



Analysis of Basic Dribbling Technique Skills in Football Games

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Abstract

This research aims to determine the analysis of basic dribbling technical abilities in the game of soccer. This research is quantitative descriptive research in observing phenomena in the field through tests and measurements. The test was carried out at SMK Negeri 5 South Konawe with the entire population of 30 people actively participating in extracurricular activities. The sampling technique uses total sampling, namely the entire population, so that in this study the sample was 30 people. The test instrument used is the dribbling test. The data analysis technique uses descriptive statistics with percentages. The results of this research are that the majority of students have sufficient dribbling abilities, with 63% of the total students analyzed falling into this category. This shows that the majority of students have sufficient basic dribbling skills to play soccer. A small portion of students (10%) are still in the poor category, while other students (7%) have achieved a high level of dribbling skills in the very good category. Thus, the distribution of dribbling abilities among students was investigated. This can be a basis for coaches and educators to design appropriate training programs, taking into account individual needs and providing appropriate support to improve dribbling skills.

Keywords: *Analysis, Dribbling, Football*

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INTRODUCTION

Football has become an integral part of global culture, playing an important role in the daily lives of millions of people around the world. From local weekends to thrilling international tournaments, football not only enriches the lives of athletes and fans, but also has a significant social, economic, and political impact (Athalarik & Susanto, 2020). Football is not just about scores and goals, this sport has various interesting aspects. From the technical skills of players to team tactics, from the atmosphere in the stadium to the emotional connection between clubs and supporters, football offers a unique and immersive experience to all those involved in it (Fauzan & Bawono, 2021). The main goal of football is to provide recreation and entertainment for players and spectators (Arridho et al., 2021; Utomo & Indarto, 2021; Wijaya, 2021). These sports allow people to have fun, relieve stress, and enjoy time together with friends, family, and community.

Playing soccer helps in the development of physical, technical, and tactical skills (Machado et al., 2020). Players learn to control the ball, pass, shoot, and communicate with teammates (Rahmat Fadhli, 2023). They also develop their speed, agility and physical strength through training and competitions (Agustina, 2020). Football teaches values such as teamwork, leadership, discipline, and independence. Players learn to work together in teams, respect each other's roles, and overcome obstacles together to achieve a common goal. This sport fosters a competitive spirit and a drive for achievement. Players and teams struggle to achieve victory, but also learn to appreciate defeat as part of the learning and development process (Fitri, 2022). Playing soccer is an excellent form of physical exercise, helping to improve cardiovascular fitness, muscle strength, and overall health (Irkhami & Pramono, 2024). It can also help in preventing obesity, heart disease, and other health problems.

Mastering basic soccer techniques is not just about scoring a goal or stopping an opponent's attack, but also about developing the skills necessary to actively participate in every aspect of the game. By mastering basic techniques, players can improve the quality of their performance on the field, both in attack and defense (Darwanta et al., 2024). Skills like dribbling, passing, shooting and ball control help players to have better control over the game. A strong understanding of basic techniques allows players to collaborate with their teammates, creating effective attacks and solid defenses (Pinangkaan et al., 2023). The basic technique in the game of soccer that plays a role in scoring goals is dribbling.

The ability to dribble the ball quickly and skillfully allows players to pass opponents, create space, and maintain control over the game (Widodo, 2021). Dribbling not only requires speed and agility, but also good technical skills and deep tactical understanding (Marta & Oktarifaldi, 2020). In the game of soccer, dribbling has an important role in creating goal opportunities, avoiding opponent attacks, and maintaining possession of the ball. By dribbling past opponents, players can open up space for themselves or their teammates, creating attacking opportunities (Jud & Sariul, 2022).

Dribbling is a very important basic skill in the game of soccer. Solid ability in both of these aspects is the foundation for a student's progress as a competent soccer player. Therefore, analysis of students' dribbling techniques is very important to ensure that they gain a deep understanding and strong skills in these two aspects (Aji & Tuasikal, 2020). Good ability in dribbling can have a huge impact on individual and overall team performance in a match. Careful analysis of students'

dribbling techniques can help identify areas where they can improve performance (Ilahi & Badri, 2021). This can help them become more effective players and contribute more to the team's success.

