

**THE ROLE OF PARENT FOR THEIR CHILDREN'S CONFIDENCE IN
SOCCER ACTIVITY U-11 PLAYERS RAGUNAN SOCCER SCHOOL**

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ABSTRACT

HIDAYAT HUMAID, *The role of Parent for their Children's confidence in soccer activity: U-11 players Ragunan soccer school.*

The purpose of the study was to find information about how much the role of parent for their children's confidence who train in Ragunan soccer school. There has been much literature and anecdotal accounts reporting poor parental behaviours in the youth sporting context. Pre-existing studies on parental involvement in youth sports focus mainly on the parental point of view. There have been many factors that have been uncovered from these studies given to parents as to why they become more involved in their children's sports. **Material and methods.** Trial of the questionnaire was conducted at Pro-Direct Soccer Academy, Serenia Hills Junior Stadium, South Jakarta. The method used in this study is descriptive method by using the technique of incidental sampling in determining the sample. **Results.** From validity test instrument of researcher there are 30 valid statement from 35 statement by using Product Moment correlation formula. This instrument has been validated by the expert. Data analysis technique used to interpret each answer of statement and calculating the average answer. **Conclusions.** Based on data analysis the results show that the role of parents for their children confidence in soccer activity are 47% very good category, 48% in the good category and 5% in the poor category.

Keywords: Parents, Self Confidence, Ragunan Soccer School.

1. INTRODUCTION

A. Background

Sports is a planned physical activity, structured and involves body movements repeatedly and is intended to improve physical and spiritual fitness as well as the means of developing talent.

In this modern age, sports are developing so rapidly, people have made sports a lifestyle and a necessity that must be met to maintain fitness and health of the body to be fit in carrying out daily activities. This has become a trend for everyone in the world, from children to adults.

Many people who exercise only to maintain health and fitness, but not a few people exercise with the aim to achieve achievement. Sports branches that are much in demand by the public are usually sports that are easy to do, the facilities and infrastructure are cheap and can be done in an easily accessible place, one of which is football.

Football is one of the sports favored by the entire world community from children to adults. Until now, it might be said that football has become a new kind of 'religion' or theology for the world community.

Because of the enormous impact among the world community, even according to Soccernomics (2010), soccer championships such as the World Cup can reduce suicide rates (p. 230). Isolated people, namely the type of people who are very at risk of suicide, suddenly received a national conversation when the World Cup was held. The conversation became warm, the spirit of nationality also emerged, also the spirit of life.

Football is a team game that uses soccer balls and is played by two opposing teams, soccer is the most famous sport in the world. More than 200 million people around the world play more than 20 million football games every year.

Football is played on grass and wide land with a length of 90-120 meters and a width of 45-90 meters. Football games are carried out in two rounds with a time of 2 x 45 minutes with a break of 15 minutes. The team that is declared to be the winner is the team or team whose end of the game or the match will enter the ball more in the opponent's goal. Whereas in the 10-12 year age competition the field length is 60-67 meters

and 45-50 meters wide. And the time is 2 x 25 minutes.

In a football game led by a referee, and two assistant referees, as well as one reserve referee to arrange the course of the match. In general, football can also strengthen friendship and as a communication between different breeds, football is a healthy and enjoyable activity. Football can be played if anyone, both women and men, both young children and adults.

The goal of soccer games is for players to enter as many balls as possible against their opponents and try to keep their goal so that they don't concede goals. In Indonesia football is one of the most popular sports in the community. The development of football in Indonesia itself is currently very rapidly developing, with the emergence of football schools in every area from the village to every city in Indonesia, there are almost all football schools.

The impact of the many soccer schools in each region in Indonesia is that there are football competitions at an early age ranging from 7 years to 12 years old of age, and 13 years to 16 years of age in junior high age or often we call senior in the official competition namely the Indonesian league competition which later many players will be called to enter the Indonesian national team squad. The rise of early age competitions is packaged as well as possible professionally so that many children want to enter their football schools because they can represent the region, making parents proud to bridge them to achieve their goals, because according to the wider community that football in the current era with coaching Through soccer school, it is expected to become a skilled soccer player so that he can raise individual achievements and can also elevate the achievements of a region at the national level and even raise Indonesia in the eyes of the international community.

In football games there are seven techniques that must be mastered by each player, namely kicking, stopping or controlling, dribbling, heading, robbing, throwing in and keeping the goal. of all that there are three very important components, namely the basic technique of kicking, driving, and controlling. The technical skills of playing football are the basic capital for early footballers who will be refined in the training process. Indonesia has a lot

of early age training up to a young age, starting from the age of 7 to 16 years. Children are trained from playing to love football to being trained how to play true and effective football which can eventually become a professional player.

In FIFA's football development program as the world football federation initiated that to achieve an achievement athletes must be prepared from an early age, namely ages 7 to 12 years. In addition to the basic techniques being very important, there are many elements of motion (motoric) that can help players to move widely and undergo the process of growth and to support the training process in the basic techniques of playing football, the motoric elements contained in football games include throwing, jumping, kicking, and running. Another important thing is the psychological factor that affects each individual player, such as concentration, communication and self-confidence, one of which is self-confidence with the abilities possessed so that players are very confident of achieving victory, scoring goals and becoming the best players.

The confidence of a football player of an early age is very important and must be built, it aims to achieve a training process so that players are able to show the best performance in the match. Other than that, another important factor that is also very important to achieve this, is the role of parents in supporting children, parental support is influential in supporting the process of training and competing in football games. Achieving a good self-confidence can also be influenced by the support of parents.

Based on observations, the researchers observed many U-11 soccer school players who

lacked confidence, due to many factors such as pressure from the audience, lack of preparation, more favored opponents, lack of experience especially when competing. The requirement to build confidence is a positive attitude. So it is important the role of parents in building player confidence. Basically, many factors determine the achievement of a sports athlete and one of them is the role of parents in providing support.

Parents have a very important role in the form of motivation to athletes when they are in a lack of enthusiasm. In addition, parents also play a role in providing sports facilities to their children. What is important if they are at an early age, which is 7 to 12 years, the role of parents is very important because at the age of those who are not yet independent and many other psychological factors related to the role of parents, such as pressure, self-pressure and others. Whereas some of the psychological elements are mental, self-confidence and concentration, all of which play a major role in external encouragement, one of which is parental support.

If the player has worked hard and played well (despite losing), show your appreciation as a parent. If a player experiences defeat (especially not playing well), confront him with objective reality. That is, tell which one has been done correctly and which is wrong, and show how it should be.

With the description above, the researcher considers it necessary to conduct a study entitled "The Role of Parents' Survey of Players' Self-Confidence of U-11 in Ragunan Soccer School".

2. LITERATURE REVIEW

2.1. The True Role of Parents

Parents are a family component consisting of father and mother, and are the result of a legal marriage bond that can form a family. Parents have the responsibility to educate, nurture and guide their children to reach certain stages that deliver children to be ready in community life.

While the understanding of parents above, cannot be separated from the understanding of the family, because parents are part of a large family that has largely been replaced by a nuclear family consisting of father, mother and children, parents have a strong influence on the development of their children. In further development, the community knows the term biological parents, step parents and adoptive parents. sometimes the teacher's school environment is a parent at school, in a non-formal school environment such as a football coach school is a parent at the time of the field. The education world recognizes the term parents and guardians of students. Parents are understood as biological parents of students, while guardians of students are understood as those who assume responsibility or are authorized to take care of all the needs of students or students, usually relatives or other families besides biological parents.

Parents are the earliest social contact experienced by someone and the strongest. Information given by parents to their children is more trusted than information provided by others and lasts into adulthood. Children do not have parents, wasted by parents will get difficulty in getting information about themselves so this will be the main cause of negative self-concept children. Parents who create a religious life, a warm atmosphere, mutual respect, mutual understanding, mutual openness, mutual care and colored love and mutual trust will enable children to grow and develop in a balanced manner and shape a positive child's self-concept.

