







RESEARCH ARTICLE

## The Current Practise and Challenges of the Grassroot Football Academy in Indonesia

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### Abstract

The purpose of the current research was to explore the key factors in the development of grass-roots football in Indonesia, including the current development process and challenges. This research was qualitative research. A semi-structured interview was conducted to gather the data. Through interviews, the researcher gathered the participants overview and perspective regarding the current practice and challenges of grass-roots football in Indonesia. In this case, 7 coaches at a grassroots football academy in Indonesia were involved in this research, as determined by the purposive sampling method. The participants were chosen based on their coaching experience, which ranged from 5 to 16 years. A qualitative data analysis application, namely N-Vivo, was utilized to analyze the data. The finding indicated that two big themes were created: the current development of grassroot football academy in Indonesia and the current challenges of grassroot football academy in Indonesia. Both themes have several sub-themes, which are discussed in the discussion of the themes. For the first theme, the researcher discussed the purpose of the grassroot academy in Indonesia, the selection process in the grassroot football academy in Indonesia, the player condition, the coach condition, the guideline material used, and the coach teaching strategy. For the second theme, researchers discussed the challenges of grassroots football academy based on player awareness, player environment conditions, player discipline, and player attitude. Therefore, the current research revealed the current practices and challenges in grass-roots football academy in Indonesia.

### Keywords

Grassroot Football, Indonesia, Current Condition, Challenges

## INTRODUCTION

Historically, the Indonesian football team was a big power in ASEAN football because of its achievements and game style (Szymanski, 2016). For example, in 1958, the Indonesian football team won a bronze medal in an ASEAN game in Tokyo, Japan (Tanasaldy, 2017). In the games of 1987 and 1991, the Indonesian football team also donated a gold medal. And the Indonesian football team won the AFF trophy in 2013 (Putra, 2018). However,

the success of the Indonesian football team was decreased, as proved by their failure in several ASEAN competitions earlier, such as the Sea Games 2015 in Singapore and ASEAN games 2018

In Indonesia. According to Putra (2018), one of the factors that decreased the achievement of the Indonesian football team was the lack of attention paid by the Indonesian Football Association (PSSI) to the formation of the Indonesian football academy, mainly in the age

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group of 11 to 12 years old. [Ihsan et al. \(2022\)](#) also stated that the fundamental problem of Indonesian football was the lack of attention to the development of grassroot football academy. Currently, professional football development has already emphasised the grassroots football academy development process ([Lusted & O'Gorman, 2010](#); [Rossing et al., 2020](#)). This concern has already gotten attention from researchers and practitioners ([Johnston et al., 2017](#)). However, research in the context of the grassroot football academy process remains unexplored ([Rossing et al., 2020](#); [Kelly et al., 2023](#)). Given the shifting requirements encountered along the road to becoming a professional footballer, understanding the process that young footballers go through at various stages of development is important ([Webb et al., 2020](#); [Haukli et al., 2021](#)).

Grassroots footballers are very important for the future of professional football ([Bennike et al., 2020](#); [Sweeney et al., 2021](#)). Training for young footballers is essential for the development of football at the national and international level ([Ayenor, 2020](#)). [O'Gorman \(2015\)](#) stated that grassroot footballers are the lifeblood of professional football, which is the foundation of future talented players. The importance of grassroot football manifested itself in the question raised by Andy Roxburgh as the president of the Asean Football Confederation (AFC), who stated that if grassroot football were weak, then where would the professional footballer come from? ([Sugiyama et al., 2017](#)). In this case, [An and Zhang \(2021\)](#) stated that the collapse of the youth football academy will deform the strong hierarchical structure of professional football in a country. Therefore, grassroot football academy should be given more attention because it ensures the player continues playing football as a team and gets the best training ([Sugiyama et al., 2017](#)). In this case, analysing the current development of grassroot football academy is one of effort to maintain the development of grassroot football ([Lusheng et al., 2022](#)).

The development of grassroot football is mainly affected by several parties, namely the management, the players, the environment, and the coaches. In this case, coaches have a crucial role in the dynamic process of a grass-roots football academy. [Barrero et al. \(2022\)](#) stated that the figure of coaches is an important factor in the

process of grassroot footballer development to become a professional footballer. Stated that coaches are not only involved in personal interaction with the players but also in achieving challenging goals and in a dynamic and many-variable process in a grassroot football academy ([Potrac et al., 2015](#)). Furthermore, the role of coaches in grassroot football is to provide physical fitness to recognise the potential talent of the athletes ([Duncan et al., 2022](#)). In regard to the importance of coaches in grassroot football academy, revealing the current condition and challenges of grassroot football academy from the perspective of the coach is important because they are the ones who plan and execute the coaching material for the footballer.

