

Validity of a football training model integrating Tri Hita Karana and Balinese traditional games

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ABSTRACT

This study aimed to examine the validity of the integrated football training model based on Tri Hita Karana (THK) and traditional Balinese games. The research employed a development approach consisting of three main stages: needs analysis, model development, and validation. The study involved six football coaches in Buleleng to explore the development of football as primary data for the needs analysis. The needs analysis revealed a demand for an innovative training model to address ongoing issues in Buleleng football, such as players' low motivation during training, substandard physical fitness, and weak character development as football players. The developed model was validated by two football coaching experts, and the training manual produced as part of the model was further validated by two football coaching experts and two media specialists. The findings indicate that the model is highly valid (91.48%), and the training manual, in terms of both content and design, was rated as highly valid with average scores of 94.64% and 91.30%, respectively. This model contributes to the development of a holistic and engaging football training approach, supporting coaches and players in achieving their training objectives more effectively.

KEYWORDS

Training Model; Football; Validity; Integration

1. INTRODUCTION

Football has continued to evolve over the past few decades, both physically, technically, and tactically (González-Rodenas et al., 2023; Morgans et al., 2022). From a physical perspective, football players are required to have a $VO_2\text{max}$ ranging from 59.2 ml/kg/min to 63.2 ml/kg/min to remain competitive at the elite level, and between 57.8 ml/kg/min to 61.7 ml/kg/min for amateur players (Slimani et al., 2019). High-speed running and sprint distances have also shown an increasing

trend, even surpassing the total distances covered by running or jogging over four consecutive seasons (2015/2016 – 2018/2019) in the Spanish Professional League (Pons et al., 2021). High-speed running is defined as reaching speeds between 19.8 km/h and 25.1 km/h during matches (Lago-Peñas et al., 2023). Furthermore, high-speed running and sprinting activities have been identified as key factors in achieving successful performance in football (Clemente et al., 2021).

Notably, straight-line sprinting has been recognized as the single most frequent action preceding a goal, either performed by the goal scorer or the assisting player (Faude et al., 2012; Martínez-Hernández et al., 2023). Additional evidence also shows a significant positive relationship between high-speed running distances, sprint distances covered by players in specific positions (such as wingers and forwards), and the number of matches won (Chmura et al., 2018). Therefore, the ability to sustain such high-intensity efforts, supported by elevated VO_2max levels, can be considered a key predictor of a football player's capacity to compete at the professional level.

On the technical side, there has been a recorded increase in passing frequency by 35% and ball speed by 15% between the 1966 and 2010 FIFA World Cup finals (Wallace & Norton, 2014). Thus, it is accurate to state that football has evolved into a sport with extremely high physical demands, as players are required to perform repeated high-intensity actions such as acceleration, deceleration, changes of direction, sprinting, jumping, and sliding tackles, interspersed with phases of lower intensity, typically involving passive recovery (walking) and active recovery (walking or jogging) (Reynolds et al., 2021). The increasing intensity of football matches implies that players must be adequately prepared to meet the physical demands of the game through appropriate training methods.

Football, as one of the forms of sporting activity, is not solely concerned with winning; it also encompasses the transfer and internalization of essential sporting values among its participants. When football is viewed narrowly as merely a pursuit of winning or losing, it can lead to brutality, immoral behavior, dishonesty, and even outbreaks of violence (Guntoro et al., 2020). During matches, acts of aggression are often committed by players and coaches toward referees, including verbal abuse in response to decisions such as penalties or expulsions (red cards) (Devís-Devís et al., 2021). It has even been reported that in a decade of competition, the number of attempted tackles per aggressive offense has continued to increase (Sapp et al., 2018). Thus, positive and strong character development plays a vital role in supporting player performance, enabling players to maintain good sportsmanship throughout the match (Peláez et al., 2013).