Parents who always restrain, being overprotective and rigid will have a negative impact on the development of adolescence.

Parents' attitudes influence the way they treat children, and their treatment of children in turn affects the child's attitude towards them and their behavior. Basically the relationship

between parents and children depends on the attitude of parents.

If the attitude of parents' benefits, the relationship between parents and children will be much better than if the parents' attitude is not positive. Parental attitudes determine family relationships because once this relationship is formed they tend to survive. In general, the attitude of young parents tends to be more liberal than the attitudes of older parents. But this is not always true. Some young parents tend to be dominant and some older parents tend to be permissive. Whatever the age of the parent, what determines the influence of an attitude on family relationships is the attitude of the parent and not the age of the parent.

As the first person to be a role model of a child, parents must provide examples and also educate their children properly and correctly which will later imitate what his mother's father did. In educating children, basically there are many roles from parents, which will affect the mindset and behavior of a child.

Some typical parental attitudes are as follows:

- a) Protect heavily
- b) Permissive
- c) Pamper
- d) Rejection
- e) Acceptance
- f) Domination
- g) Subject to children
- h) Favoritism
- i) Ambition of parents.

Excessive parental protection includes excessive child care and control. This can foster excessive dependence, dependence on everyone, not only on parents, lack of confidence and frustration.

Permissive parents are seen letting children do what they like, with a little restraint. This creates a "child-centered" household. If this permissiveness is not excessive, it encourages children to be smart, independent and have a good social fit. This attitude also fosters self-confidence, creativity, and permissive over-indulgence in indulgence makes children selfish, demanding, and often panicked. They demand attention and service from other parents whose behavior causes poor social adjustment at home

and outside the home. Parental refusal can be expressed by ignoring the welfare of the child or by demanding too much from an open hostility. This fosters feelings of resentment, feelings of helplessness, frustration, nervous behavior, and hostility towards others, especially those who are weaker and smaller.

Parental acceptance is characterized by great attention and love for children. Parents who accept, pay attention to the development of children's abilities and take in account of the interests of their children. Children who are accepted generally socialize well, are cooperative, friendly, loyal, emotionally stable, and happy.

The dominance of children who are dominated by one or both parents are honest, polite, and careful but tend to be shy, obedient and easily influenced by others, relent and very sensitive. In children who are dominated often develop a sense of inferiority and feelings of being victimized. Parents let children dominate them and their homes are parents who submit to their children, children rule parents and show little tolerance, appreciation or loyalty to them. Children learn to oppose all authorities and try to dominate people outside the home environment.

Even though they say that they love all children equally, most parents have favorites. This makes them more obedient and love their favorite children than other children in the family. Children who are loved tend to show their good side to parents but are aggressive and dominant in their relationship with their siblings. Almost all parents have ambitions for their children often so high that they are unrealistic. This ambition is often influenced by parents 'unreachable ambitions and parents' desire for their children to rise in the social status. If children cannot fulfill parents' ambitions, children tend to be hostile, irresponsible and underachieved. In addition they have a feeling of inadequacy which is often colored by feelings of being sacrificed that arise as a result of parents' criticism of their low achievements.

In the world of sports support from parents is very important for children to continue to do sports, early age football, especially parental involvement is needed because parents register their children in soccer school and eventually they become coaches or assistant

coaches. This can be done if parents are able to be objective and have knowledge about football. Because children are not fully free and independent, they need parents as a medium to be independent through supporting the role of parents positively. Parents can help the team by calling, providing drinks and snacks for players, organizing equipment, and seeking funding.

Parents remember that children play football for their enjoyment not only for their parents. Encouraging is better than in a hard or obliging way. Encourage children to always respect the rules of the game, never scold if children make mistakes and lose matches. Remember that children learn by example. Encouraging his team, giving any outcome in the match, helping eliminate all forms of negative physical and verbal attacks from football respecting the decisions of coaches and referees and teaching children to do something (good). Supporting, encouraging, and helping volunteers, trainers, organizers, and officials when they work, without them children do not have the opportunity to play football, guarantee fair play around the environment.

Parents are people who are very influential on players. Parents must direct their children's goals and abilities. Do not let parents give excessive pressure on their children. The young players are still very vulnerable to influences from the environment. Often the players are affected to quickly achieve in instant ways. Like using drugs or cheating on the field.

Parents must be able to give confidence that the only way to succeed is to practice properly. In addition, parents must also be able to make their children confident with themselves. Parents must also be able to act as friends when the players feel no longer confident. In addition, the players themselves must also learn how to control themselves. Players must be able to see their situation more objectively. Learning to understand yourself and the environment becomes very important. Personal goals, such as why they play football, why training, controlling emotions and so on must be understood correctly.

A player who feels himself the most powerful will feel depressed if he fails one day. Players must be used to seeing the situation objectively. Not easy to draw conclusions and not

easily give up. To help create players like this additional exercises also need to be given. Mental building exercises are one of the ways that are currently being pursued. Of course professional roles such as athlete psychologists or motivators need to be considered. Exercises such as Relaxation, Mental Imagery, or team building exercises need to be tried to apply. Indeed, to be successful problems will arise in the middle of the road. Players who are increasingly under the spotlight because of their achievements have a greater potential for interference. Loss of confidence is just one problem that may arise. But with the coordination of all parties and club programs and neat training will create players who have high self-confidence is not easy to give up.

The key is to identify the specific tasks they want to do. It's legitimate if parents play. The important thing is that security must be considered. We have seen parents so eager to play that they hit players, because they are less skilled at turning and stopping their run. We advise parents not to play if they do not have good football skills and knowledge, or if their physical condition is good. They must realize that their presence in the field is to help their children (not themselves) to have fun and improve their soccer skills. as in other similar activities, common sense must be maintained so that everyone and children involved can experience a positive experience.

From the description above, it can be concluded that the role of parents is an action taken by father and mother to help their children in achieving a goal towards maturity. Parents play an important role in fostering interest in sports in their children, and the most effective of course invites children to exercise together. Football's involvement in the role of parents is indispensable and can help coaches in fostering young football players.

2.2. The Nature of Self-Confidence

Confidence is a certain level of suggestion that develops in a person so that he feels confident in doing something, believes in his own adequate abilities and realizes the strengths and weaknesses that are owned, and can utilize it appropriately, be responsible for his actions, polite in interacting with people others,

have an encouragement of achievement and are not affected by others.

A person's confidence can be developed from within the human personality itself. So what needs to be instilled is how to develop self-confidence early so that it can foster positive self-potential. Our thinking style is the basis of our confidence. If we think negatively, we have low self-confidence, which in turn affects our confidence.

Singer quoted Sudibyo Subroto as saying that:

"Self-confidence or confidence in oneself means feeling self-assured and competent to do what has to be done. The emotional and attitudinal compilation of the athlete needs to be understood. Thoughts can influence emotion and can influence thought."

In relation to the field of sports, self-confidence has a big influence on the success of an athlete to reach the peak of his performance so that he gets a high achievement because an athlete must be able to control himself individually to achieve good performance with internal and external pressures such as the audience and others. .

One of the main Capital and absolute requirements for achieving a brilliant sporting achievement is having confidence (self-confidence or confidence in oneself. According to Singer in his book Drs. H. Mochamad Djumidar et al., Said self-confidence or confidence means feeling confident and competent to do what needs to be done, the emotional composition and attitudes of students need to understand the mind affects emotions and emotions can affect the mind.