In Indonesia, there is a need to emphasise the coaching of footballers at an early age of 6–12 years old. It is because they are the successors of the Indonesian football athletes ([Panunggal et al., 2023](#)). Building football from an early age is indeed the key to success in producing reliable football players in the future ([Emral & Yudi, 2021](#)). The systematic development of youth footballers in Indonesia, known as grassroot football academy, can help the children receive professional guidance, which can reveal their potential to be professional footballers ([Fitriani et al., 2021](#)). The development process should also be taken seriously, in accordance with the right training programme and football training sciences ([Emral & Yudi, 2021](#)). Therefore, understanding the current development of the grassroot football academy in Indonesia is necessary. However, there is still a lack of research revealing the current developments and the challenges faced in the implementation of grassroot football academy in Indonesia. Understanding the current development process of grassroot footballers will provide important information that can be used to form an appropriate improvement strategy. Other than that, gauging the current challenges in the grassroot football academy would reflect the weak aspects of the development process, which can be taken into consideration for the improvement of the grassroot football academy by the government and related institutions.

Research regarding grassroot football academy in Indonesia is limited to the development of the exercise model of basic football technique through the analytic global

approach in Padang Tabing grassroot football academy (Putra, 2018). Survey on a grassroot football academy in Madiun, Indonesia (Putra, 2020). Other than that, the evaluation of football development academy has already been conducted at the ASIOP football academy in Jakarta, Indonesia (Dlis & Wasan, 2021) and the gagak Muda Football School in Indonesia (Panunggal, 2023). However, both studies did not acquire information from the coaches and only provided general information that was not specific to the coach training strategy, guidelines, or challenges they face in the implementation of grassroot football in Indonesia. Sugiyama et al. (2017) stated that gauging information about grassroot football through interviews with coaches will help provide insight about grassroot football from different points of view. Since there is no research gauging the current implementation and exploring the challenges of grassroot football academy in Indonesia, this research intends to analyse the current development of grassroot football academy based on the perspective of coaches regarding the current implementation and challenges.

## MATERIALS AND METHODS

### *Research design and participants*

The population of the current research was the coaches in grassroot football academy in Indonesia. It means the population was the coaches who were coaching in the football academy for 6 to 12 years old player. Since the current research intend to explore more about the grassroot football academy in specific, the sample was determined based on the purposive sampling technique. In this case, the cell purposive sampling method is used. According to Campbell et al. (2020) cell purposive sampling is similar with stratified sampling method but the categories of stratification is not discrete rather it can be overlapped and more flexible. In this method of sample determination, the sample were chosen based on the specific criteria. In the current sample determination, the main criteria was the coaches license. the participants divided into two coaches license namely the Asian Football Confederation license and Indonesian grassroot A license. Other than that, the participants were chosen based on their capability to answer the research question. Therefore several consideration consider such as

the educationa level, year of experiences in coaching, and license.

This study was performed by adhering to the Helsinki Declaration. Ethical approval of the study was obtained from University Pendidikan Sultan Idris Ethics Committee at the board meeting dated 12 May 2023 and numbered 2023-050-01 Ref. UPSI/PPPI/PYK/ETIKA(M)/Jld. 15(50).

Participant provided informed consent, with the volunteer form covering research details, risks, benefits, confidentiality, and participant rights. The research strictly adhered to the ethical principles of the Declaration of Helsinki, prioritizing participant's rights and well-being in design, procedures, and confidentiality measures.

The total sample of the current research was 7 coaches. Table 1 display specific information about the participants. Six participants were the bachleor degree and one participants was a master degree. All of the participants have more than five years of coaching experience. All of the participants were male with the age range from 30 to 53 years old. Three participants were holding the Asian Football Confederation license and four of them were holding the Indonesian grassroot A license. The club of the participants were vary namely Persib Academy, SKO padang, UGM academy, persiba academy, PSS Sleman and in Timnas indonesia.

### *Instrument*

A semi-structured interview was conducted to collect data for this research. The research instrument used in this research was examined for its validity and reliability. The face validity of the interview items was conducted by five experts in quantitative data analysis. All experts were asked to rate the interview items on a Likert scale of 1–5. The Cohen Kappa coefficient for the current item interview was 0.894, which is categorised as very good. Other than that, the experts also give comments and suggestions in order to improve the quality of the instrument, and their comments were considered in this research.