The problems that occur in the implementation of dribbling are that many students do not have sufficient understanding of the basic techniques of dribbling and are less skilled in controlling the ball or firing shots accurately due to a lack of adequate knowledge. Students often do not receive structured practice or adequate guidance to develop dribbling skills. As a result, they do not have enough opportunities to practice and improve technical skills. Having difficulty making quick and correct decisions while in the field. They may not know when to dribble, or how to do both effectively in different game situations. And the most important thing is that some students lack confidence in dribbling. This can be caused by previous experiences of failure or lack of support from coaches or teammates. Therefore, the aim of this research is to analyze the ability of basic dribbling techniques in the game of soccer.

METHOD

This research is quantitative descriptive research in observing phenomena in the field through tests and measurements. The test was carried out at SMK Negeri 5 South Konawe with the entire population of 30 people actively participating in extracurricular activities. The sampling technique uses total sampling, namely the entire population, so that in this study the sample was 30 people. The test instrument used is a dribbling test with the time taken until crossing the finish line (Nurhasan, 2001). The data analysis technique uses descriptive statistics with data found in the implementation of tests and measurements. Then it was analyzed using a percentage method based on 5 categories, namely very good, good, fair, poor and very poor.

RESULTS AND DISCUSSION

Result

Descriptive analysis of basic dribbling techniques for students at SMK Negeri 5 South Konawe can be seen in the following table:

Table 1. Football dribbling analysis results

Information	Student
Mean	20.18
Stdev	2.54
Max	25.81

Min	16.01
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Based on the results of the analysis, the students' scores in the dribbling test were obtained, namely a mean of 20.18, a standard deviation of 2.54, a maximum score of 25.81, and a minimum score of 16.01. The categorization results can be seen in the following table:

Table 2. Categorization of soccer dribbling analysis

Score	Category	Frequency	Percentage
$X < 23,00$	Very well	2	7%
$20,46 \leq X < 24,00$	Good	5	17%
$18,90 \leq X < 20,46$	Enough	19	63%
$16,02 \leq X < 18,92$	Not enough	3	10%
$\leq X 16,02$	Very less	1	3%
Total		30	100%

Based on the results above, the analysis of basic dribbling technical abilities is in the very good category at 7% (2 students), the good category at 17% (5 students), the fair category at 63% (19 students), the poor category at 10% (3 students), and the very poor category is 3% (1 student). Based on the results above, it can be concluded that dribbling ability is in the sufficient category, namely 19 students or a percentage of 63%. This can be made clear by the histogram below:

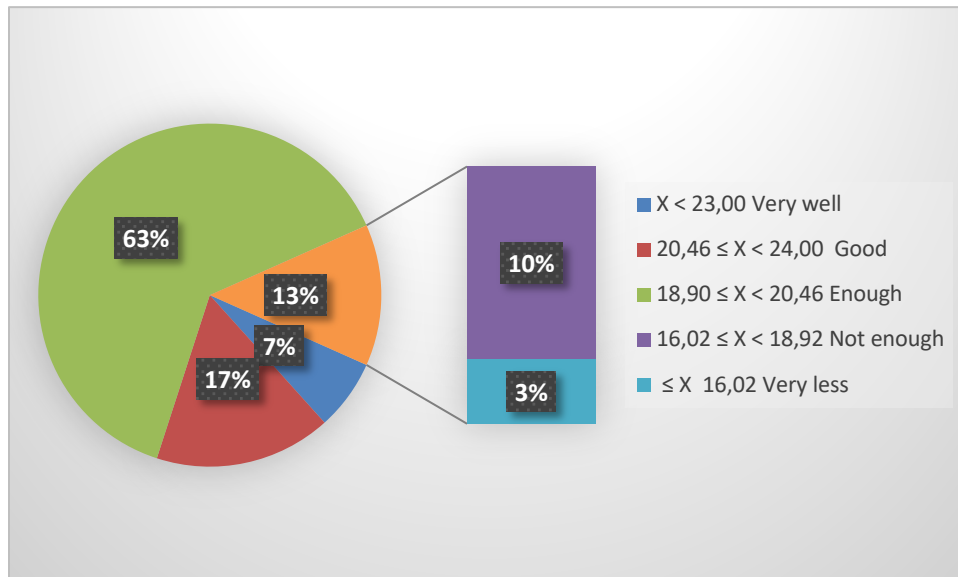


Figure 1. Histogram of soccer dribbling ability

Based on the results of data analysis on basic dribbling technical abilities in the game of soccer, 19 students were included in the sufficient category or with a percentage of 63%. The