Confidence is the ability of the mind to understand positive and negative feelings in match performance. Confidence or "self-confidence" is the main model of an athlete to be able to advance, because high achievement and athletic record-breaking itself must begin by believing that he can exceed the achievements he has achieved. In other words, children who have self-confidence will be able to appear by applying all their potential that can be useful for their own interests, even for others in the context of their social interaction.

According to Vealey Knight in his book, based on the sport confidence model identified 3 components or dimensions, namely:

1) Exercise and physical skills (physical skills and training)

It is the level of students' confidence or belief that they have the ability to carry out the physical skills needed to show a successful appearance. Confidence is closely related to students' perceptions of their physical abilities.

2) Cognitive efficiency (cognitive efficiency)

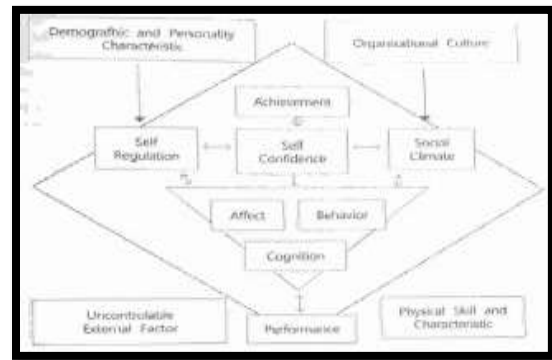
It is the level of students' confidence or belief that they are able to focus themselves, are able to maintain concentration and make decisions to show a successful appearance. In other words the cognitive work of students who are confident must show positive thinking skills, not negative thinking.

3) Tenacity (resilience)

It is the level of students' confidence or belief that they are able to refocus after their failures, are able to get up right after a bad appearance, are able to overcome their problem doubts and decline in order to foster a successful appearance. Tenacity is also associated with the desire to get things that are positive and avoid things that are negative.

The confidence model in sports is designed to provide a meaningful framework in order to expand the study of self-confidence in sports, especially to increase athletes' confidence in sports achievement.

Self confidence in sports is explained by Vealey that: "Sport confidence is defined as the degree of certainty individuals possess about their ability to be successful in sport. Sport confidence is a more general conceptualization of self-confidence." Related to self-confidence in sports, Vealey (2001) integrates the model as in this picture.



Picture 2.3: Integration of the confidence model according to Vealey

The picture shows that the dimensions of organizational culture include cultural forces affecting human behavior, such as the level of competition, the state of the athlete's motivation, the expected goals and sports structure, and the influence of other sources, and the athlete's self-confidence. Furthermore, physical skills and characteristics and uncontrollable external factors such as weather and opposing factors greatly influence the appearance of the athlete. However, the model is centered on the construct and the process predicted to influence the appearance of the sport, especially the construct. confidence in sports (sport confidence construct).

There are three domains that are the source of the formation of self-confidence, explaining: "The three domains presenting sources of confidence (achievement, self-regulation, and social climate), and the ABC's of psychology (affect, behavior, and cognition)". This opinion emphasizes that self-confidence is shaped by three domains, namely achievement, self-regulation, and social climate. Besides that ABC's psychological is very decisive which includes attitude or feeling, behavior, and cognitive. The three domains in ABC's psychological are seen as having a very important relationship in order to understand how self-confidence affects the athlete's appearance, namely through how athletes behave or feel (affect), respond (behavior), and thinking (cognition) something that happens to themselves in sports.

Self-confidence is closely related to the consistency of positive emotions such as

excitement and happiness, while low self-esteem is associated with negative emotions such as anxiety, doubt, and depression. Confidence can be used as an important factor in interpreting anxiety symptoms before a match. This is consistent with several reports of athletes who display extraordinary performance when they feel anxious and confident at a moderate level.

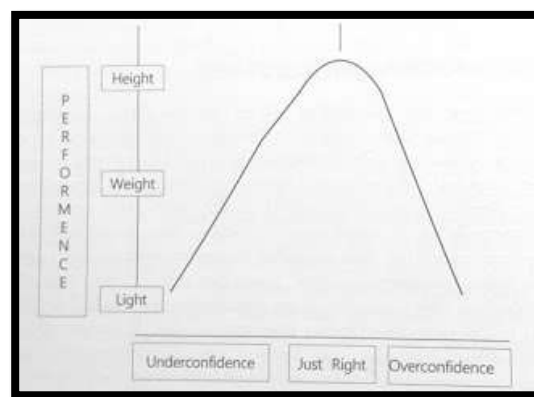
Confidence also relates to the formation of achievement behaviors, such as increasing effort and perseverance. Athletes who have self-confidence tend to succeed and at the same time show their best achievements.

Confidence also relates to skills and efficiency in using cognitive domains that are important for achieving success in sports. This is in line with what Vealey explained: "Confident individuals have also been found to be more skilled and efficient using the necessary cognitive resources for sporting success." Cresswell & Hodge further explained: "The belief has been found to influence the coping process of athletes. More specifically, athletes who possess a strong belief in their ability to report being able to peak under pressure and cope successfully with adverse situation during competition". This opinion, emphasizing that self-confidence is very influential on the success of sports, athletes are confident in their abilities and are able to withstand a variety of unfavorable pressures during the competition.

Self-confidence is a determining factor in appearance, because it is a determining factor, confidence must be optimal. Excessive confidence (over confidence) occurs when an athlete assesses his ability to exceed that of an opponent.

Such athletes often estimate their abilities to exceed their abilities, so that their calculations are often wrong in the face of matches and result in failure. Many athletes have physical abilities, techniques, and tactics, to achieve success, but because they lack the confidence to display these abilities under pressure. Athletes who have less "lack of confidence" confidence are often tied to specific skills, athletes tend to set targets lower than their level of ability, so that their achievements are also low. The state of "lack of confidence" will not lead athletes to success.

Likewise athletes "full confidence" set targets according to their abilities with full confidence, athletes will try to achieve their own set targets. Failure faced does not easily cause frustration. With a confident capital the athlete is not easily trembled in the face of all possibilities, as well as defeats or failures that have been experienced and are not easy to cause emotional instability. Optimization of self-confidence for the appearance of athletes is very important, because optimal confidence shows maximum performance. The explanation can be described in an inverted U curve as shown in the figure below.



Picture 2.4: Inverted U curve optimizes confidence

Optimal self-confidence is assured that athletes can achieve the maximum goals that have been set by being balanced with hard work. Athletes who have an optimal level of confidence in all problems that come to affect themselves and their appearance can be avoided by growing their self-confidence so that the athlete's peak appearance can still be achieved maximally.

The trainer must be able to deal with athletes who lack confidence, so that they can help athletes feel their identity (sense of identity) that is to better understand what happened to him. The role of the trainer in this case is very important, namely to provide a rational assessment, which is emphasized in the defeat and victory experienced by the athlete. This will have a positive impact on arousing the spirit of the athlete facing the future, avoiding athletes to contemplate and lament the failures for their failures. Athletes' perception is closely related to self-confidence, therefore athletes who lack self-confidence usually perceive themselves as having

lower abilities than other athletes, consequently unable to achieve maximum performance.

With the existence of self-confidence it can change someone who usually does not want to do the things that he can actually encourage him to dare to do or deal with it. With self-confidence, someone becomes more confident, brave and able to face or do something. Trained self-confidence will certainly bring positive things for the individual to support a good skill outcome. In certain situations, even if an athlete does not get good results during training at least during the match he is able to fight well.

The effectiveness of the movement during the exercise can perform well and is able to bring positive things such as fast in making decisions because they believe that they are able to provide the best.

Saranson explained that self-confidence is a feeling that contains strength, ability and skill to do and produce something that is based on conviction and success. Confidence in ability and self-assessment in carrying out tasks and choosing an effective approach. This includes trust in their ability to deal with an increasingly challenging environment and trust in their decisions or opinions. In a skill to do and produce something that is based on conviction and success, it certainly requires strong confidence that it will succeed and smooth without the slightest obstacle and always think positive.