Table 1 also display the information about the research implementation. The research was conducted online with one participants and others were offline, and the data collection were done between 12 April to 19 May 2023.

**Table 1.** Participant information

No	Initial	Age	Gender	Education level	Coaching experiences	License	Club	Club location	Research location	Research time
1	R	30	Male	Bachelor Degree	5 years	AFC	Persib Academy	Cimahi	Zoom Meeting	Wednesday , 12 April 2023
2	KP	38	Male	Bachelor Degree	12 years	AFC	SKO Padang	Padang	By Pass Padang	Thursday, 13 April 2023
3	RR	31	Male	Bachelor Degree	6 years	AFC	UGM Academy	Jogjakarta	Cafe Ledok gebang, Yogyakarta	Wednesday, 10 Mei 2023
4	E	43	Male	Bachelor Degree	7 years	A license	Persiba Academy	Bantul	Mess Persiba Bantul	Monday, 15 May 2023
5	FS	53	Male	Bachelor Degree	16 years	A license	PSS Sleman	Sleman	Stadion PSS Sleman	Tuesday, 16 May 2023
6	A	49	Male	Bachelor Degree	7 years	A license	PSS Sleman	Sleman	Macanan field Sleman	Thursday, 18 May 2023
7	G	42	Male	Master degree	8 years	A license	Asisten Timnas U19 Indonesia	Indonesia	Sore Urban Forest	Friday, 19 May 2023

### Data collection

In regard to the topic of this research, the key topic of the interview section was related to: 1) coaches perceptions of the current condition of the Indonesian grassroots football academy, such as the purpose, the selection process, the player condition, and the coach condition; 2) Coaches perceptions of the challenges of the grassroots football academy in Indonesia based on the player aspect. Each of the interview sections took approximately 45–60 minutes, including the time used for explaining the research purpose and writing down the consent of the participants.

### Statistical analysis

The interview section was conducted in Indonesian, and the data was then translated to English by the researcher so the data could be imported into the qualitative data analysis software, namely N-VIVO. The data from this research were analysed with the help of N-VIVO software. Firstly, researchers create two big codes, namely the current practise of grassroots football academy in Indonesia and the current challenges of grassroots football academy in Indonesia. Secondly, the transcripts of interviews were analysed in order to conduct data analyses based on qualitative research methods, which revealed several new sub-codes. Therefore, the two big codes were added for several sub-codes based on the themes that emerged during the data analysis.

## RESULT

The purpose of this paper was to explore the current development practise of grassroots football in Indonesia and the challenges of its

implementation based on the perspective of the coach on the development of grassroots football in Indonesia.

### *The current development of grassroots football in Indonesia*

In this sub-construct result, we explore the current development of grassroots football in Indonesia. From our interpretation of the interview result, this topic was discussed based on the themes that emerged in the interview section. In this case, there are several themes discussed, namely the purpose of the development of grassroots football in Indonesia, the selection process, the player, the coach, the coach material guideline, and the coach teaching strategy.

Based on the results of the interview section, the purpose of the development of grassroots football in Indonesia was to develop professional players.

*“The main goal is to form a player who reaches the professional level in his golden age”.*

*RR, KP*

*“ The goal is the player I’ve trained to be a professional player and if possible they can get into the national team”.*

*RR, E*

Other than that, the player also hoped to not forget about their formal education, for example, and still strive for their formal high school.

*“And if they have reached the top level, don’t forget about education. Because education is important”.*

*RR, FS*

### *The selection process*

The selection process to get into the grassroots football team in Indonesia was not only



about the player's physical condition but also their work ethic, leadership, and teamwork.

*“ We remain judgment based on the data of the players. through the tests we do, we are not only test the technical aspect but also the ethos of the player. There will be a little consideration given to the player even the player in the selection has a good average ability because the ethos is the main determination point. for example, if the player whether the player willing to fight or not , whether the player have a leadership, then whether the player cooperate with the team or not”.*

KP, A

### **The players**

Based on the result, the players in the grassroot football in Indonesia is potential since they have spirit, desire and commitment.

*“At that grassroot football academy, I watched the kids as there was hope and passion to be a professional player, shown with each time their training strived for discipline and to always be present. Three times in the training, they always came”.*

*“Those who want to be professional players seem, they always try to come and rarely permission, which permission is as if they already feel, maybe this is not my way. If they were training at 15:30 they came at 15, even some far away at 14:30 had arrived. At 15:25 we entered the field. I think that their discipline and commitment are better”.*

RR,G,A

### **The coach**

Based on the results, the coaches in the grassroot football academy in Indonesia were varied in terms of their skill and purpose to train.

