

Development of a Video Tutorial for Basic Goalkeeper Techniques in Football Schools of Bayung Lencir Sub-District

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ABSTRACT

The purpose of this study was to develop a video tutorial product for basic goalkeeper techniques in football schools of Bayung Lencir Sub-District to help goalkeepers improve their technical skills. This development research used the Lee & Owens model with five stages: Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques used expert validation forms from material and media experts, as well as questionnaires to football school participants in Bayung Lencir Sub-District, with two stages: small-scale testing with 5 goalkeepers and large-scale testing with 15 goalkeepers. The instrument used a Likert scale with five alternative answers from very good to very poor. The validation results showed material expert I achieved 95% (very good), material expert II achieved 87% (very good), media expert I stage I achieved 82% (very good), media expert I stage II achieved 96% (very good), media expert II stage I achieved 80% (very good), and media expert II stage II achieved 86% (very good). Small group testing achieved 93.86% and large group testing achieved 88.44%. The video tutorial for basic goalkeeper techniques can be categorized as suitable for use as a learning reference for football schools in Bayung Lencir Sub-District.

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B. Acquisition of data;
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INTRODUCTION

Sports represent positive activities when performed correctly and appropriately, contributing significantly to individual character development and social cohesion. These activities embody essential values including honesty, fair play, sportsmanship, empathy, sympathy, good mental attitude, responsibility, respect for others, discipline, motivation, and cooperation (Muhibbi et al., 2023). The integration of these values through sports participation creates a foundation for holistic personal development, particularly among youth athletes who are still forming their moral and social frameworks.

Football stands as one of the world's most popular team sports, consisting of 11 players, including a goalkeeper, and has attracted widespread attention across diverse communities globally (Suryadi et al., 2023). The sport's universal appeal stems from its accessibility and

the minimal equipment required for basic participation, making it particularly attractive in developing regions (Rifan et al., 2023). Beyond its entertainment value, football offers numerous benefits for physical and mental health, cognitive development, socialization skills, teamwork capabilities, and discipline training, which explains its adoption as a primary sport in educational institutions worldwide (Pratomo, 2016).

The goalkeeper position in football carries unique responsibilities and technical demands that distinguish it from other field positions. As the last line of defence, goalkeepers must possess specialized skills, including shot-stopping techniques, distribution abilities, aerial dominance, and tactical awareness, which require dedicated training approaches (David et al., 2024). Unlike field players who primarily use their feet, goalkeepers must master hand-eye coordination, diving techniques, and positioning strategies that demand specific instructional methodologies. The complexity of these skills often creates challenges for coaches who may lack specialized knowledge in goalkeeper training, particularly in youth development programs (Okilanda et al., 2020).

First, this study addresses the critical problem of inadequate training resources for goalkeeper development in football schools within Bayung Lencir Sub-District. Many young goalkeepers in this region lack access to proper technical instruction due to limited coaching expertise and the absence of structured learning materials specifically designed for their position. This deficiency not only hinders individual skill development but also impacts overall team performance, as goalkeeper errors often have more significant consequences than mistakes made by field players.

Second, contemporary research in sports education has increasingly emphasized the effectiveness of video-based learning materials as complementary tools to traditional coaching methods. Studies by Ariyanti (2022) have demonstrated that multimedia learning development using video tutorials significantly enhances student comprehension and practical skill acquisition compared to verbal instruction alone. Furthermore, research on sports-specific video training has revealed positive impacts on technical skill development, movement pattern recognition, and knowledge retention among athletes across various sports disciplines (Sutrisno et al., 2020). The visual nature of video instruction allows learners to observe proper technique execution repeatedly, facilitating better understanding of complex motor skills.

Third, while extensive research has been conducted on general football skills training and development, there remains a significant gap in specialised goalkeeper training materials specifically designed for youth football programs in rural and semi-urban areas. Current literature predominantly focuses on elite-level goalkeeper training or general football education, leaving a void in accessible, systematically developed resources for grassroots programs (Otte, 2021). The unique challenges faced by goalkeepers, including the psychological pressure of their position and the technical complexity of their skills, require targeted instructional approaches that current training methods in many developing regions do not adequately address.

Fourth, this research aims to develop and scientifically validate a comprehensive video tutorial specifically focused on basic goalkeeper techniques suitable for football

schools in Bayung Lencir Sub-District. The primary research question examines the effectiveness and acceptability of a structured video tutorial in supporting goalkeeper skill development among youth players. The novelty of this research lies in its systematic application of the Lee & Owens development model to create goalkeeper-specific training media, providing a replicable framework for sports education resource development in similar contexts.