Junior athletes may do exercises and matches that are not appropriate or contrary to their wishes. Fear of failure may grip the junior athlete, and if the experience is disappointing and frustrating, the result will be detrimental to the development of the athlete. Even junior athletes may not want to take part in training and matches.

As explained by Reni Akbar in his book:

Low self-confidence experienced by a child, one of the causes of this is that few people believe they have the ability to create and explore themselves so that they will appear to be a child who is inferior.

The mental state of athletes who are not good, for example anxious or anxious, will usually affect the ability to think calmly, the power of concentration and coordination will also be disrupted. Lack of confidence is a barrier to high achievement. At the time of experiencing a

slight failure, athletes will feel less able or less confident in their abilities, so that they are easily discouraged and if they are required to perform higher they will experience frustration. Therefore, to reduce the low self-confidence of children, parents are expected to give confidence to the child to appear with all the potential he has. Facing an athlete's mental match needs to be prepared, so that all of his ability to be good at mind, will, and feeling ready to face tasks and face all possibilities.

Self-confidence will have an impact on the individual. Weinberg and Gould state that confidence give a positive impact on the following:

- a. Emotions, individuals who have high self-confidence will more easily control themselves in a stressful situation.
- b. Concentration, an individual will be easier to focus on certain things without feeling too worried.
- c. The target, the individual tends to direct the target that is quite challenging, therefore he will also encourage himself to work better.
- d. Businesses, individuals are not easily discouraged or frustrated in an effort to achieve their goals and tend to keep trying optimally until their business is successful.
- e. Strategy, individuals are able to develop various strategies to obtain the results of their business.
- f. Momentum, an individual will become more calm, tenacious, not easily discouraged, continue to try to develop and open a business for him.

The impact of self-confidence shows that self-confidence provides mental reinforcement in the player in achieving success. Self-confidence plays an important role because it provides its own strength in achieving success. Without having the full confidence of an athlete cannot achieve high achievement, because there is a relationship between achievement motivation and confidence. Thus, self-confidence contains a person's beliefs related to strength, self-ability, to do and achieve success and be responsible for what has been determined by him.

Self-confidence or self-confidence is usually closely related to "emotional security". Self-confidence is the more stable emotional security. Confidence will lead to a sense of security, and this will be seen in the attitudes and

behavior of athletes, who seem calm, not easily hesitant, not easily nervous, assertive, and so on. Lack of confidence will not support high achievement. Lack of confidence means also doubting his own abilities, and this is clearly a seed of tension. Especially when facing a match against players who are balanced in strength, so the tension at the time of the match will be a seed of defeat.

The causes of failure and frustration are often closely related to the attitude of "over-confidence", because athletes who are over-confidence often estimate their abilities to exceed their abilities, so that the calculation is often wrong in the face of a match and results in failure. Athletes who have a "lack of confidence" attitude or lack of confidence tend to set achievement targets lower than their ability level, so that their achievements are also low. "Lack of confidence" will not lead an athlete to be a champion. A confident athlete or "full confidence" sets his achievement target in accordance with his ability with full confidence he will try to achieve his own set target. Failures faced do not easily cause frustration.

Over-confidence or self-confidence that is excessive, occurs because the athlete assesses their own abilities in excess of his actual abilities. This is closely related to the personality traits of the athlete in question.

Over-confidence or over-confidence occurs because the athlete assesses their own abilities beyond his actual abilities. This is closely related to the personality traits of athletes. Over-confidence can cause unfavorable consequences, because they often "take it easy" when dealing with an opponent and often feels that they will not be defeated. Conversely, when the athlete in question faces the fact that they can be defeated by an opponent who is estimated to be under their class, then the athlete in question will be easily frustrated.

People who are not confident will feel continuously falling, afraid to try, feel themselves wrong, and feel feelings of worry. Therefore, in childhood children need to develop various attitudes that reflect personality including self-confidence so that in the future the child can develop all the potential that exists within him by instilling a sense of confidence. According to Al-Uqhsari self-confidence is a form of strong belief

in the soul, understanding with the soul, and the ability to master the soul.

In other words, children who have self-confidence will be able to appear by applying all their potential that can be useful for their own interests, even for others in the context of their social interaction. A person who believes in self-confidence always usually has a pleasant and more peaceful life. The reason is because they can see their life from the positive side and the personal figure who hopes and seeks the experience and the desired results.

2.3. Development Characteristics of U-11 Year Children

This period is also called schoolchildren. Children are more independent. It is at this time that the most sensitive children are the most ready to learn. They are hungry for knowledge and want to always know and understand. Child physical growth continues, children become taller, heavier, stronger, and learn more skills. Their cognitive processes are more logical and not egocentric anymore. Children are better able to think, learn, remember, and communicate. They also have been able to take into account the various aspects that existed before taking a conclusion.

One of the cognitive abilities that develops at this time is the ability to do conservation (the concept of going back and forth; being able to understand something; for example water, lots of water will remain the same, even though the place is different). Children have also shown progress in the concept of time, and distance, although their understanding of numbers is still limited.

As children grow, they go through several stages of development. They are not developing at all, children have different needs and behaviors. for this reason it is important to realize the specific character and priorities of each stage from childhood and adolescence, pay attention to physical, physiological and psychological aspects.

Some of the characteristics of children at this time are:

a.) There is an interest in concrete daily practical life, this creates a tendency to compare practical work.

b.) Very realistic, want to know, want to learn.

c.) Towards the end of this period there has been an interest in things and special subjects, which experts follow the factor theory interpreted as starting to emphasize factors (special talents).

d.) Up to approximately 11.0 years old children need teachers or other adults to complete the task and fulfill their wishes. After this age, children generally face their duties freely and try to solve them.

e.) At this time, children view grades (report cards) as the right (best) measure of school performance.

f.) Children at this age like to form peer groups usually to be able to play together. In that game children are usually no longer bound to traditional game rules (which already exist), they make their own rules.



Picture 2.5: Indonesian Junior League Grassroot Football

At the age of eight to 12 years, children have increasingly developed sensing abilities and motor skills, so that children are better able to perform more complex and smooth movements. This is also because of the child's awareness of the body's position and its ability to feel the movements that it does. They are more able to understand verbal instructions and carry out the movements as instructed. The child's movements are more mature and skilled, for example throwing a ball accompanied by a swing of the hand and turning the back, and so on.

This age is the age of gold in the learning process in relation to the development of motor skills in the football players of an early age, the basic skills of playing the ball must be mastered during this stage.

Characteristics and Development of Age 11-12 Years

- Hunger for learning
- Increased coordination
- Physical changes
- Enthusiastic competition

- Firmness
- Visual and sound memories
- Team spirit
- Increased attention
- Ability to discuss.

Child or individual development covers various aspects of him. The development that occurs in the individual is influenced by various factors, both internal and external. Internal factors are factors that exist in a person who is a hereditary factor or talent, while external factors are factors that exist outside of a person, namely the influence of environmental conditions. Speaking of child development problems, it will be discussed further about the development of children aged 10-12 years, including the following:

a. Social-psychological characteristics

Playing is the right way to develop psychomotor skills and give children the opportunity to relax and overcome their anxiety. Psychologically at 11-12 years old, this age range is a time when children experience a balance between physical growth and psychological development. That is why this period is often referred to as "harmonious age" and "golden age for learning". Positive psychological development occurs, namely:

- Confidence
- Enthusiasm in finding out
- Willingness to learn
- Ability to observe
- Increased concentration ability
- Start liking competition.

