

# Development of a Skill Based Tennis Academy Curriculum at Volta Tennis Club

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**Abstract.** Tennis in North Sumatra, particularly in Medan, is currently a popular sport among all age groups, especially the upper class. This opens up opportunities for tennis coaches, particularly those from the Faculty of Sport Sciences, to supplement their income and even become a lucrative profession. To maintain the passion and enthusiasm for tennis among the upper class, atiered training program with a structured agenda that accommodate sall age groups is crucial. This situation prompted researchers to develop a curriculum that includes a performance training program, practice program, tennis skill assessment tests, and a match schedule, all of which will be linked to the North Sumatra Regional and Provincial Leadership Council (PELTI). The curriculum for this tennis academy will not only be structured by age, as with other sports academies, but will also accommodate all age groups with tiered skill levels: beginner, intermediate, advanced, and professional. This curriculum will also produce reports. The results of the ability, skill, and intelligence tests in playing tennis matches, in collaboration with Pelti (Tennis Training Center) Medan City. Based on the description above, there searc her is interested in conducting research on the topic of Developing a Skills-Based Tennis Academy Curriculum at the Volta Tennis Club.

**Keywords:** Academy Curriculum-Tennis

## 1 Introduction

Sports academies play a strategic role in producing high-achieving athletes through a planned, systematic, and sustainable development process. According to Lyle, a sports academy is a development institution that provides a structured learning and training

environment with the goal of developing athletes' potential based on scientific and pedagogical principles [1]. The academy functions not only as a training venue but also as an educational institution that integrates physical, technical, tactical, mental, and moral aspects into the training process.

The curriculum is a key component of a sports academy, determining the direction and quality of coaching. As a guide for coaches and participants, the development curriculum must be tailored to individual needs and potential. Taba emphasized the importance of considering objectives, content, learning experiences, and evaluation in curriculum development [2]. In sports, the curriculum should include training programs, ability tests, and a tiered performance development plan [3].

Tennis, as a sport, requires complex motor skills, high coordination, and a deep understanding of tactics. Training cannot be uniform, as each individual has different abilities and characteristics [4]. Therefore, tennis training programs must be designed adaptively and progressively to meet the needs of each player. Recently, following the COVID-19 pandemic, tennis has seen rapid growth and increased popularity, particularly among Indonesian celebrities, leading to increased public interest in learning the sport. In Medan, this has spurred the growth of court providers, coaches, and tournament organizers.

In the tennis athlete development system, grouping by age and ability level is important to ensure training aligns with the principles of child and adolescent development. Bompas states that training should adhere to the principles of long-term athlete development (LTAD), adjusting training loads to the individual's biological age and abilities [5].

However, interviews with tennis enthusiasts, particularly among ethnic Chinese, indicate a demand for a structured development program starting at the grass roots level with clear progression and benchmarks. A methodical and creative approach is needed to address the reality on the ground, where effective measurement tools for determining structured tennis development needs analysis are lacking benchmarks for athlete success. A weakness in tennis development in Medan is the lack of a training curriculum that provides accurate and structured data. Legality is also crucial, as a coach is recognized after completing a training program and obtaining a certificate. The same applies to athletes, who must legally validate their abilities based on measurable test results within the curriculum.

An ability-level approach can be applied to tennis curriculum development. This system groups trainees into levels such as beginner, intermediate, advanced, and professional [6]. The tennis academy curriculum will be structured not only by age but will also accommodate all age groups with tiered skill levels. This curriculum will also produce test and skill report cards, as well as smart match play, in collaboration with the Medan City Pelti.

The existing events have not been able to accommodate the ability to determine match categories, prompting researchers to design a curriculum that includes achievement development programs, training programs, skill evaluation tests, and match schedules connected to the North Sumatra Provincial and Regional PELTI [7]. Based on this, researchers are

interested in conducting research with the theme "Tennis Academy Curriculum Development Based on Ability Level at the Volta Tennis Club."

The problem-solving strategy in this study uses the "Act It Out" approach, which allows for observing the relationships between components through a series of actions or object manipulations.