Football is recognized as a sporting activity that promotes positive values among its participants through elements of participation, competition, communication, and the fostering of respect and cooperation (Khudolii et al., 2020; Lucidi et al., 2017). Strong character traits positively influence players by helping them remain composed under pressure, adapt quickly to challenges, work effectively as part of a team, and continually strive for personal growth. Some of the key character traits required of football players include discipline, honesty, teamwork (Atiq & Yunitaningrum, 2020), hard work, enthusiasm, fairness (McFee, 2012), respect (Brackenridge et al., 2011), and responsibility (Santos et al., 2017). The impact that arises from the game of football on the character is an embodiment of the values of fair play promoted by FIFA. The main elements that build fair play are responsibility and justice, where both values are interrelated and have a relationship with the values of respect, solidarity, care, honesty (Pezdek, 2025). Even though the FIFA Laws of the game have regulated the yellow card policy, this has not been very effective in reducing the level of injury due to physical contact in football competitions (Kriz et al., 2022). So it requires intervention in the football training process in order to be able to form the character of the players.

Sports training prevents chronic diseases, enhances motivation for physical activity, and promotes healthy lifestyles (Myer et al., 2015). Moreover, training is not solely intended to enhance the competencies and skills required in accordance with the characteristics of each sport discipline (Schroepf & Lames, 2018; Sulistiyono et al., 2024); it is also expected to contribute to the development of participants' personalities (Kavussanu & Spray, 2006), character (Gilbert et al., 2013), and health status (Siswantoyo et al., 2022). Thus, training programs must be systematically, structurally, and measurably designed based on relevant theoretical foundations to effectively achieve their intended objectives.

Numerous studies have been conducted to reveal and enhance the impact of training on football players' performance. Findings include the effectiveness of small-sided games in improving lower-limb power and ball dribbling skills among semi-professional players in Tunisia during Ramadan (Baklouti et al., 2017). Physiologically, small-sided games have also been reported to significantly affect recreational football players (Stojanović et al., 2021). Players' sprinting speed has been shown to improve significantly through parachute resistance training (Kusuma et al., 2021). An experiment conducted on a football team implementing the Anaerobic Soccer Training (AnST) Model demonstrated its effectiveness in enhancing anaerobic performance, as indicated by increases in peak power and mean power, along with reductions in fatigue index (Kusuma et al., 2025).

Similarly, Project SCORE, a technology-based program consisting of 10 lessons, was developed to assist coaches in integrating Positive Youth Development into sports activities (Strachan et al., 2016), thus embedding character values into sports practices to foster athletes' attitudes and behaviors. The Sport United to Promote Education and Recreation (SUPER) program utilizes sports activities to develop life skills (Hodge et al., 2013). Additionally, the Teaching Personal and Social Responsibility (TPSR) model in physical education aims to cultivate students' sense of personal and social responsibility (Pozo et al., 2018).

Although various training-based studies (both experimental and developmental) have been conducted to help athletes reach peak performance, most have focused on isolated variables oriented toward physical, technical, tactical, or mental development. Research that discusses holistic training models with integrate of physical activities and local wisdom values such as traditional games and THK simultaneously to improve the physical condition and character of soccer players is still limited. Therefore, the present study aims to address this gap by developing an integrated football training model based on Tri Hita Karana (THK) values and Balinese traditional games to improve the physical condition and character of football players aged 18–20 years. The THK concept emphasizes human efforts to always create a happy atmosphere through the harmonization of three good relationships with God as the manifestation of the creator of the universe, good relationships with fellow human beings, and maintaining the natural environment well (Divayana et al., 2020). Meanwhile, traditional Balinese games have been known since colonial times as physical activities containing social values, physical skills and social norms (Dharmadi et al., 2022). THK values and traditional games integrated into the football training model become a supplement to make training more holistic. The findings of this study are expected to contribute actively to all football stakeholders, supporting the sustainability of player development into senior levels with adequate physical capacity and positive character traits.

2. METHODS

2.1. Study Design and Participants

This study employed a quantitative research approach using the research and development (R&D) method, adapted from the Borg and Gall model. The Borg & Gall model was chosen because the stages in this model are very detailed and structured. These steps can be simplified without reducing the essence of R&D. The scope of the present report covers only three stages: preliminary study, product draft development (training model), and validation of the training model draft (Gall et

al., 2014). These stages were selected as the primary objective of this study was to develop and validate a training model that would later be feasible for field trials. This study involved six football coaches in Buleleng Regency during the preliminary study to explore the current training conditions in clubs and the need for a training model that could enhance the physical condition and character development of football players aged 18–20 years. The model and model book validation involved two national-level football coaches and two academic experts from Universitas Pendidikan Ganesha, Bali.