*“First, there are coaches who don't have enough ability to train and there are coaches who just do not have a goal. For example, the tactics only they only know after college, although I don't get tactical knowledge in the college. Other than that, there is also a coach who has a passion as a coach and has a goal to create a professional player. In this case the coach is indeed have very high influence, this can be seen from the football academy whose coach system based on family only and which is actually structured academy, It turns out that what I notice is actually from the factor of his coach”.*

R, KP,RR

### **The coach material guideline**

The result of the finding indicated that the guideline material used by the coach was varied,

such as the filanesia and kurver coaching, and based on the knowledge they obtained in college and in their training as trainers.

*“Each academy is usually different but for me in the locomotive academy we used a union of philanesia and curve coaching material”. “in persib cimahi academy, we use filanesia with practical flexibility so the material more to the practice, and in the locomotive academy, we use filanesia with fundamental flexibility so it is more to the fundamentals”.*

R,FS,E,RR

Filanesia material is familiar and commonly used because it matches Indonesian football philosophy.

*“Philenasia is more familiar with our football philosophy yes and is easy to apply or implement on the field according to the age group that has been divided by the philenasia. level Grassroot, 12-13, performance 14-15 and 17”.*

Other than that, the material used by the coaches was based on their university knowledge. So the reference aspects I use are based on the science I gained at the university plus with training courses, yes, the aspects we train are physical, technical, tactical and mental.

KP,RR,G,A

### **The coach teaching strategy**

There are several techniques used by the coach, such as training based on the matched result.

*“I often give test matches and then evaluate the matches. This is to get them to practice to compete in which training is based on the shortcomings in the match.*

R,KP,E,RR

### **Physical training**

*“Flexibility: We train how dynamic and static heating. Strength: how to increase muscle strength, more to work out with your own body or with fitness, kind of sit up, push up. Speed: There are two speed exercises namely improving the running shape of the athlete in order to be optimal, and the exercise adds speed with strength and presence of speed. Endurance: More to endurance, the training runs with long durations at low speed or short durations but high intensity”.*

R. KP, RR

### **Techniques training**

*“The technique training were more to the basic technique because there are a lot of player with less technique such as passing, control, shooting, dribbling, heading. These techniques as the basic*

components of football that must be mastered by the players”.

R, RR.

### **Tactical training**

“So, the tactics are already given when the learning to train phase where the player can already understand, the tactic has 5 moments: 1). Attacking: We are instilled with the term big ketupat, so in this phase we have to enter a little bit; 2). Defending: the Small ketupat; 3). Positive Transition: Defence to Attack; 4). Negative Transition: Attack to Defence; and 5). Set pieces”

RR, KP.

### **Mental training**

“Football is not independent of the mental aspect only. Let see, if we are talking about the game, it can be said that the mental will be doomed even up to 60-75 percent. If his mind is strong then the ability of physical aspects, technique, and thinking about the tactics will follow. Well, if the combination of the mental aspects technical aspect is important so this is the agenda of our activities at grassroot football academy”.

KP, A,G,

### **Discipline technique**

“In grassroot football academy, every day our players have a daily agenda to do. Then we started cultivating discipline, especially morning training from 5.45 to 6.45, whether the boy did the activity or not and whether they report their training to the coaches or not because the morning training is the individual training. The team training conducted in the afternoon where it has a coach and players gathered in the same place. Well, in a simple form in individual training, we at activity implement such as sit up or push up as many as 50 times, if possible, they can do it 250 times”.

KP,E,A,FS

### **Sportsmanship training**

“As a coach, we want there is sportsmanship among the players. We trained them the sportsmanship training based on the individual report training. If the player does not have a good sportsmanship, they will only send a report that they have done individual training without doing it”.

KP,FS

### **Character training.**

“I was more than able to make the child character according to their position. For example the stopper, the stopper should be not easy to pass, hard-working, good at reading the situation, and

not nervous when attacked,. The midfielder must be strong in stamina, for a good ball, good defence, and good attack. And the front player has to have a killer character such as directly shoot the ball after get it. I want to emphasize that every player has a character”.

FS,RR,R,KP

### **The challenges and the hinderance in the development of grassroot football in Indonesia**

This sub-chapter explores the challenges of the grassroot football academy in Indonesia. Based on the interview result, there are several challenges faced in the development of grassroot football in Indonesia, such as challenges based on the coach, who was not aware that the players at the grassroot level were children who still needed to play.