METHODS

According to Ariyanti (2022), the Lee & Owens development model is a development model for creating learning prototypes using multimedia. The Lee & Owens development model has five stages performed by developers. The five stages proposed by Lee & Owens are (1) Analysis stage, (2) Design stage, (3) Development stage, (4) Implementation stage, (5) Evaluation stage.

The Lee & Owens development procedure was selected because it is easy to follow and is a multimedia model that is complete and considered most suitable for the product developed in this research. However, in this study, considering the time constraints, the Lee & Owens development model steps were simplified into 5 steps: (1) Analysis stage, (2) Design stage, (3) Development stage, (4) Implementation stage, (5) Evaluation stage.

Data collection instruments in this study used assessment instruments in the form of questionnaires. (Sugiyono, 2015) explains that questionnaires are data collection techniques by providing a set of written questions to respondents. Research instrument questionnaires were filled out by material experts, media experts, and students who were viewers of the video tutorial that had been created. Questionnaires for media experts and material experts were used as guidelines for product improvement and refinement. Alternative answers used the Likert scale. (Sugiyono, 2021) explains that the Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups about social phenomena, provided with five alternative answers: very good, good, fairly good, poor, and very poor.

Table 1.
Likert Scale

Criteria	Score
Very Good	5
Good	4
Fairly Good	3
Poor	2
Very Poor	1

The number of questions for material experts was 20, media experts had 10 questions, and goalkeeper assessments had 15 questions. Assessment based on percentages for material experts, media experts, and students was as follows:

Table 2.
Conversion of Assessment Based on Material Expert Percentage

No	Range	Value	Category
1.	84-100	5	Very Good/Very Suitable
2.	68-83	4	Good/Suitable
3.	52-67	3	Fairly Good/Fairly Suitable
4.	36-51	2	Poor/Unsuitable
5.	20-35	1	Very Poor/Very Unsuitable

Table 3.
 Conversion of Assessment Based on Media Expert Percentage

No	Range	Value	Category
1.	42-50	5	Very Good/Very Suitable
2.	34-41	4	Good/Suitable
3.	26-33	3	Fairly Good/Fairly Suitable
4.	18-25	2	Poor/Unsuitable
5.	10-17	1	Very Poor/Very Unsuitable

RESULTS AND DISCUSSION

Material Expert Validation Results

The validation process conducted by material experts yielded highly positive results, demonstrating the educational value and technical accuracy of the developed video tutorial. Material expert, I provided an assessment score of 95%, categorizing the product as "Very Good" and indicating that the content was suitable for field testing without requiring any revisions. This high score reflected the expert's confidence in the pedagogical approach, the technical accuracy of goalkeeper techniques demonstrated, and overall instructional design quality. Material expert II similarly validated the product with a score of 87%, also falling within the "Very Good" category, which confirmed the consistency of expert opinions regarding the material's educational effectiveness and technical soundness.

The consensus between both material experts regarding the product's high quality suggests that the video tutorial successfully incorporates fundamental goalkeeper training principles and presents them in an educationally sound manner. Both experts particularly praised the systematic progression of techniques from basic to more advanced skills, the clarity of demonstrations, and the appropriate pacing for the target age group (Cerezuela et al., 2023). The minor variation in scores between the two experts can be attributed to individual assessment criteria emphasis, with one expert focusing more on technical precision while the other emphasized pedagogical methodology (Suryadi et al., 2023).

Media Expert Validation Results

The media expert validation process was conducted through a two-stage iterative approach, allowing for product refinement based on expert feedback before final approval. Media expert, I initially provided a score of 82% in stage I, categorizing the product as "Very Good" but suggesting minor technical improvements related to video quality, audio clarity, and visual presentation elements. Following the implementation of suggested revisions, the second stage evaluation by the same expert resulted in an improved score of 96%, indicating successful incorporation of feedback and enhanced product quality. This significant improvement demonstrated the effectiveness of the iterative validation approach and the development team's responsiveness to expert recommendations.

Media expert II followed a similar two-stage validation process, initially providing a score of 80% in stage I, again categorizing the product as "Very Good" while identifying areas for technical enhancement. The expert's feedback focused primarily on video

editing transitions, graphic overlays for technique clarification, and overall visual appeal for the target audience. After implementing the suggested modifications, stage II evaluation yielded a score of 86%, confirming substantial improvement and meeting the expert's quality standards. The consistent improvement pattern observed in both media expert evaluations validates the effectiveness of the revision process and the development team's technical competency.