2.2. Procedure

Data were collected using interview techniques with six football coaches in Buleleng Regency and literature studies during the preliminary study. The questions asked included questions about the training model that had been applied by the coach, how the players performed during training until the match, and the solutions taken by the coach considering the situation at that time. Meanwhile, to determine the level of validity of the model and the model book developed, the researcher used a questionnaire to two national football coaches with a PSSI A license and two lecturers in the expert of learning media. The questionnaire used has been validated by lecturers with academic qualifications of doctors and professors in the field of coaching science and learning media.

2.3. Data Analysis

The data analysis process used the Delphi method, where experts provide their evaluations in quantitative form and qualitative suggestions for the developed training model through the completion of questionnaires (Niederberger & Köberich, 2021). The iterations carried out in this study were carried out once because the assessment results and suggestions from both model experts and the model book were sufficient to state that the product draft could be continued to the field trial stage. The calculation of the validity of each expert was done using the formula: $V = f/N \times 100\%$ (Akbar, 2013), with the minimum validity criteria level reaches 70.01% (Ihwanudin et al., 2018).

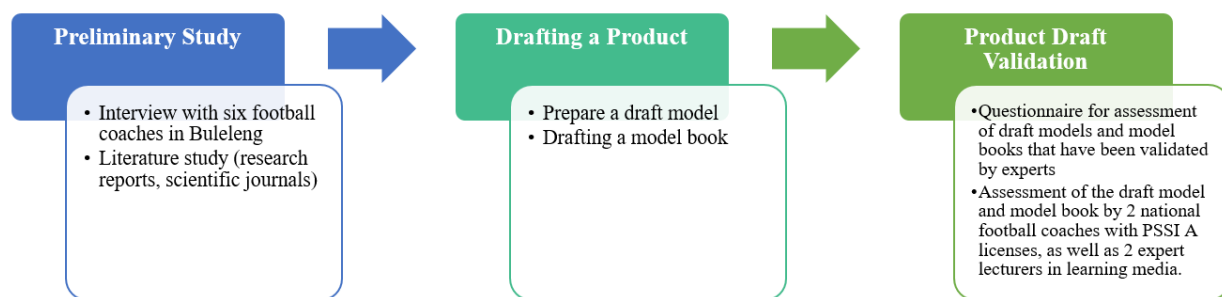


Figure 1. Flowchart of the stages of the study

3. RESULTS

3.1. Needs Analysis

Interviews with football coaches in Buleleng (Table 1) and literature/document reviews (Table 2) were conducted by the researcher to gather data on the needs of coaches regarding the current state of football training in Buleleng. The findings show that all football coaches face challenges in understanding holistic football training, which has led to the adoption of training methods that are essentially duplicates of what the coaches experienced during their playing careers.

Table 1. Results of interviews

Aspect	Results of Interviews
Training model needs	The training model should directly intervene in both the physical condition and character of the players.
Main challenges	Lack of variety in training, difficulty in determining a training model that matches the players' characteristics.
Expectations for the training model	A holistic training model that meets the demands of competitive football, engages players, and aligns with the players' characteristics (age).

Table 2. Results of literature review dan Observasi

Aspect	Results of Literature Review dan Observasi
Achievement	Since football was first competed in the Bali Provincial Sports Event (Porprov) in 2007 until 2022, Buleleng's football team has not won a medal.
Physical condition	Reports from Ganesha Sport Center indicate that the average $VO_2\text{max}$ of players has not met the standards, with values of 48.93 cc/kg/min (2017), 45.79 cc/kg/min (2019), and 43.54 cc/kg/min (2022). The standard determined as a football player from Prima Pratama is 53.40 cc/kg/min
Character	Players showed poor character during the Bali Provincial Sports Event (Porprov), such as excessive interference with referees, confrontations with opponents, and lack of trust in teammates.
Relevant research findings	Small-sided games show potential as a holistic training method, although their effectiveness in improving character has not been proven (Kusuma et al., 2024; Kusuma et al., 2024). Integrating Tri Hita Karana (THK) in training models has an impact on character development (Mahaardhika & Utari, 2023), Fitness and character of students increased simultaneously after being intervened with traditional games (Mashuri, 2022)

Based on the results of interviews with coaches, it appears that coaches have difficulty in improving player performance during training, let alone intervening in all aspects needed in football (physical to character) simultaneously or holistically. The results of the literature review, especially the results of the study, have shown the impact of integrating THK and traditional Balinese games in learning can improve the character and physical capacity of students. Moreover, the movements in several traditional Balinese games resemble some of the movements needed in football games. This certainly strengthens the theory that the values of THK and traditional games are able to intervene in physical and character aspects simultaneously, so that these variables have the opportunity to be integrated into the football training process in order to answer the physical and character problems of Buleleng football players.