“Exactly, one aspect did not notice by the coach was the children player need a pleasure. There are many coaches that i saw did not apply this element of pleasure so that the child in the field was given direct training without advancing this element, while in the child's mindset he wanted to play football. Therefore, the children player was easily to get tired”.

R,FS,A,G

### **The challenges based on the player psychology.**

“Several things usually happen for the child player in the field such as anxiety and anguish on the ground. For example, they were doubt whether to pass the ball or not, they are not confident to do that”.

KP,E,KP

“If in the game the mental factor affects 60-70, then outside of the game can be 90 percent influence a player success. Because the process in the training that did not completed with a strong mental, the player will lack of disciplined and not have willing to fight the challenge, fight for the weight of the training and it will make him miss the big opportunity to become professional player”.

KP,E,A

### **The player psychological condition in this case influenced by no psychological classes conducted**

“In the team, there are rarely specialized psychology classes which given by a psychologist. Yes there are psychological aspect given but it's just about the motivation of the coach”.

RR, R,G

### **The challenges based on the player environment.**

*“We’re talking about the adolescent which is the growing up phase. There is a disruption of the player, there is another activity that is considered more enjoyable which could affect the commitment, ethos, ethics in the context of football, which once again affects the concentration and the spirit to accomplish their dream”.*

G, R

### **The challenges from player discipline.**

*“The current challenges for young player is they cannot be adviced. sometimes they do not take care of their conditions, too much play and difficult to manage time. When they are told to rest, they do not rest, most of them play mobile phones”.*

R, KP, E

### **The challenges based on the player attitude.**

*“Attitude, its mean the player to obey the coach instruction. For example, the player lack of individual tactic then they need individual training. If his attitude is not good, then he may not do the individual training. This is about their relationship with the coach and other player”.*

R,FS

## **DISCUSSION**

This research explores the current condition and challenges of the grassroot football academy in Indonesia. In terms of the coach training method, this research found that there are several aspects of training emphasised by the coach, namely physical training, technique training, tactical training, mental training (Tangkudung et al., 2020) discipline training, sportsmanship training, and character training. According to Barrero et al. (2022), the characteristic of the coach in a grassroot football academy was that they were heterogeneous and not specialised in coaching. Meaning that the coaches were able to train various skills in football. Several aspects need to be emphasised by the professional coach in grassroot football: knowledge of the sport, maintaining the athlete's motivation through psychological elements, and the design of the training (Martn-Barrero, 2019; Dehghansai et al, 2020). This is in line with the current research finding that the coaches in grassroot football Indonesia not only coaching about the physical, technique, or tactical aspects but also the mental,

disciplined character, and sportsmanship of the athletes. The involvement of psychological traits such as mental and physical discipline is important in the development of grassroot athletes because it affects their performance in the field (Ihsan et al., 2022). It was emphasised by Rossing et al. (2020), who stated that the general youth development as well as the social relations of grassroot athletes development should be emphasised.

In terms of the guidelines used by the coach, this research found that the coaches mainly used Filanesia, Kurver coaching, and knowledge accomplished in university. This finding is supported by several findings from other research, such as Panunggal (2023), who found that Gagak Muda football school in Bintaro, Indonesia, used Filanesia curriculum, and Fitriani et al. (2021), who found that ASIO football academy, one of the grassroot football academy in Jakarta, used Filanesia curriculum in their practise. Filanesia Curriculum is a curriculum produced by the Indonesian Football Association to guide professional football development in Indonesia, including training based on ages, technical training, and playing characteristics on the field (Fitriani et al., 2021). This guideline is important to be used by all grassroot football academies in Indonesia to make sure that all grassroot football academies provide appropriate education for the athletes. Specific guideline material is important because it determines how to achieve the specific target and objective of the football academy (Razak et al., 2020; Palermi et al, 2020).

As a result of the challenges of the grassroot football academy in Indonesia, researchers found that the coaches were not aware that the grassroot athletes were the children who needed more psychological attributes. It is in accordance with the research conducted by Putra (2018), who found that there are several training techniques that do not correspond with the grassroot level in Indonesia and make the player bored and unmotivated. In this case, Jixing & Fuli (2022) stated that one of the concepts that most grassroot football practitioners misunderstand is the teaching technique where grassroot footballers should be given simple preaching with no attention. This is to make sure the athletes have a positive mentality and conception of football. Coaches should be aware of the mentality of grassroot athletes because it determines their performance (Muslimin et al., 2022; Li & Zhang, 2023). Rudd et al. (2020)

stated that coaches should be aware and able to make athletes love football by giving them psychological understanding. Several activities can be done to engage the athletes participation in every activity, inside or outside the field, with the aim of training their social awareness (Silvers-Granelli et al., 2017; Eccles et al 2022).

