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Development of a Multi-Station Shooting Training Model to Improve Shooting Accuracy in Youth Football Players

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Abstrac: Football performance depends on technical skill and physical conditioning, with shooting ability as a key determinant of goal scoring. However, youth players often show low shooting accuracy and reduced engagement due to monotonous training. This study aimed to develop and validate a multi-station shooting training model for 15-year-old football players. A Research and Development approach using the ADDIE framework was applied, involving expert validation and field trials. Data were collected through observation, questionnaires, and documentation, and analyzed using descriptive percentages and content validity measures. Results showed that the model is valid and effective, with expert validation reaching 86.6%, small-scale trials 94.37%, and large-scale trials 90.56%. The model integrates speed, accuracy, strength, core stability, leg strength, and power, improving both shooting performance and player engagement. This study provides a practical and evidence-based training model with implications for youth football coaching and sports training methodology.

Keyword: Football, Shooting Training, Youth Players, Multi-Station, Sport Training

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INTRODUCTION

Football is one of the most popular sports worldwide, enjoyed by people of all ages and played in various contexts ranging from informal environments to professional competitions. Its universal appeal is supported by its accessibility and the dynamic nature of gameplay, which requires a combination of physical fitness, technical skill, and tactical awareness. The primary objective of football is to prevent the opponent from scoring while attempting to score as many goals as possible, a process that demands both physical conditioning and mastery of fundamental techniques (Zhang X et.al, 2024). In this regard, football performance is closely linked to the development of essential motor abilities such as strength, endurance, agility, speed, coordination, and balance, which collectively influence technical execution on the field (Firmansyah et.al, 2021; Komarudin, 2016). Contemporary literature further emphasizes that modern football increasingly requires integrated training approaches that combine physical and technical components to optimize performance outcomes.

Among the various technical skills in football, shooting represents a decisive factor in determining match outcomes. While players may possess strong dribbling and ball control abilities, these competencies become ineffective without accurate and powerful shooting, particularly during the final phase of attack (Anam K., 2013; Palucci Vieira et al., 2021). Shooting accuracy refers to the ability to direct the ball toward a specific target effectively, which is essential for both goal scoring and successful passing (Jefri et.al, 2023; Murphy, 2018). Moreover, biomechanical studies indicate that effective shooting performance depends on factors such as leg strength, coordination, and the angle of contact with the ball (Witt, 2012; Hinrichs, 2012; Brophy, 2007; Maly, 2018; Slaidiņš & Fernāte, 2021). Therefore, structured and systematic training is required to enhance shooting performance, particularly for young athletes in developmental stages.

Despite the recognized importance of shooting skills, practical observations in youth football training reveal persistent challenges. Specifically, players aged 15 years at SSB Prabu Football in Prabumulih demonstrate limited understanding of proper shooting techniques and insufficient accuracy when directing the ball toward the goal. Empirical observations during training and matches indicate that shots frequently deviate from the intended target, either going wide or over the goal, thereby reducing scoring effectiveness. Additionally, training sessions tend to rely on repetitive drills that may not adequately engage players, leading to decreased motivation and suboptimal learning outcomes. These issues highlight a gap between theoretical training principles and their practical implementation in youth football programs.

Addressing these problems requires the development of a training model that is not only technically sound but also engaging and adaptable to the characteristics of adolescent players. A well-designed training model should integrate physical conditioning, technical drills, and psychological aspects such as confidence and decision-making. According to Scheunemann (2005) in Paisal et.al (2024), effective shooting training must incorporate elements such as positive attitude, aggressiveness, early decision-making, and proper execution techniques. Furthermore, training should emphasize systematic progression and variation to maintain player interest and enhance skill acquisition. Consequently, the need arises for an innovative and structured shooting training model tailored specifically for U-15 football players.