Parents must involve themselves directly so that positive psychological development can be produced. They must provide basic facilities, be sensitive to unconditional acceptance and apply stimulation and at the same time evaluate the stages of development and temperament of children. Children need guidelines in behaving through easy rules provided by their parents.

The characteristics of children aged 10-12 years according to Sugiyanto are as follows:

- Actively happy.
- Interest in competitive sports increases.
- A sense of pride in high-mastered skills and tend to try to gain pride.
- A sense of pride in high-mastered skills and tend to try to gain pride.

- Always try to attract the attention of adults, and will try hard when getting encouragement from adults or parents.
- Trust adults, and always try to get approval about what is done.
- Gain great satisfaction when achieving something, and very disappointed if it fails.
- Tends to worship heroism.
- His emotional condition is not stable, easily happy and easily sad.
- Start understanding time and want to achieve something in time.

b. Intelligence development

Intelligence is the overall ability of individuals to think and act in a directed manner, as well as the ability to effectively control the environment. Suryabrata (1982) intelligence is defined as the general capacity of an individual to make adjustments to new situations or problems being faced. Whereas according to David Weschsler, intelligence is the ability to act in a directed, rational thinking way, and deal effectively with its environment.

Associated with this intelligence, sports activities, one of which is soccer skills, can be classified as kinesthetic intelligence (the same term for psychomotor). As is known intelligence is one of the main factors that determine the success of students' learning failure. Students who have low or below normal levels of intelligence are difficult to expect high achievers. But there is no guarantee that with a high level of intelligence a person will automatically learn success.

c. Physical Growth

The period of adolescence is a period of transition from childhood to maturity. In this period of physical growth of adolescents, physical size growth accelerates in the early years and then slows down, which eventually prolongs growth will stop after reaching adulthood. It is during adolescence that each individual becomes increasingly clear towards a particular body type. There are three types of body, namely: endomorph, mesomorph, and ectomorph. And this has resulted in a greater variation in the ability of motion in each individual.

This period is a period of rapid growth, which is marked by complex biological development. Symptoms of prominent growth and development are in terms of :

1. Body size
2. Body tissue
3. Sexual maturity, and
4. Physiological.

In football games, engineering elements cannot be separated from tactic and physical elements, as it is known that ages 11-12 are golden ages to study. The components of physical exercise for this age are:

- Coordination (Motion Coordination): The ability to coordinate the motion that is assessed based on the ability of the player to perform skill movements that can be varied with the ball (U5-U12).
- Speed and Agility: achieved via game training through the ball at a faster speed, will be able to ward off injuries and be more competitive in matches. Early age (U5-U12), there is no need to be trained that is related to resistance and strength first in particular, because there is no testosterone hormone.
- Endurance: These early age players will be trained through high intensity movements. Early

Component	Target	Activity	Time or repetition
1	Warming up	Motoric performance	10 minutes
2	Speed improvement	-	6 x 25 seconds
	Speed improvement on specific performance	Short exercises with fast techniques/tactics with fast changes	8 x 15 minutes
Game training with technical/tactical goals			20-30 minutes
3	Calming, relaxation, excitement	Relay run (with laps)	Repeat for 3 times 3 minutes

Table 2.1. Session speed training

age (U5-U12), get endurance through games and technical exercises, not yet through endurance special training.

In the physiological development of the player, it does not always take place in a precise manner, where there are always similarities in the period and acceleration of physical development. The trainer also needs to pay attention to special cases in the player's physiological development. Namely, players can also grow faster than the general growth period which is often called Vroeg Ryper. Or the body is slower than the general growth period which is often called Ryper.

d. Development of physical abilities

The development of physical abilities occurs in line with good growth. The better the physical growth, the more likely it is to improve its physical abilities. Physical abilities whose development is quite large are strength, balance, and flexibility.

1) Strength development

Strength is the ability of muscle contraction in lifting or holding weight. The greater the muscle section, the greater the power produced. Strength development at the age of 10-12 years has accelerated rapid development. In men occurs at the age of 11-12 years and 9-10 years in girls. Judging from the level of strength that can be achieved at this time boys can be stronger than women.

2) Development of balance

Balance is the ability to maintain body position to not sway or collapse, both at rest and during movements. There are two types of body balance, namely static and dynamic. Static balance is the ability to maintain the body in a state of rest while dynamic is the ability to maintain the body in motion. At the age of 10-12 years both types of balance develop and dynamic balance is more dominant at an early age.

3) Development of flexibility

It occurs quite rapidly in large children. Flexibility is the freedom of joint motion. This freedom has an effect on the movement of children in mastering sports movements. The rapid development of flexibility at the age of 10-12 years has implications that the development of sports achievements that attach great importance

to flexibility must be implemented intensively at the age of large children.

4) Development of coordination and mastery of motion

Football is a very complex sport with all the skills that must be mastered. Motion coordination is needed in performing technical skills, where this coordination determines the mastery of skills. Motion coordination is the ability to regulate the harmony of motion of body parts. This ability is related to the body's ability to control. Furthermore Sugiyanto explained that for children aged 10-12 years his body's coordination ability is getting better so that it becomes a period of improvement in performing basic movements. Children can already do variations of movement from the initial movement that has been mastered.

The development of mastery of motion in doing basic movements will be better if you get enough opportunities to do it. Basic motion development occurs in line with physical growth and development.

Increased mastery of basic movements can be identified as follows:

- Body mechanics in doing better movements.
- Control and smooth motion are getting better.
- Patterns or shapes of movements are increasingly varied.

The following is a table of the stages of the development of soccer players originating from the license trainer's curriculum syllabus and course D.

EARLY STAGES		FINAL STAGE OF ADOLESCENCE	
Early stage	Basic stage	Formation stage	Final stage
U6 s/d U10	U11 s/d U13	U14 s/d U16	U17 s/d U20

Table 2.2 Stage of Player Development

Basic training includes an age group of 6 to 10 years. At this age children usually start the era of formal education by going to school. This means that psychologically children only know the world outside the home. Physiologically, the fundamental motor movements are usually still rough and untrained. In this phase included in the category of the stage of playing fun and this phase is referred to as junior E - F.

At the age of 11 this year, they are slowly leaving the age stage of playing fun that they have been through at the age of 6-10 years, at the age of the happy stage playing children have not entered the phase of realism-critical, which means they only accept things and do it in accordance with the instructions he obtained, they could not criticize a matter whether it felt difficult or easy for him.

Table 2.3 Age Grouping German DFB version

Age 11-14 years is an intermediate phase in training, this phase is referred to as intermediate training, at this age children are now more mature and have become more familiar with football.

The first age group in Intermediate Training is the age group 11 to 12 years which is often called junior D. This age range can be said to be the golden age of learning. Various training materials provided will be easily remembered by junior D players. It is not wrong if the coach starts to intensely teach various variations of soccer techniques such as dribbling, control, passing, shooting and heading in this age group.

Characteristics of Junior D (11-12 years) Based on the consideration that Junior D's age is over gold to study, the trainers in this age group need to understand and understand the characteristics of this group as follows:

a) When Practicing

- Players at this age have very high curiosity. So I want to try and master various variations of soccer techniques.
- Players have more organized basic motor skills, with excellent coordination and flexibility.
- Players always look for role models and demand attention from coaches and parents.

b) When competing

- Players at this age like to compete with each other. Where players begin to understand the meaning of victory and defeat. victory will be greeted with joy. while defeat will result in sadness. Although this reaction does not last long.
- Thirst of matches. This happens because players at this age generally quickly master new techniques, so they can't wait to try it in a match.
- Likes to try new experiences. Like trying a new technical movement or playing in various positions.

2.4. The nature of Ragunan Soccer School

Ragunan Soccer School soccer school is a soccer school located in the capital city of Jakarta, located on the street Harsono RM, GOR Ragunan, South Jakarta. Ragunan Soccer school was established in 1992, since the Ragunan Soccer School soccer school was committed to developing and participating in advancing Indonesian football through coaching at an early age.