results showed that basic dribbling techniques, including use of the inside and outside of the foot, ball control, and body movement, are key factors in successful dribbling ability. Players who have a good understanding of these basic techniques tend to excel at dribbling effectively. The findings show that players who have good visual and perceptual abilities tend to be more successful in dribbling. They are able to see empty space, anticipate opponent movements, and make quick and correct decisions when dribbling. Research results confirm that good physical condition, including speed, strength, and endurance, contributes significantly to dribbling ability. Players who are in good physical condition are better able to handle pressure from opponents and maintain consistent dribbling performance throughout the match. Regular and focused practice is the key to developing dribbling skills. Players who consistently engage in dribbling technique practice tend to show greater improvements in the student's abilities.

Discussion

The results of this analysis can be a basis for planning more focused and effective training programs. Through understanding the distribution of dribbling abilities among students, coaches can identify areas where players need special attention and devise appropriate drills to improve abilities. Knowledge about students' dribbling abilities can help in individual development. By knowing each player's ability level, coaches can provide appropriate guidance and support to help them reach their maximum potential when it comes to dribbling. The results of the analysis can be used as a tool to evaluate the effectiveness of the learning process. Coaches can use this data to track students' progress over time and assess whether the training approach taken has produced the desired results in improving their dribbling abilities. For students at lower skill levels, the results of this analysis can provide greater awareness of their needs and encourage the provision of more intensive psychological support. This could take the form of guidance or additional psychological support to increase their self-confidence and motivation to develop skills.

Research that supports these results was carried out by Saharullah et al., (2023), who researched the analysis of ball dribbling ability. There are similarities, namely the same basic technique, as well as the number of samples, and the difference lies in the implementation of the test, and the resulting categories. falls into the medium category. Then research conducted by (Valentino & Hasanuddin, 2023), regarding the analysis of ball dribbling ability, which has similarities based on basic techniques, test instruments used, but has differences, namely the number of samples is only 20 people, and the category is in the very good category with a

percentage 50%. Based on the results of the analysis above, it can be concluded that the resulting categories each have differences, consisting of very good, moderate and fair.

Some weaknesses that may be associated with the results of the analysis of basic soccer dribbling technical abilities are that the analysis was carried out only on one particular school or group of students, which could result in limited generalization to the wider population. For example, basic dribbling technical abilities at one school may differ from another school due to factors such as the training environment, education, or available resources. Assessment of dribbling ability can be subjective depending on the criteria used by the assessor. If there are no clear scoring guidelines, this can result in inconsistent scoring between different raters. The use of categories such as "good", "fair", or "poor" can have varying interpretations depending on the subjectivity of the rater. There are external factors that may influence the results of the analysis, such as weather conditions, the student's mood at the time of testing, or a tendency to perform better or worse in certain situations.

The next research is to conduct longitudinal research that follows the development of dribbling abilities over time in the same group of students. This will provide insight into how basic dribbling technical abilities change over time and what factors influence them. Conduct comparative studies between different schools or regions to evaluate differences in basic dribbling technical abilities. Factors such as the training environment, education, or local sports culture can be identified as causes of such differences in ability.

CONCLUSION

The results of this research are that the majority of students have sufficient dribbling abilities, with 63% of the total students analyzed falling into this category. This shows that the majority of students have sufficient basic dribbling skills to play soccer. However, there is variation in the level of dribbling ability among these students. A small portion of students (10%) are still in the poor category, while other students (7%) have achieved a high level of dribbling skills in the very good category. Thus, the distribution of dribbling abilities among students was investigated. This can be a basis for coaches and educators to design appropriate training programs, taking into account individual needs and providing appropriate support to improve dribbling skills.

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