Previous studies have proposed several approaches to improve shooting performance. For instance, strength training targeting the lower limbs has been shown to enhance shooting power and accuracy (Amir Supriadi, 2022; Paulinsia et.al, 2025; Wang & Zhang, 2022; Mohammad & Mashhoot, 2021). Interval training methods have also been recommended to improve endurance and overall physical capacity, which indirectly supports technical performance. In addition, imagery training has been identified as an effective psychological intervention that enhances concentration, confidence, and motor skill execution by allowing athletes to mentally rehearse movements (Lindsay et.al, 2023; Finke, 2000; Ihsan et.al, 2024; Cumming & Ste-Marie, 2017; Behrendt et.al, 2021). These findings suggest that a combination of physical, technical, and mental training components is essential for optimizing shooting performance.

Other research has explored the use of varied training drills and instructional media to enhance learning outcomes in sports education. The development of instructional videos, for

example, has been shown to increase student motivation and engagement in physical education settings (Pitnawati, 2019; Pratiwi & Rahayu, 2020). Similarly, modified training games and target-based exercises have demonstrated effectiveness in improving shooting accuracy by providing contextualized practice opportunities (Raihan et.al, 2025). The integration of such approaches aligns with contemporary pedagogical frameworks that emphasize learner-centered and interactive training environments. However, many existing models focus on isolated aspects of training and lack a comprehensive framework that integrates multiple components into a cohesive system.

Although previous studies have contributed valuable insights into shooting training, there remains a need for a structured and validated training model specifically designed for youth football players. Existing approaches often lack systematic development processes and empirical validation through field testing. The Research and Development (R&D) approach, particularly the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), offers a systematic framework for developing and evaluating educational and training products (Kasliyanto et.al, 2023; Szabo, 2022). By applying this model, it is possible to design a training program that is both theoretically grounded and practically effective. Nevertheless, limited research has applied the ADDIE framework to the development of football shooting training models for adolescents, indicating a clear research gap.

Based on this gap, the present study aims to develop and validate a shooting training model for 15-year-old football players using a systematic R&D approach. The novelty of this study lies in the integration of physical, technical, and psychological training components within a structured multi-station training model, developed and tested through the ADDIE framework. The study hypothesizes that the developed training model will be valid, feasible, and effective in improving shooting ability among youth players. The scope of the research is limited to U-15 players at football schools in Prabumulih, focusing on the development, validation, and field testing of the training model.

METHOD

Research Design

This study employed a Research and Development (R&D) approach aimed at producing and validating a training product in the form of a shooting training model for 15-year-old football players. R&D is widely recognized as a systematic method used to develop educational or training products and evaluate their effectiveness through iterative testing and refinement processes (Okpatrioka, 2023). In the context of sports education, this approach is particularly relevant as it allows the integration of theoretical knowledge and practical application to solve real-world training problems.

The development process in this study was guided by the ADDIE model, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. The ADDIE model provides a structured and flexible framework that supports the creation of effective and adaptive training programs (Szabo, 2022). Its systematic nature ensures that the resulting product is grounded in needs analysis, developed through iterative validation, and tested in real training contexts.

Research Setting and Subjects

The study was conducted at football schools (Sekolah Sepakbola/SSB) in Prabumulih City, Indonesia, with a primary focus on SSB Prabu Football as the initial development site. The participants involved in this research were 15-year-old football players who actively participated in training programs at the selected institutions.

The research subjects were divided into several groups according to the stages of product testing. The small-scale trial involved 12 players from SSB Prabu Football, while the large-scale trial included 45 players from multiple football schools, namely SSB Prabu Football, SSB Prabu Soccer, and SSB Persea Prabumulih. In addition, expert validators consisting of one academic expert, one practitioner, and one licensed football coach were involved to assess the feasibility and validity of the developed training model.

Development Procedures

The development procedure in this study was adapted from the ADDIE model and modified to suit the research context and field conditions. The process began with a preliminary study involving literature review and field observations to identify existing problems and gather baseline data related to shooting training models. This stage aimed to understand the needs of players and coaches and to identify gaps in current training practices.