Ragunan Soccer School has many national players in the future, there are several age groups including 6 to 8 years, 9 to 10 years, and 11 to 13 years, with 60 active players take part in the training session. The trainers at the Ragunan Soccer School soccer school are also coaches who are competent in the field of soccer, especially early age and have had coaching licenses and some of them are from the Faculty of Sports Science, Jakarta State University. The opening of the Ragunan Soccer School soccer school is aimed at being a forum for soccer education for early childhood children to hone football skills and be open to children throughout Indonesia. Advanced football is soccer that educates and conducts character building and disciplinary behavior well from an early age.

With the establishment of this Ragunan Soccer School soccer school, it is expected to apply the Grassroots Football Football philosophy in accordance with the book that has been made International Federation of Football Association (FIFA), especially at the age of 12 and under which there is no intervention and discrimination against children who want to practice soccer. This is the reference for the Ragunan Soccer School soccer school in fostering young players, books and an early football curriculum, namely Grassroots Football which was initiated by the Federation of International of Football Association (FIFA) to be the benchmark for Ragunan Soccer School football schools in implementing the program in the football school program that has been held up to now.

3. RESEARCH METHODS

3.1. Research purposes

AGE GROUPING BY GERMAN DFB					
CHILDREN'S TRAINING					YOUTH TRAINING
Junior F	Junior E	Junior D	Junior C	Junior B	Junior A
7-8 y.o	9-10 y.o	11-12 y.o	13-14 y.o	15-16 y.o	17-18 y.o

This study aims to find out how the personal role of themselves is U-11 Ragunan Soccer School.

3.2. Place and time of research

1. Research Sites

The research site was conducted at Jl. RM Harsono, Komp Hall. Gor Ragunan, Ragunan, Ps. Minggu, City of South Jakarta, Jakarta Special Capital Region.

2. Research Time

This research was conducted on 7 January and 14 January 2018. In addition, submission of proposals, theoretical studies, compilation of instruments, joint data, data analysis, and report preparation.

3.3. Research methods and research flow

The research method used in this study is a descriptive method with survey techniques. The survey method is versatile, can be used to collect data in various fields and problems. In addition, the use of data is efficient enough to collect reliable information and surveys compile data on a large enough population of relatively small samples.

In this study, researchers discussed data on the role of U-11 players in Ragunan Soccer School, especially the role of self-U-11 players. Based on data from students enrolled in Ragunan Soccer School.

3.3.1. Popuasi

According to Sugiyono the population is the entire research subject. Population is the totality of all possible values, the results of calculating or measuring, qualitative and

quantitative about certain characteristics of all complete and clear members of the group whose characteristics they want to study. the population in this study were parents of Ragunan Soccer School U-11 Year players totaling 116 parents.

3.3.2. Sampling technique

The sample is the part or representative of the population that you want to study. Named sample research if we intend to generalize the results of sample research. What is meant by generalizing is to conclude the research conclusions as something that applies to the population.

In this study the sampling technique uses "incidental sampling" technique, incidental sampling is a technique of sampling by chance, that anyone who accidentally / incidentally meets the researcher can be used as a sample, if viewed as someone who happens to be found suitable as a data source. That is as many as 65 parents of U-11 Ragunan Soccer School players.

3.3.3. Sampling technique

Instrument is a tool in research using a method. for some methods, the term for the instrument is the same as the method:

- Instrument for the test method is a test or problem.
- Instrument for questionnaire or method, is closed questionnaire.
- Instrument for observation method is a checklist.
- The instrument for the documentation method is documentation guidelines or can also checklist.

Before the researcher formulates the research instrument, first makes the instrument lattice to facilitate the formulation of the instrument.

AGE GROUPING BY GERMAN DFB					
CHILDREN'S TRAINING					YOUTH TRAINING
Junior F	Junior E	Junior D	Junior C	Junior B	Junior A
7-8 y.o	9-10 y.o	11-12 y.o	13-14 y.o	15-16 y.o	17-18 y.o
BASIC TRAINING		INTERMEDIATE TRAINING		ADVANCED TRAINING	

The instrument used to obtain data in this study is a closed questionnaire. The closed questionnaire is a questionnaire that has been provided with answers so that the respondent just chooses, research instruments using supporting tools or writing facilities such as pencils and writing boards. The answers to each positive statement include:

SS	=	Sangat	Setuju
= 1			
S	=	Setuju	
= 2			
RG	=	Ragu-ragu	
= 3			
TS	=	Tidak	Setuju
= 4			
STS	=	Sangat	Tidak Setuju
= 5			

While the answers to each negative statement include:

SS	=	Sangat	Setuju
= 1			
S	=	Setuju	
= 2			
RG	=	Ragu-ragu	
= 3			
TS	=	Tidak	Setuju
= 4			
STS	=	Sangat	Tidak Setuju
= 5			

• Conceptual Definition:

In this study the focus of attention is the role of parents in the confidence of players, the role or parental support is an external factor, namely social support given by parents to children, which is reviewed based on the sport confidence model identifying three components or dimensions, namely: Exercise and physical skills (physical skills and training, cognitive efficiency (cognitive efficiency), resilience. On the basis of this understanding the researcher wanted to try to study and examine the role that parents made in the self-confidence of the U-11 Ragunan Soccer School players in a study.

• Operational definition:

The role of parents in the self-confidence of the U-11 Ragunan Soccer School players is a score obtained from statements or

instrument items in the form of a Likert scale which was submitted to parents of the Ragunan Soccer School U-11 players which consisted of: Exercise and physical skills (physical skills and training, cognitive efficiency (cognitive efficiency), resilience.

Measuring ordinal data using a Likert scale, that is the scale used to measure respondents' responses to the research object by using weights 1 to 5. In the questionnaires distributed the respondents were asked to provide a check mark (√) on the answer choices provided according to their choice. The assessment criteria for each indicator used from the positive statement are: (1). Score 1 for the answer "Strongly Disagree", (2). Score 2 for the "Disagree" answer, (3). Score 3 for "Doubtful" answers, (4). Score 4 for the "Agree" answer, (5). Score for the "Strongly Agree" answer. As for negative statements are (1). Score 1 for the answer "Strongly Agree", (2). Score 2 for the "Agree" answer, (3). Score 3 for "Doubtful" answers, (4). Score 4 for the "Disagree" answer, (5). Score for the answer "Strongly Disagree". As mentioned earlier, that in this survey study, information from respondents was collected through questionnaires (written question list). Considering that the questionnaire is the main tool in data collection, the formulation of the question must be clear by using a short sentence, so that it does not cause ambiguity (has a double meaning) and misinterpretation by the respondent. The questionnaire is as follows:

QUESTIONNAIRE

Table 3.1. Parent role survey of players'

Dimensi	Indicator	Positive Items	Negative Items	Amount of items
1. Physical skills and training.	a. Keyakinan akan teknik yang dimiliki	1,6	8,10,11	5
	b. Mengikuti latihan dengan disiplin	2,4,7	9, 12	5
2. Cognitive efficiency.	a. Mampu berkonsentrasi selama latihan dan bertanding	3,5	13,14,29	5
	b. Mampu mengambil keputusan dengan cepat	16,18,21	17,30	5
3. Resilience.	a. Pantang menyerah	23,24,26	20,22	5
	b. Berusaha atau bermain dengan maksimal	15,19,25	27,28	5

confidence in Ragunan Soccer School's U-11 years.