3.2. Development of the Training Model

After conducting the needs analysis, the next step is to design a product draft to address those needs. The product design is created by identifying the form of the product, which is a football training model, and then defining the product's goal, which is targeted at football players aged 18-20 years. This product is expected to improve the physical capacity and character of the players, as well as benefit coaches in developing innovative football training programs that align with the demands of modern football.

The product being designed by the researcher is a training model and a model book, which will serve as a practical guide for coaches during the training process. The concept design of the integrated THK football training model, along with Balinese traditional games, is presented (Figure 2). It describes each component of the model, which includes Syntax, Social System, Reaction Principles, Support System, Instructional and Accompanying Impacts. Furthermore, the values of THK and traditional games are integrated into this model.

The THK value as one of Bali's universal local wisdoms has a uniqueness, namely the conceptualization of the balance of human relations with God, which is called *parahyangan*, fellow human beings are called *pawongan*, and nature is called *palemahan* (Ermiana et al., 2023). This interconnectedness causes a harmonious relationship that has implications for happiness or well-being (Muliarta et al., 2024). These simple values can certainly be different from other things in character formation. This supports research that states that a local wisdom-based approach can increase the effectiveness of mental management programs because of the cultural relevance and values embraced by participants (Perbowosari et al., 2021; Wulandari et al., 2020).