The next stage involved planning and designing the initial product. The researcher developed a prototype of the shooting training model by modifying and combining various existing training drills into a structured program focused on improving shooting accuracy and power. The product was compiled in the form of a training guidebook entitled "Shooting Training Model for Football Players Aged 15 Years." Following the design stage, the initial product underwent internal validation through expert judgment. Experts were asked to evaluate the training model based on its relevance, practicality, safety, and effectiveness. Their feedback was used to revise and improve the product before proceeding to field trials.

The revised product was then tested through a small-scale trial to assess its feasibility in real training conditions. Observations and feedback from this stage were used to further refine the model. Subsequently, a large-scale trial was conducted to evaluate the broader applicability and effectiveness of the training model across different football schools. The final stage involved producing the finalized training model after incorporating all revisions and improvements based on expert input and trial results.

Data Types and Data Collection Techniques

This study utilized both qualitative and quantitative data to ensure a comprehensive evaluation of the developed training model. Qualitative data consisted of expert feedback, suggestions, and observations regarding the strengths and weaknesses of the product. These data provided insights into necessary improvements and contextual relevance. Quantitative data were obtained in the form of numerical scores derived from questionnaires and assessments conducted during validation and field trials. These data were used to measure the feasibility, quality, and effectiveness of the training model.

Data collection was carried out using three main techniques. Observation was employed to monitor the implementation of the training model and assess player performance during training sessions. Documentation was used to collect supporting data such as records, reports, and relevant materials related to the research context (Jibril, 2018; Lodico et al., 2020). Questionnaires were administered to both experts and players to gather evaluations of the training model. Expert questionnaires focused on the validity and quality of the product, while player questionnaires assessed usability, comfort, and perceived effectiveness.

Research Instruments

The primary instrument used in this study was a structured questionnaire designed to evaluate the quality and feasibility of the shooting training model. The questionnaire for experts included indicators related to the suitability of the model with training objectives, its practicality, safety, and its effectiveness in improving shooting performance. Meanwhile, the questionnaire for players focused on their responses to the training model, including ease of use, engagement, and perceived improvements in shooting ability.

The instrument was developed based on established criteria for training evaluation and was designed to capture both qualitative feedback and quantitative ratings. The use of questionnaires allowed for efficient data collection from multiple respondents within a limited time frame.

Data Analysis Techniques

Data analysis in this study employed a descriptive quantitative approach using percentage-based analysis. The collected data from questionnaires were processed to determine the relative frequency of responses and to assess the overall feasibility and effectiveness of the training model. The percentage formula used in this study is expressed as:

$$P = (F / N) \times 100\%$$

where P represents the percentage, F represents the total score obtained, and N represents the maximum possible score. The resulting percentages were then interpreted using a classification scale ranging from "not good" to "very good," which provided a basis for determining the feasibility of the product.

In addition to percentage analysis, the study also utilized Content Validity Ratio (CVR) and Content Validity Index (CVI) to assess the validity of the training model based on expert evaluations. These measures ensured that the developed product met the required standards of validity and could be considered appropriate for implementation in football training contexts.

Through this combination of qualitative and quantitative analysis, the study ensured that the developed shooting training model was rigorously evaluated and supported by empirical evidence before being finalized and recommended for practical use.

RESULT

Development Results of the Shooting Training Model

The development of the shooting training model for 15-year-old football players was conducted systematically using the Research and Development (R&D) approach based on the ADDIE framework, which includes Analysis, Design, Development, Implementation, and Evaluation stages. The results presented in this section reflect the outcomes obtained at each stage of the development process, beginning with needs analysis and culminating in the validation and field testing of the final product.

The analysis phase revealed two primary issues faced by players in SSB Prabu Football Prabumulih. First, players demonstrated low shooting accuracy, with frequent deviations of the ball from the intended target, either wide or above the goal. Second, the training methods applied were repetitive and monotonous, leading to decreased motivation and engagement among players. These findings confirmed the necessity of developing a structured and varied training model that could address both technical deficiencies and motivational aspects.