2. Instrument Testing

To obtain the data needed, the instrument used to retrieve data is first tested so that the right data is obtained. The analysis technique used to test instruments is validity and reliability.

a) Instrument Validity Test

Validity is the degree of accuracy between the data that occurs in the object of research and data that can be reported by researchers. Thus the valid data is data that is not different between the data reported by the researcher and the actual data in the research object. An instrument is said to be valid if it can measure what is desired or reveal data of the desired variable appropriately.

Validity test in this study uses external validity by using a rough number formula product moment correlation, with the following formula

$$r_{XY} = \frac{N \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{N \sum x_i^2 - (\sum x_i)^2\} \{N \sum y_i^2 - (\sum y_i)^2\}}}$$

Information:

r_{xy} : The number of product moment correlation

x: Item score

y: Total item score of the trial subject

b) Reliability Test

A measurement instrument is said to be reliable if the measurement is consistent and accurate. So the instrument reliability test is carried out with the aim of knowing the consistency of the instrument as a measuring instrument, so that the measurement results can be trusted. Reliability calculations are performed after the validity of each item is known. Reliability is calculated from items that have been balanced in the grid composition table. To get a reliable measurement tool or state the provisions used the Alpha formula, namely:

$$r_{11} = \frac{k}{(k-1)} - \frac{\sum \sigma_i^2}{\sigma^2 t}$$

Information:

K : Number of valid items

r_{11} : Reliability sought

$\sum \sigma_i^2$: Total variance for each item score

$\sigma^2 t$: Total variance

A. Data Collection Techniques

For primary data concerning the role of what parents do to self-confidence, collected by using a questionnaire or questionnaire that contains questions or statements about the role of parents in the confidence of U-11 players. Whereas for secondary data obtained from the list of data in Ragunan Soccer School.

1. The data collection process is carried out by:
 - a. Data collection was carried out outside training time and the Ragunan Soccer School U-11 match.
 - b. The data collection process was carried out by distributing questionnaires containing questions about parents of Ragunan Soccer School U-11 Years students.
2. Observers record the results of answers that have been filled by parents of Ragunan Soccer School U-11 Year students.

B. Data Analysis Techniques

Data analysis techniques used in this study consist of the following steps: Calculate the answer score of each respondent from each question item in each dimension. In calculating the contribution of the role of parents to the confidence of players in the U-11 Year of Ragunan Soccer School, researchers used the average formula (mean).

Average formula:

$$\bar{x} = \frac{\sum x}{n}$$

Information:

\bar{x} : Average mean

$\sum x$: All values

n: Number of data values

To get an idea of the role of parents in the self-confidence of the U-11 Ragunan Soccer School Player, the data that has been obtained is analyzed using descriptive statistical methods using percentages with the formula:

$$P = \frac{F_x}{N} \times 100 \%$$

Information:

P : The results of the distribution of percent forms (%)

F_x : Frequency of respondents

N : Number of respondents

4. RESEARCH RESULTS

Data Description

Description of the data from this study is intended to present a general description of the place of research and research results. The score presented is an interpretation of the characteristics of respondents from the results of a survey of the role of parents on the confidence

of players in the U-11 Ragunan Soccer School. Data from the questionnaire results were filled with 65 respondents conducted in the hall of Ragunan GOR complex, South Jakarta, Sunday market district.

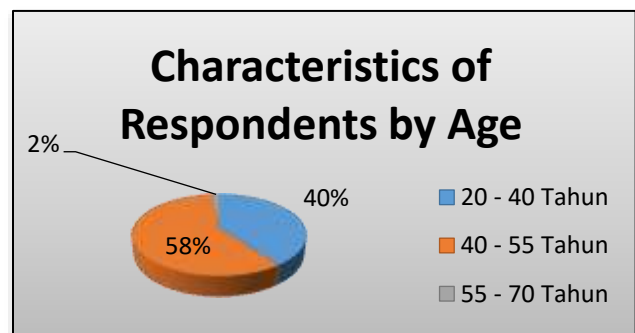
1. Description of Characteristics of Respondents Respondents who were successfully met and were willing to fill out the questionnaire had different characteristics between respondents to one another, as follows:

a. Age

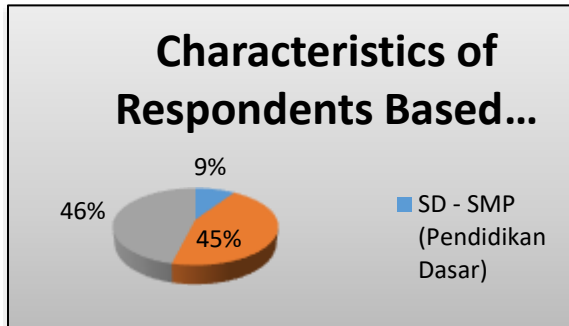
Based on the results of processing data from 65 respondents, researchers classify into 3 categories, namely, parents of young adults (20-40 years), middle-aged parents (aged 40-55 years), and elderly parents (55-70 years). The results obtained were 26 respondents from parents of young adults, 38 respondents from middle-aged parents, and 1 respondent from elderly parents. This can be seen from the table and diagram below.

Table 4.1. Percentage of Characteristics of Respondents by Age

AGE	AMOUNT	PERCENTAGE (%)
20 - 40 y.o	26	40
40 - 55 y.o	38	58
55 - 70 y.o	1	2
TOTAL	65 Respondents	100



PICTURE 4.1. Characteristics of Respondents by Age



Based on the table and diagram above, it can be concluded that the proportion of the most respondents is middle aged parents with a percentage of 68%. This shows that the respondents in this study were dominated by parents of young adults, aged 40 - 55 years.

b. Level of education

Based on the respondents in this study, the differences in the level of education of each respondent are grouped into 3 groups, namely, elementary - junior high school (basic education), high school / vocational school (secondary education), and D3 - S1 (higher education). The number of respondents with elementary school - junior high school (basic education) was 6 respondents (9%), respondents with high school / vocational school (secondary education) were 29 respondents (44%), while respondents with D3 - S1 (higher education) education were 30 respondents (46%).

Table 4.2. Percentage of Characteristics of Respondents by Education

LAST EDUCATION	AMOUNT	PERSENTAGE (%)
Elementary – Middle School (Primary Education)	6	9

High School (Middle Education)	29	45
D3 - S1 (Higher Education)	30	46
TOTAL	65 Respondents	100

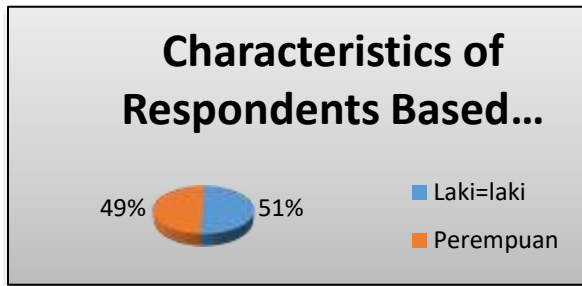
Picture 4.2. Characteristics of Respondents Based on Education Level

Based on the table and diagram above it can be seen that the proportion of the highest number of respondents is in the group of respondents with final education D3 - S1 (higher education) as many as 30 parents with a percentage of (46%), while the number of respondents is at least in the group of respondents with primary education - SMP (basic education) as many as 6 respondents (9%).

c. Gender Level

Based on the data of respondents who have filled out this research questionnaire, divided into 2 groups, namely men and women. The number of male respondents is 33 parents with a percentage (51%), and female respondents as many as 32 parents with a percentage (49%). Table 4.3. Percentage of Characteristics of Respondents Based on Gender Level

GENDER	AMOUNT	PERCENTAGE (%)
Male	33	51
Female	32	49
TOTAL	65 Respondents	100



Picture 4.3. Characteristics of Respondents Based on Gender Level

Based on the table and diagram above, it can be seen that the proportion of the most respondents is in the respondent group with male gender as many as 33 parents with a percentage of (51%), while the number of respondents is at least 32 respondents in the gender group. 49%).