## **2. Method**

This study uses the Research and Development (R&D) method that refers to the Borg and Gall development model [8]. This R&D model has ten stages, starting from research and information gathering, planning, initial product development, main product revision, main field trial, operational product revision, operational field trial, final product revision, and dissemination and implementation [9]. The subjects of this study consisted of three expert validators: material experts, media experts, and language experts. The object of this study was the partner, namely VOLTA TENNIS CLUB Medan, with a total of around 20 students.

## **3. Results and Discussion**

Research validity must be used to demonstrate the scientific validity of the search process and to verify the accuracy of the data obtained. Validity testing in qualitative research includes credibility, transferability, dependability, and confirmability. In this study, the researchers used data credibility through triangulation. The credibility or trustworthiness of the research data ensures that the research conducted is truly scientific. One commonly used technique is triangulation. The following are the standard operational steps in formulating and developing a tennis academy curriculum.

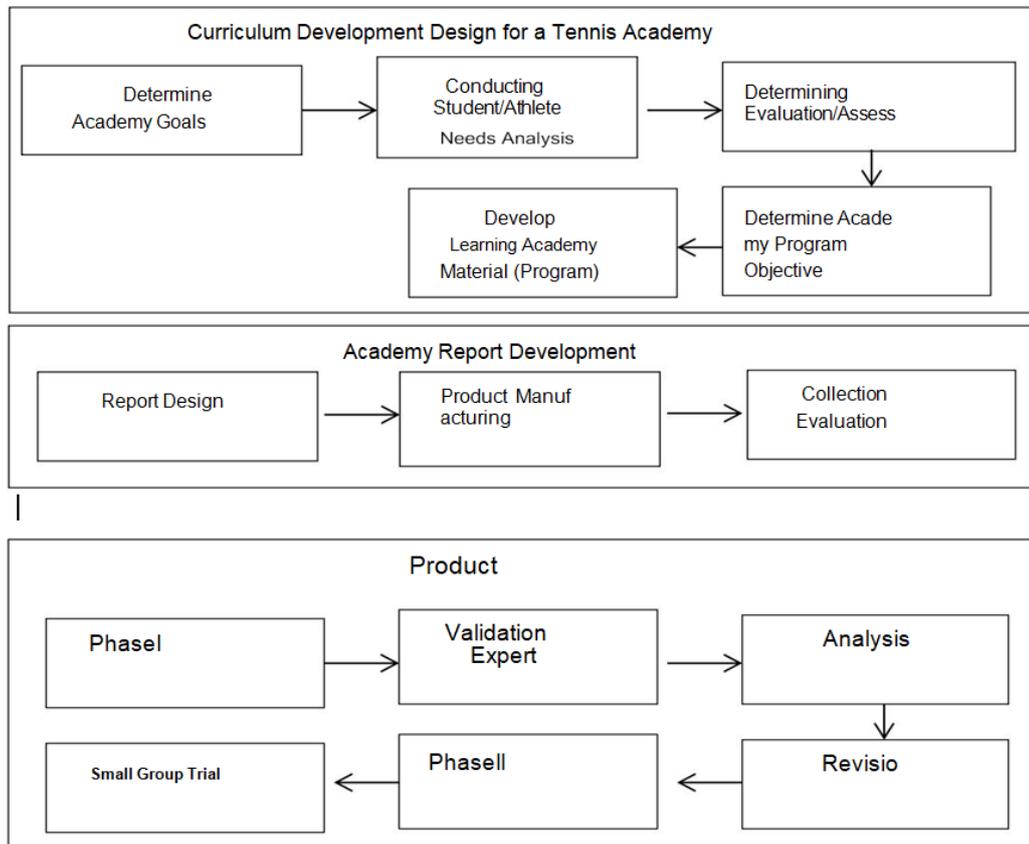


Figure 1. Curriculum Design Draft

#### 4. Conclusion

The curriculum of this tennis academy will not only be structured by age, like other sports academies, but will also accommodate all age groups with tiered skill levels: beginner, intermediate, advanced, and professional. This curriculum will also produce a report card on test results, skills, and intelligent tennis play, in collaboration with the Medan City Tennis Training Center (Pelti). Based on the explanation above, the researchers are interested in conducting a study entitled "Tennis Academy Curriculum Development Based on Ability Level at the Volta Tennis Club."

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