and communicating constructive and goal-oriented feedback to their athletes, (Moen & Fikse, 2011). The findings suggest that coaches actively construct and experiment with knowledge for use in socially situated coaching practice, through individual and reflective level filters. The question of what works, how and for whom in the context of trainer learning is addressed for the first time. Explanation of this process can improve the training process and professional practice through advancing 'theory in context' based on the trainer's experience and knowledge, (Stodter & Cushion, 2017).

The results of this study provide reasons for coaches to know and understand the concept of the football coaching curriculum, especially KFI in Indonesia as the basis for the development of early childhood football achievements. Therefore, coaches need to be self-aware about how and when to use coaching skills that include football philosophy, learning formations, game principles, training methods and early childhood characteristics through SSB. The educational curriculum provided is dominated by practical activities (practices) of basic skills and techniques in playing ball (dribbling, passing, shooting), and understanding various kinds of tactics and strategies in football as well as conducting football game simulation exercises with the aim that students can become a football player. football players, (PSSI, 2017). However, in this study there are many limitations, such as the sample which is only limited to participants who qualify for the matching fund program organized by the Indonesian Ministry of Education and Culture. Future research should have a larger sample for trainers throughout Indonesia who are

given KFI understanding interventions. In addition, KFI knowledge is influenced by the area of origin of the trainers, namely Urban and Non Urban, but other control variables such as economic status have not been studied. The economic status of the trainers will affect their knowledge in training because it is related to the frequency with which they conduct training to improve their competence as trainers, (Hammond & Perry, 2014). Further research may include other control variables such as economic status to support increasing knowledge of KFI in Indonesia.

Based on this research, KFI knowledge for SSB football coaches will better understand the characteristics of age grouping. The curriculum then describes the stages of youth football development that players must go through. At each of these stages, there are specific training systematics and methods according to the needs of each age group. This coaching stage will produce players who love the game of football, have good football action skills, and are competent in the game. All of them can be a guide for young coaches on how to organize good and correct training. Also, a guide to provide appropriate and appropriate training materials according to the age and level of the players being trained. It is hoped that the quality standard of football practice in Indonesia will increase sharply. So as to create quality future players who will bring the Indonesian national team to triumph at the world level.

## **CONCLUSION**

This study shows that the matching fund program in order to improve the competence of SSB coaches in Indonesia has an impact on KFI knowledge which includes football philosophy, learning formations, game principles, training methods and characteristics of early childhood through SSB. The area of origin of the trainers from Urban and Non-urban makes the difference in KFI's knowledge of SSB trainers in Indonesia. Trainers in urban areas receive more information about training programs that they may participate in to improve their knowledge as well as their competence as trainers, making it easier for them to find out in advance compared to trainers in non-urban areas. The age background and experience of the trainers have no effect on KFI's knowledge of SSB trainers in Indonesia.

In the meantime, the limited number of participants who passed to take part in the matching fund program organized by the Indonesian Ministry of Education and Culture is considered one of the drawbacks of the present study. Therefore, future research needs to have a larger sample for trainers throughout Indonesia who are given KFI understanding interventions. In addition, the area of origin of the trainers are Urban and Non-Urban, but other control variables such as economic status that may influence this have not been studied. Preferably, further research may be able to include other control variables such as economic status to support increasing knowledge of KFI in Indonesia for the achievement of football sports at an early age.

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