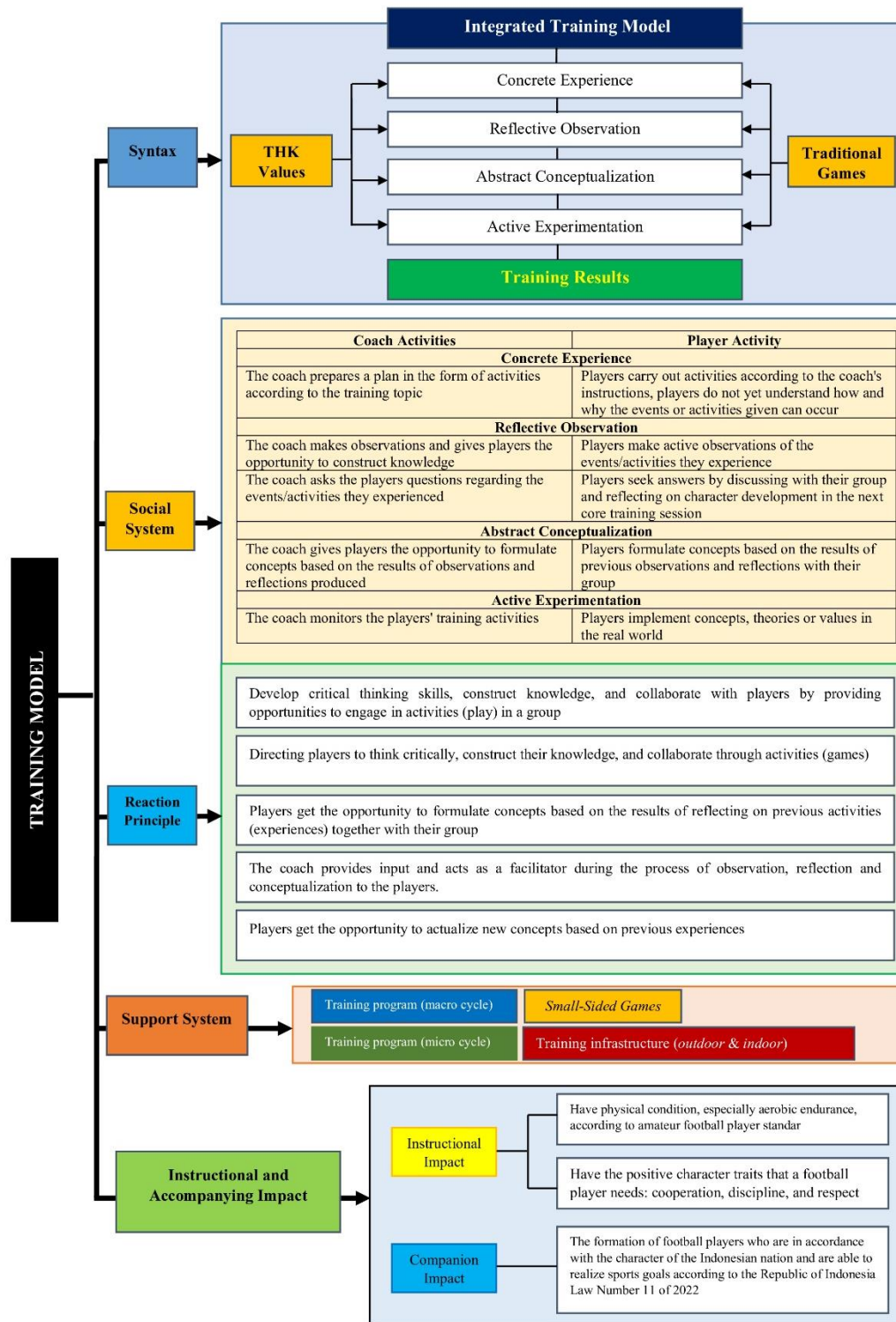


Figure 2. Conceptual design of the integrated THK and Balinese traditional Games on football training model to improve physical condition and character

Based on this conceptual design (Figure 2), the next step is to create a procedural design for the integrated THK and Balinese traditional games on football training model to enhance physical condition and character (Figure 3). The researcher has designed 18 games that incorporate Balinese traditional games, which will be used in Core Training 1, aimed at developing character traits such as teamwork, discipline, and respect, as well as activating the movements needed for Core Training 2. Additionally, the researcher has designed 18 Small-Sided Games (SSG) that aim to improve both the physical capacity and character of the players. These eighteen games that were developed became the material in the training process for eighteen meetings (6 weeks). Of course this refers to the theory that states that endurance can increase after doing systematic and structured training for 4 to 8 weeks with a duration of 3 to 4 meetings per week (Bompa & Buzzichelli, 2019).