User Testing Results

Small-scale user testing involving five goalkeepers from football schools in Bayung Lencir Sub-District produced highly encouraging results with an average score of 93.86%. Participants in this initial testing phase demonstrated strong positive responses to the video tutorial's content, presentation style, and practical applicability to their training needs. The high score indicated that the target users found the material engaging, easy to understand, and directly relevant to their skill development requirements (Zhipeng & Abd Rahman, 2024). Feedback from this phase also provided valuable insights into user preferences regarding video length, demonstration angles, and explanation clarity.

Large-scale testing expanded the participant pool to 15 goalkeepers, resulting in an average score of 88.44%, which remained within the "Very Good" category despite the slight decrease from small-scale testing. This reduction can be attributed to the natural variation in individual preferences and skill levels within a larger, more diverse group of participants. The sustained high level of positive response across both testing phases demonstrates the video tutorial's broad appeal and effectiveness across different user profiles. Comments from participants consistently highlighted the tutorial's practical value, visual clarity, and potential for independent learning and skill reinforcement.

Comprehensive Product Quality Analysis

The overall assessment of the video tutorial development project reveals exceptional quality standards across all evaluation dimensions, with scores consistently falling within the "Very Good" to "Excellent" range. The systematic validation approach, incorporating both expert evaluation and user testing, provides comprehensive evidence of the product's educational effectiveness and technical quality. The iterative improvement process, particularly evident in the media expert validation stages, demonstrates the development team's commitment to quality enhancement and responsiveness to professional feedback (Cunningham et al., 2022). These results collectively indicate that the video tutorial successfully achieves its intended objectives of providing accessible, high-quality goalkeeper training resources for youth football programs.

Educational Implications and Effectiveness

The consistently high validation scores across all assessment categories demonstrate that video-based learning materials can serve as effective supplements to

traditional coaching methods in youth football goalkeeper training (Najib & Priambodo, 2019). The positive expert evaluations confirm that the tutorial meets established educational and technical standards for sports instruction media, while user testing results indicate strong acceptance and perceived value among the target population. The visual and practical nature of video instruction proves particularly suitable for demonstrating the complex motor skills and spatial awareness required in goalkeeper techniques, which are often difficult to convey through verbal instruction alone. This finding aligns with contemporary educational research emphasizing the effectiveness of multimedia learning approaches in sports skill acquisition.

The iterative validation approach employed in this study reveals the importance of expert feedback in refining educational media products to achieve optimal quality and effectiveness. The significant improvements observed between first and second stage evaluations by media experts demonstrate that systematic revision processes can substantially enhance product quality and user experience. Furthermore, the slight variation in scores between small-scale and large-scale user testing provides insights into the challenges of scaling educational interventions while maintaining consistent quality and appeal across diverse user groups. These findings contribute to the growing body of knowledge regarding best practices in sports education, media development and validation methodologies.

CONCLUSION

The comprehensive development and validation process of the video tutorial for basic goalkeeper techniques in football schools of Bayung Lencir Sub-District has yielded highly successful outcomes across all evaluation criteria. The systematic application of the Lee & Owens development model proved effective in creating a high-quality educational resource that meets both expert standards and user expectations. The validation results consistently demonstrated "Very Good" ratings from material experts (95% and 87%), media experts (96% and 86% in the final stages), and user testing groups (93.86% for small-scale and 88.44% for large-scale testing), confirming the product's educational value and technical quality.

The research successfully addresses the identified gap in specialized goalkeeper training resources for youth football programs in rural and semi-urban areas. The positive validation outcomes indicate that the developed video tutorial can serve as an effective supplementary learning tool that enhances traditional coaching methods through visual demonstration and systematic skill progression. The iterative validation approach employed in this study demonstrates the importance of expert feedback and user input in refining educational media products to achieve optimal effectiveness and appeal.

Several limitations should be acknowledged in interpreting these results, including the geographic specificity of the study population, which may limit generalizability to other regions with different cultural and infrastructural contexts. The relatively short-

term nature of the validation process means that long-term learning outcomes and skill retention effects remain to be evaluated through longitudinal studies. Additionally, the study focused primarily on basic goalkeeper techniques, suggesting that future research should explore the development of advanced skill tutorials and position-specific tactical training materials.

Future research directions should include longitudinal studies examining the actual impact of video tutorial implementation on goalkeeper performance in competitive settings over extended periods. Comparative studies investigating the effectiveness of video-based learning versus traditional coaching methods in goalkeeper skill development would provide valuable insights for sports education practitioners. Additionally, research exploring the scalability and adaptability of this development model to other sports positions and different cultural contexts would contribute significantly to the field of sports education technology development.

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