B. Description of Each Dimension Data

Interpretation of the results of the analysis of each item statement is obtained by calculating the number of scores per statement item divided by the number of respondents, then multiplied by 100% by the formula $P = \frac{F_x}{N} \times 100\%$ with the following results:

1. The Role of Parents in Supporting Exercise and Physical Skills of Players of U-11 Ragunan Soccer School.

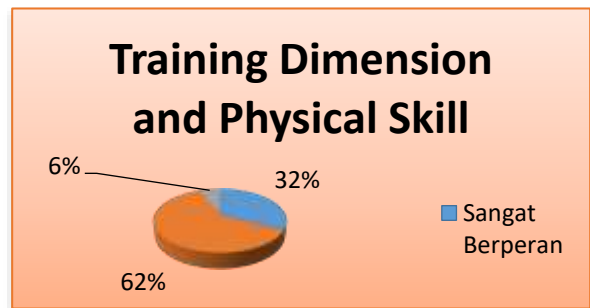
Below is presented data on frequency distribution and data graphs of parental roles in exercise factors and physical skills.

Table 4.4. Exercise Frequency Distribution and physical skills

Category	Interval Class	Absolute Frequency	Relative Frequency
Very Involved	43 - 50	21	32%
Involved	35 - 42	40	62%
Less Involved	27 - 34	4	6%
Amount		65	100%

Parents' role table in supporting exercise and physical skills above obtain results

that can be expressed as follows: respondents who have the biggest score 43 - 50 very instrumental categories as many as 21 respondents with a percentage of 32%, respondents who have scores 35 - 42 categories play as much 40 respondents with a percentage of 62%, respondents who have the smallest score 27-34 less in the category of as many as 4 respondents with a percentage of 6%, this shows that respondents who have a score of 35-42 role categories as many as 40 respondents with a percentage of 62% to class with a percentage the most. This can also be seen from the graph below.



Picture 4.4. Percentage Role of Parents' Role in Supporting Exercise and physical skills

2. The Role of Parents in Supporting Cognitive Efficiency of Players of U-11 Ragunan Soccer School.

Below is presented data on frequency distribution and data graphs of parental roles in cognitive efficiency factors.

Table 4.5. Frequency Distribution of Cognitive Efficiency

Category	Interval Class	Absolute Frequency	Relative Frequency
Very Involved	39 - 47	14	21%
Involved	30 - 38	48	74%
Less Involved	21 - 29	3	5%
Amount		65	100%

Parents role table in supporting cognitive efficiency above obtain results that can be expressed as follows: respondents who have the biggest score 39 - 47 very instrumental categories as many as 14 respondents with a

Category	Interval Class	Absolute Frequency	Relative Frequency
Very Involved	40 - 46	22	34%
Involved	33 - 39	32	49%
Less Involved	26 - 32	11	17%
Amount		65	100%

percentage of 21%, respondents who have a score of 30 - 38 categories contribute as many as 48 respondents with a percentage of 74%, respondents who have the smallest score of 21-29 categories have less role as many as 3 respondents with a percentage of 5%, this shows that respondents who have a score of 30 - 38 categories play as many as 48 respondents with a percentage of 74% to the class with the highest percentage. This can also be seen from the graph below.

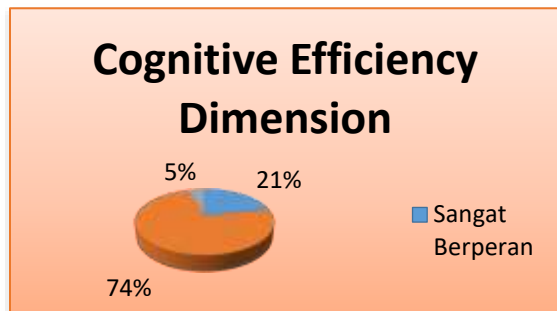


Figure 4.5. Graph Percentage of Parents' Role in Supporting Cognitive Efficiency

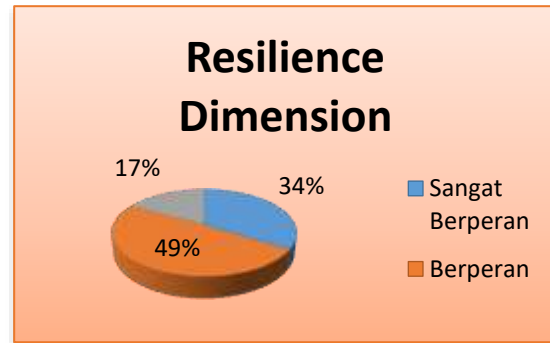
3. The Role of Parents in Supporting the Tenacity of the U-11 Ragunan Soccer School Players.

Below is presented data on frequency distribution and data graph of the role of parents in the tenacity factor.

Table 4.6. Distribution of tenacity frequency

Parents role table in supporting cognitive efficiency above obtain results that can be expressed as follows: respondents who have the biggest score 40-46 very influential categories as many as 22 respondents with a percentage of 34%, respondents who have a score of 33-39 categories contribute as many as 32 respondents with a percentage of 49%, respondents who have the smallest score 26 - 32 categories have less role as many as 11 respondents with a percentage of 17%, this shows that respondents who have a score of 33 - 39 categories play as many as 32

respondents with a percentage of 49% to the class with the highest percentage. This can also be seen from the graph below.



Picture 4.6. Percentage Role of Parental Role in Supporting Tenacity.

C. Analysis of Research Results

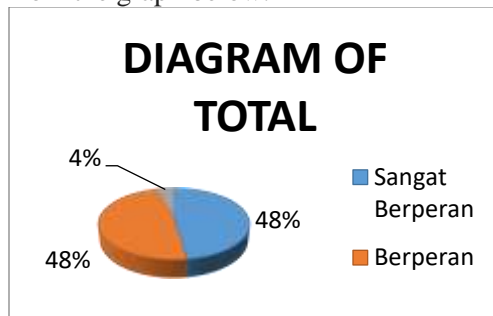
The Role of Parents Against Player Confidence in U-11 Ragunan Soccer School. Below is presented data on frequency distribution and data graph of parental roles on self-confidence.

Table 4.7. Frequency distribution of the role of parents to self-confidence.

Category	Interval Class	Absolute Frequency	Relative Frequency
Very Involved	115 - 131	31	48%
Involved	100 - 114	31	48%
Less Involved	85 - 99	3	4%
Amount		65	100%

The total table of parents' role on the self-confidence of U-11 players in Ragunan Soccer School above obtained results that can be stated as follows: respondents who had the biggest score 115 - 131 categories were very influential as many as 31 respondents with a percentage of 48%, respondents who had scores 100 - 114 categories play as many as 31 respondents with a percentage of 48%, respondents who have the smallest score of 85 - 99 categories have less role as much as 3 respondents with a percentage of 5%, this shows that respondents who have a score of 115 - 131 categories greatly contribute as many as 31 respondents with the percentage of 48% and

respondents who have a score of 100 - 114 categories play a percentage of 48% to the class with the highest percentage. This can also be seen from the graph below.



Picture 4.7. Percentage Role of Parents Role in Supporting Players' Self-Confidence in U-11 Year Ragunan Soccer School.

6. REFERENCE

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The diagram above shows that parents play a role in the confidence of the players of the Ragunan Soccer School U-11. This is seen from the results obtained from the score 115-131 as many as 31 respondents with a percentage of 48% with a very instrumental category.

5. Conclusions

After conducting research on the role of surveying the role of parents on the self-confidence of the U-11 players of Ragunan Soccer School, and based on data analysis, it was concluded that:

The role of parents in the confidence of players is good with the following details: 48% in the very instrumental category, and 48% in the role category, 5% in the less instrumental category.

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