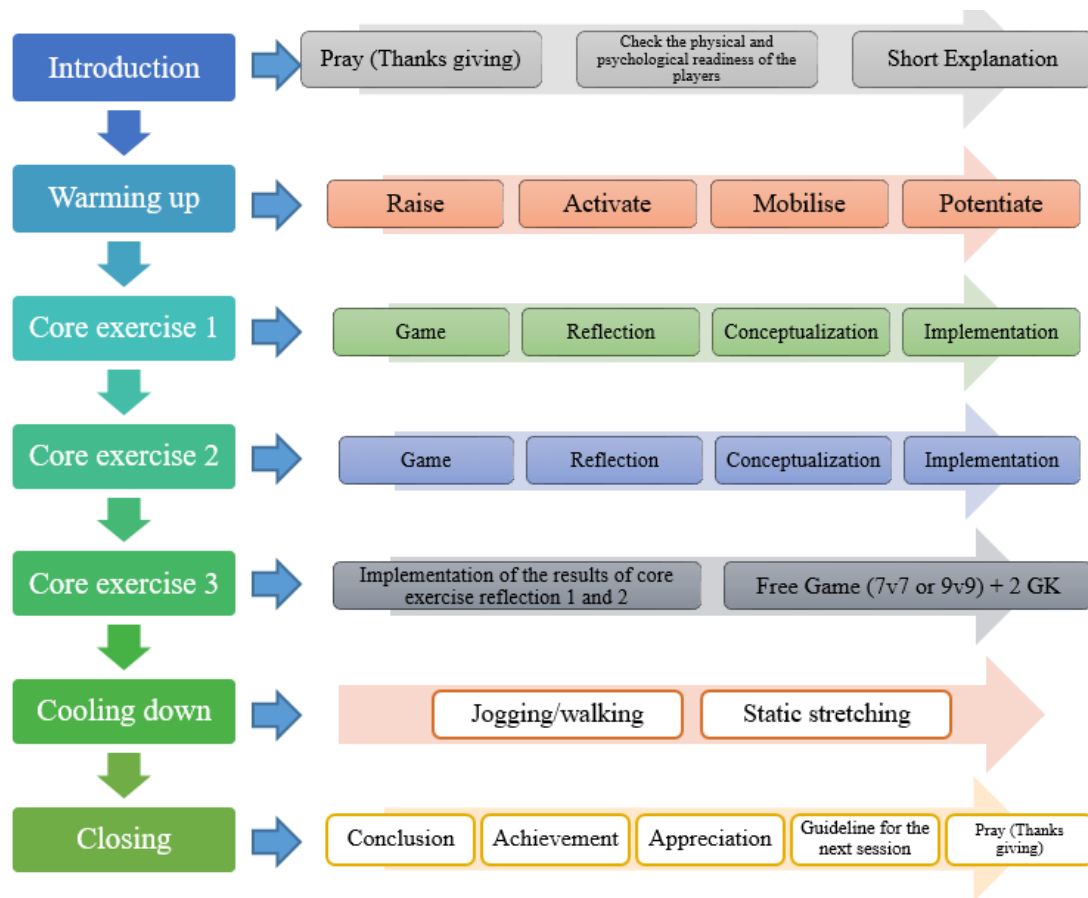


Figure 3. Procedural design of the integrated THK and Balinese traditional games on football training model to improve physical condition and character

Looking at the procedural design of the football training model (Figure 3), here is the procedural description of the integrated THK football training model and Balinese traditional games to improve physical condition and character (Table 3).

Table 3. Procedural description of the integrated THK and Balinese traditional games on football training model to improve physical condition and character

Activity	Content and Purpose	Strategy	Time Allocation
Introduction	Praying as an implementation of the <i>parahyangan</i> values in THK, aims to express gratitude to God Check (communicate) the physical and psychological readiness of the players, implementation of <i>pawongan</i> values in THK Short explanation of the regulations and training menu	Guided Activity	5-10 minutes
Warming Up	Movement tasks given by the coach to ensure that all players are physically and mentally prepared. The movement tasks are carried out using the RAMP protocol (Raise, Activate, Mobilize, Potentiate), both with and without the ball.	Guided Activity	20-25 minutes
Core Exercise 1	Games (designed by the researcher, integrating the values of pawongan and palemahan in THK, as well as traditional games) to develop character and activate the motor abilities needed in football.	Game, Reflection, Conceptualization, Implementation	20 minutes
Core Exercise 2	Games (designed by the researcher, integrating the values of pawongan and palemahan in THK) to develop endurance capacity and character required in football.	Game, Reflection, Conceptualization, Implementation	10 minutes
Core Exercise 3	Football 7v7 to 9v9 with goalkeepers according to FIFA Laws of the Game, to implement the core training concepts 1 and 2.	Guided Activity	10-15 minutes
Cooling Down	Movement tasks given by the coach to all players to return the players' conditions to normal, through low-intensity activities such as walking and static stretching.	Guided Activity	5-10 minutes
Closing	Conveying the conclusion of the training, awarding, and appreciation to players who train optimally (integration of the pawongan value in THK). Praying as an implementation of the	Guided Activity	10-15 minutes

Activity	Content and Purpose	Strategy	Time Allocation
	<i>parahyangan</i> values in THK, aims to express gratitude to God		

3.2. Training Model Validation

Model validation was carried out by two experts, namely I Made Pasek Wijaya and Dr. Alex Aldha Yudi, M.Pd. Both validators have a PSSI A football coaching license and are still active as coaches to this day. I Made Pasek Wijaya's coaching experience began as an assistant coach at Indonesia's highest caste clubs, namely Pelita Jaya, Arema, and Bali United, and since 2019 until now he has served as the head coach of Bali United U-20. Alex Aldha Yudi, who is an active lecturer in the sports coaching education study program at Padang State University, is also recorded as having been a physical trainer for the senior national team with coach Shin Tae Yong from 2020 to 2021, continued as an assistant trainer at PSIS Semarang (a club participating in the Indonesian League 1), and returned to being a physical trainer for the Indonesian U-22 national team for the Cambodian Sea Games in 2023 to 2024 during the U-20 Asian Cup in China. Meanwhile, the validation of the model book was again carried out by I Made Pasek Wijaya and Alex Aldha Yudi to assess the contents of the book, and involved two learning media experts, namely Prof. Dr. Ketut Agustini, S.Si., M.Si., and Dr. I Made Satyawan, M.Pd., to assess the design of the model book. Both media design experts are active lecturers at Universitas Pendidikan Ganesha whose research work is on the development of learning media.