The challenges of the grassroot academy in Indonesia also relate to the grassroot athlete's psychology, environment, player discipline, and attitude. Sweeney et al. (2022) stated that the development of the professional football player is complex and affected by various traits such as psychology and behavioural factors. This is an important challenge to be emphasised since the psychological aspect of grassroot athletes influences the process of physical activity (Barrio et al., 2021; Rato Barrio et al, 2021). This research found that one of the challenges in grassroot football academy in Indonesia is the athletes discipline. This problem needs to be solved by the coaches and the management since athletes discipline could affect a dimension of their personality (Piepiora et al, 2020; Waleriaczyk & Stolarski, 2021). In this case, Karo et al. (2020) stated that several aspects affecting the athletes discipline and attitude are teacher performance, facilities, and the infrastructure of the academy. They further explain that to make athletes disciplined, teachers should be dedicated. In order to maintain the athlete's discipline and attitude, teachers should be able to reduce the deviant behaviour of students and help them solve their problems.

### Conclusion

The purpose of this research was to reveal the current practise and challenges of grassroot football academy in Indonesia. Two big themes were created: the current development of grassroot football academy in Indonesia and the current challenges of grassroot football academy in Indonesia. Both themes have sub-themes based on the analysis in V-Vivo software. For the first theme, the researcher discussed the purpose of the grassroot academy in Indonesia, the selection process in the grassroot football academy in Indonesia, the player condition, the coach condition, the guideline material used, and the coach teaching strategy. For the second theme, researchers discussed the challenges of grassroot football academy based on player awareness,

player environment conditions, player discipline, and player attitude.

An analysis of the current condition of grass-roots football in Indonesia revealed several interesting pieces of information. In terms of the goals of grassroot football academies in Indonesia, this research concludes two goals: to develop the athlete into a professional player and to make sure the player still considers and pays attention to their formal education. In terms of the selection process, the academies considered not only the physical condition but also the player's work ethic, leadership, and teamwork. In terms of the current player condition, the player is assumed to have the potential to be a professional player considering their spirit, desire, and commitment. In terms of the coach's current condition, some coaches do not have sufficient ability to coach at the grass-roots level, while others have the ability to train the athletes to become professionals. In terms of the material guidelines used, the coaches used Filanesia, Kurver Coaching, and material they obtained during their studies in college. And in terms of the coaching strategy implemented, the coaches emphasize physical training, technique training, tactical training, mental training, discipline training, sportsmanship training, and character training.

An analysis of the challenges in the grass-roots football academies in Indonesia also revealed several important pieces of information. There are several challenges faced, such as those based on the player's psychology, namely anxiety, anguish, and lack of mentality. The challenges also came from the player environment, where many other interesting and enjoyable activities disturbed the players. The challenges also came from player discipline, where the player was not disciplined, did not obey the regulation, and did not rest. The challenges also came from the player's attitude, where the player did not obey the coach's instructions and had bad relationships with peers and coaches.

Based on the current research results, further research can utilize the information to formulate and conduct other research. For example, the effectiveness of the Filanesia material in grassroot football academies or analyzing the appropriateness of the selection process in Indonesian grassroot football academies. Regarding the challenges in grassroot football academy, future research can test the strategies to



overcome the challenges in grassroots football academy in Indonesia, for example, strategies in player discipline and attitude. Other than that, since the current research is qualitative, further research can implement a quantitative approach in order to cover a wider range of participants.

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### Conflict of Interest

No conflict of interest is declared by the authors. In addition, no financial support was received.

### Ethics Statement

This study was performed by adhering to the Helsinki Declaration. Ethical approval of the study was obtained from University Pendidikan Sultan Idris Ethics Committee at the board meeting dated 12 May 2023 and numbered 2023-050-01 Ref. UPSI/PPPI/PYK/ETIKA(M)/Jld. 15(50)

### Author Contribution

Study Design, AA, ZAK, JZ; Data Collection, AA, RK; Statistical Analysis, MKWI; Data interpretation, AA, MKWI; Manuscript Preparation, EP, MKWI, AA; Literature Search, AA, MKWI, EP. All authors have read and agreed to the published version of the manuscript.

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