Based on these findings, the design phase focused on creating a training model that integrates physical, technical, and cognitive elements. The developed product consisted of a structured training program organized into four main models, each comprising six training stations, namely speed, accuracy, strength, abdominal muscle training, leg muscle strength, and leg power. This multi-station approach was designed to ensure comprehensive development of the physical and technical components required for effective shooting performance.

The development phase resulted in the creation of a training guidebook and accompanying instructional materials that detail the implementation of each training model. The product was then subjected to expert validation involving three experts: one academic, one practitioner, and one licensed football coach. The validation results are presented in Table 1.

Table 1. Expert Validation Results

Validator	Total Score	Maximum Score	Percentage	Category
Academic Expert	32	40	80%	Good
Practitioner	36	40	90%	Very Good
Coach	36	40	90%	Very Good
Average	-	-	86.6%	Good

The data indicate that the developed training model achieved an average feasibility score of 86.6%, which falls within the "good" category, suggesting that the model is appropriate for implementation. The academic expert emphasized alignment with training objectives, while practitioners and coaches highlighted practical applicability and effectiveness in improving shooting performance.

Further validation using the Content Validity Ratio (CVR) and Content Validity Index (CVI) yielded an average CVR value of 0.05, which is classified as valid. This result confirms that the content of the training model meets the required standards and is suitable for further testing.

Following expert validation, the product was tested through a small-scale trial involving 12 players from SSB Prabu Football. The results of the small-scale trial are summarized in Table 2.

Table 2. Small-Scale Trial Results

Number of Participants	Total Score	Maximum Score	Percentage
12 Players	453	480	94.37%

The small-scale trial produced a high effectiveness score of 94.37%, indicating that the training model was well received by participants and effectively supported shooting skill development. Players reported increased engagement and improved confidence in executing shooting techniques.

The large-scale trial was conducted in two football schools, namely SSB Prabu Soccer and SSB Persea Prabumulih, involving a total of 40 participants. The results are presented in Table 3.

Table 3. Large-Scale Trial Results

Location	Number of Participants	Percentage
SSB Prabu Soccer	20	91.25%
SSB Persea	20	89.87%
Average	40	90.56%

The large-scale trial results demonstrate consistent effectiveness, with an overall average score of 90.56%, categorized as "very good." These findings indicate that the training model is not only feasible but also effective across different training environments. Figure 1 illustrates the structure of the developed shooting training model, consisting of sequential stations targeting different physical and technical components.

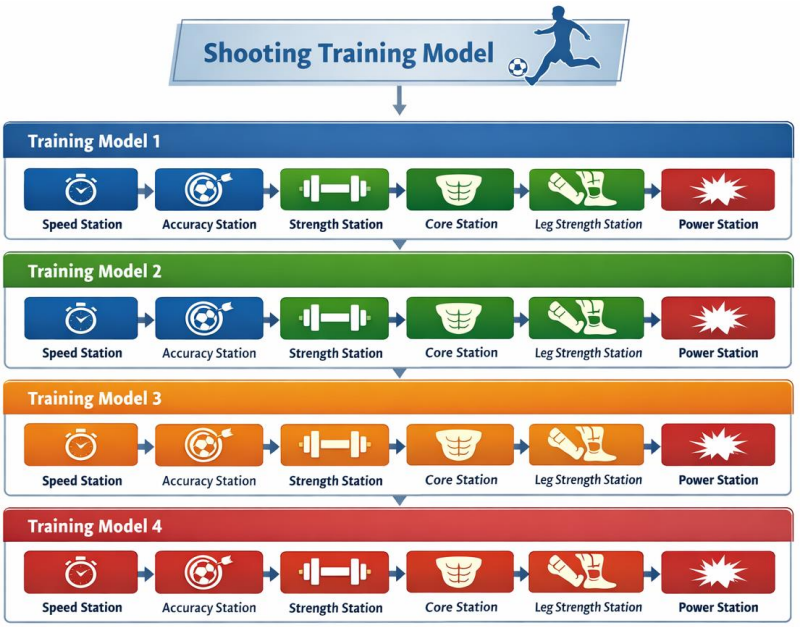

Figure 1. Structure of the Shooting Training Model with Multi-Station Approach

DISCUSSION

The results of this study provide strong empirical support for the effectiveness of the developed shooting training model for 15-year-old football players. The high validation scores obtained from experts, combined with the positive outcomes from both small-scale and large-scale trials, indicate that the model meets the criteria of validity, feasibility, and effectiveness. These findings align with the initial hypothesis that a systematically developed training model would significantly improve shooting performance among youth players.