The next stage, the validator makes an assessment, suggestions for the model and also the developed training model book. In accordance with the Delphi technique, the results of qualitative validation in the form of suggestions for the model from experts are presented in table 4, and suggestions for the model book are presented in table 5. While the results of the data analysis used to identify whether the product is valid or not, are described in table 6. The questionnaire for model assessment includes two indicators, namely (1) supporting theory for the training model consisting of four sub-indicators, and (2) the structure of the training model consisting of ten sub-indicators. The questionnaire for assessing the model book from the content aspect includes four indicators, namely (1) Introduction consisting of four sub-indicators, (2) Learning consisting of eight sub-indicators, (3) Content consisting of seven sub-indicators, and (4) Conclusion consisting of two sub-indicators. In the design aspect of the model book, the questionnaire used to assess consists of four indicators such as (1) Appearance consisting of eight sub-indicators, (2) Introduction consisting of three indicators,

(3) Utilization consisting of nine sub-indicators, and (4) Conclusion consisting of three sub-indicators.

Table 4. Suggestions for draft training model by experts (coaches)

No.	Suggestion
1	The model is guaranteed to be easy to understand and implement by coaches and players.
2	The conceptual framework of a model must be created before it is translated into a procedural framework.

Table 5. Suggestions for draft training model book by experts (coaches)

No.	Suggestion
1	Some of the explanations in some paragraphs of the book are too long, this makes it difficult for readers to understand the message of the book.
2	The training program is prepared in a practical and easy to translate (guide) manner.

Table 6. Suggestions for draft training model book by learning media expert

No.	Suggestion
1	The choice of book cover color is to be brighter and characterize the identity color of the institution, in this case Universitas Pendidikan Ganesha, namely light blue.
2	Create highlights for key words to make it easier for readers to understand the contents of the book quickly and accurately.
3	spelling to conform to the Enhanced Spelling, for example do not use conjunctions to start a sentence
4	Add interesting and relevant images or illustrations so that readers can better understand the message being conveyed.
5	Some parts of the book are connected to videos by scanning barcodes, which is innovative, and the placement of the barcodes is appropriate, and the duration of the video in each video is in accordance with the theory of learning focus.

Table 7. Validity recapitulations

Validation Aspect	Expert 1	Expert 2	Average Score	Category
Training model by content expert (football coaching)	93.18%	89.77%	91.48%	Very Valid
Training model book by content expert (football coaching)	95.23%	94.04%	94.64%	Very Valid
Training model book by media expert	86.95%	95.65%	91.30%	Very Valid

Based on the advice of experts described in table 4 to table 6, the researcher made improvements or refinements to the product draft so that the model and model book could be used in field trials. The improvements made can be said to be at the level of minor revisions, and looking at table 7 quantitatively, the training model is considered "Very Valid" with an overall average of 91.48%, the training model book from the content and design aspects is also considered "Very Valid" with an average of 94.64% and 91.30% respectively.

4. DISCUSSION

The aim of this study was to develop and validate a football training model integrated with THK and Balinese traditional games for U-20 football players, with the goal of improving their physical condition and character. The results show that the model has a very high validity level with a score of 91.48%, and the training model book, which represents the conceptual framework of the model, also has a high validity level, with content rated at 94.64% and design rated at 91.30%.

The needs analysis indicates an urgent demand for innovation or the development of a football training model from coaches in Buleleng. The football training model should be broad and holistic by integrating several supporting theories, enabling the development of various aspects required in the training process. This aligns with the findings of (Tassi et al., 2024), which suggest that a holistic training model that integrates all aspects needed in a match can help improve team performance during games. The developed training model, validated by experts, demonstrates that it is suitable for improving the physical condition and character of U-20 football players. The validator is of the view that there is conformity to all supporting theories in the development of this training model such as game theory (Dahalan et al., 2024), experiential learning theory (Payne & Costas, 2021), with four cycles: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb et al., 2001), Bandura's social learning theory (Akers & Jennings, 2016), THK is a concept of harmony that originates from *parahyangan* (praying together at the beginning and end of a training session), *pawongan* (communicating and working together during a training session, respecting all training rules, respecting opponents and referees during training), and *palemahan* (always maintaining the cleanliness of the training area, such as helping the trainer return used training facilities to their place and also not throwing away used drinking facilities carelessly) (Padet & Krishna, 2018), Balinese traditional games (Dharmadi et al., 2022), training principles (Sidik et al., 2019), and the SSG method (Ouertatani et al., 2021).

The integrated football training model with THK and traditional Balinese games, which results in a conceptual framework, must be translated into a tangible form. The tangible form of the model is presented in the form of a model book. The model book has been deemed highly valid in terms of both content and design by experts. The book is written in simple language for easy comprehension, complemented by illustrative images, and key words are highlighted throughout the text to assist readers in remembering the book's descriptions. This aligns with cognitive load theory, which states that sensory memory is temporary in gathering information from the environment (Chen et al., 2023). Information from sensory memory can be selected for temporary storage and processing in working memory, which has a very limited capacity. This processing is a prerequisite for encoding into long-term memory, which has nearly unlimited capacity (Mo et al., 2022). Because working memory is so limited, learners must be selective about which information from sensory memory to focus on during the learning process, an observation that has important implications for creating educational materials. The highlighting of key words in the model book aligns with recommendations for optimizing relevant cognitive load and managing intrinsic cognitive guidance, such as signaling. Signals can be provided by displaying two or three key words (Ibrahim et al., 2012), changing colors or contrasts (Thompson et al., 2021), or using symbols to draw attention to a part of the screen (Beemer et al., 2023).

An interesting aspect of the media expert's assessment of the model book is the inclusion of illustrations and videos, making the book more engaging and interactive. Books that feature illustrations or images can help sustain the reader's focus (Lian et al., 2023). In addition to the illustrations or images, the model book is also equipped with videos. The videos in this book clarify what has been explained narratively (textually) and visually (pictures) so that readers can more easily understand the message or material presented. For example, the video about the training model procedure in Chapter 3, the video of 18 games in Chapter 4, and the video of 18 games in Chapter 5, can help readers understand the material because the video has also adopted a visual, auditory, and kinesthetic learning style. Videos assist learners in more easily understanding the messages conveyed (Semarayasa et al., 2023), spark motivation and interest in learning (Koekoek & van Hilvoorde, 2019), and effectively improve students' performance (Cendra et al., 2019; Kusuma et al., 2022). Videos can be accessed by readers by scanning the QR Code provided on each section of the material. The use of QR Codes in books has been proven effective in achieving success among Generation Alpha (AlNajdi, 2022). Furthermore, the integration of QR Code technology offers more effective learning opportunities and helps readers benefit from the omnipresence of technology (Kuru

Gönen & Zeybek, 2022). The total duration of all videos in the model book is very short (average duration 3 minutes), making them suitable for educational video requirements. This aligns with findings (Guo et al., 2014) that, after analyzing 6.9 million results from video-watching sessions, students tend to watch videos under 6 minutes long with a median view time reaching 100%. As the video duration increases, student engagement decreases. Videos lasting 9-12 minutes only achieve a median view time of 50%. Therefore, the maximum duration for creating educational videos should be six minutes.

This study makes a significant contribution to the development of a locally wisdom-based football training model, specifically the integration of THK and traditional Balinese games. With a very high validity score, this model has implications for its implementation as an effective alternative to complement other football training models. The use of this training model by coaches is considered important, because this model intervenes in physical and character aspects simultaneously. Training does not require a very long time, does not use an isolated approach, the training situation is made to resemble a match situation. This study has limitations, such as the absence of long-term field trials to measure the impact of the model on the physical performance and character of soccer players, it has not been tested on female soccer players, and players from different regions who certainly have different cultures. Further research is recommended to reveal the impact of using this model on female soccer players, players from different cultures, and varying time periods in field trials.

5. CONCLUSIONS

This study successfully developed and evaluated the validity of a football training model integrated with THK and traditional Balinese games to improve physical condition and character. The model has proven to be very valid, which shows its relevance in overcoming challenges in the conventional football training process, such as (1) the training process is not monotonous because physical and character training is packaged in a game, (2) the coach does not need a very long time for training because improving physical and character aspects can be done in a 6-week training process. The integration of local Balinese wisdom values, such as THK and traditional Balinese games, along with several learning and training theories, aligns with the needs of modern, competitive, and holistic football training. These findings suggest that the model offers a practical and innovative alternative to traditional or conventional training models, with the potential for broader application in the context of football.

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CONFLICTS OF INTEREST

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