The expert validation results, with an average score of 86.6%, demonstrate that the training model is theoretically sound and practically applicable. This finding is consistent with the

principles of structured training emphasized by Sukadiyanto (2010), which highlight the importance of systematic and well-organized training programs in achieving optimal performance. The high scores from practitioners and coaches further confirm that the model is relevant to real-world training contexts, addressing the gap between theory and practice identified in the initial problem analysis.

The effectiveness of the model, as evidenced by the small-scale trial result of 94.37% and the large-scale trial average of 90.56%, suggests that the integration of multiple training components is a key factor in enhancing shooting performance. This supports previous research indicating that shooting ability is influenced by a combination of physical strength, coordination, and technical proficiency (Witt, 2012; Hinrichs, 2012; Brophy, 2007; Maly, 2018; Slaidiņš & Fernāte, 2021). The multi-station training approach adopted in this study allows players to develop these components simultaneously, leading to more comprehensive skill improvement.

Furthermore, the observed increase in player engagement and motivation during training sessions highlights the importance of variation and innovation in training design. This finding is consistent with the work of Pitnawati (2019) and Pratiwi & Rahayu (2020), who emphasize that interactive and engaging learning environments can enhance motivation and learning outcomes in physical education. By incorporating varied drills and structured progression, the developed model addresses the issue of monotony identified in the initial analysis phase.

The inclusion of cognitive and psychological elements, such as decision-making and confidence, also contributes to the effectiveness of the training model. According to Scheunemann (2005) in Paisal et.al (2014), successful shooting requires not only technical execution but also mental readiness and decisiveness. The training model developed in this study integrates these aspects through game-like scenarios and decision-based drills, thereby enhancing the overall performance of players.

From a methodological perspective, the application of the ADDIE model in this study demonstrates its effectiveness as a framework for developing sports training programs. The systematic progression from needs analysis to evaluation ensures that the resulting product is both evidence-based and contextually relevant (Kasliyanto et.al, 2023; Szabo, 2022). The use of iterative validation and testing further strengthens the reliability of the findings and supports the generalizability of the model to similar contexts.

The results also have important practical implications for coaches and physical education teachers. The developed training model provides a structured and validated approach that can be readily implemented in football training programs. Its emphasis on integrating physical, technical, and psychological components aligns with contemporary training paradigms and offers a comprehensive solution to the challenges identified in youth football training.

In relation to the research hypothesis, the findings clearly demonstrate that the developed training model is valid, feasible, and effective in improving shooting ability among 15-year-old football players. The consistency of results across different validation stages and trial settings provides strong evidence supporting the hypothesis.

CONCLUSION

This study developed and validated a structured multi-station shooting training model for 15-year-old football players using a systematic R&D approach based on the ADDIE framework. The findings demonstrate that the model is valid, feasible, and highly effective, as evidenced by expert validation results in the good category and strong effectiveness scores in both small-scale and large-scale trials. These results confirm that integrating physical, technical, and psychological components within a varied and progressive training structure significantly enhances shooting accuracy and power while also improving player engagement.

The study contributes to the existing body of knowledge by providing an empirically tested training model that bridges the gap between theoretical training principles and practical implementation in youth football. Unlike previous approaches that emphasize isolated components, this model offers a holistic framework that aligns with contemporary sports training paradigms. Its application of the ADDIE model also reinforces the relevance of systematic instructional design in sports pedagogy.

The implications of this study are particularly relevant for coaches and physical education practitioners seeking evidence-based training strategies. Future research is recommended to examine long-term effectiveness, adaptation across different age groups, and integration with tactical training contexts to further enhance its applicability and impact.

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