



The Effect Of Ball Feeling Training On The Dribbling Ability Of Futsal Extracurricular Students At Sma It Ar Raihan Bandar Lampung

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Abstract

This study aims to determine the effect of ball feeling training on the dribbling ability of futsal extracurricular students at SMA IT Ar-Raihan Bandar Lampung. Dribbling is one of the important basic techniques in futsal that requires good ball control. However, there are still many students who have not been able to dribbling optimally. Ball feeling training is believed to be able to improve ball control and player sensitivity to the ball while playing. This study used a quasi-experimental method with a preTest-postTest control group design. The research subjects were 22 students who were divided into two groups, namely the experimental group (ball feeling training) and the control group. The research instrument used a zig-zag dribbling Test to measure dribbling ability before and after treatment. The results of the t-Test showed that there was a significant effect on the experimental group with a calculated t value = $4.884 > t_{table} = 2.228$, which means that ball feeling training significantly improved students' dribbling ability. In contrast, the control group did not show a significant increase with a calculated t value = $0.634 < t_{table} = 2.228$. In addition, the comparison Test between the two groups in the final Test showed a significant difference with a calculated t value = $4.114 > t_{table} = 2.086$. This finding proves that ball feeling training is effective in improving dribbling skills in adolescent futsal players.

Keywords: *Ball Feeling, Dribbling, Futsal, Training*

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INTRODUCTION

Physical education is an integral part of national education, aiming to develop students' abilities through physical activity (Utama, 2011). Therefore, physical education must be taught to every student at all levels of education to develop physical fitness, motor skills, critical thinking skills, social skills, emotional stability, moral conduct, healthy lifestyles, and an

introduction to a clean environment through physical activity, sports, and health, all in order to achieve national education goals.

Integrating physical education into the school curriculum is one way to ensure that students not only receive theoretical knowledge but also gain practical experience that supports them in leading healthier and more balanced lives. Extracurricular activities can serve as a platform or training ground for students within an educational institution, with one goal being to create a generation of young people who enjoy creativity, enjoy sports, and appreciate the importance of sports and, ultimately, their physical and mental health.

SMA IT Ar-Raihan Bandar Lampung is a school that implements a learning curriculum where physical education is one of the compulsory subjects to be fulfilled or implemented. In addition to learning during school hours, there are also sports activities carried out outside of school hours, namely extracurricular activities. Students are required to choose one of the various extracurricular activities organized by the school according to their interests, talents, or achievements. The choices of extracurricular activities at SMA Ar-Raihan include futsal, basketball, karate and many more. Thus, the school has indirectly provided support and facilitated students to be able to develop and explore their potential to excel in one of these extracurricular activities. Of the various extracurricular sports activities, this study focuses on futsal, which in this era has become a sport that has been loved by various groups, from children to adults.

Futsal is a sport similar to soccer, but played on a smaller field and with fewer players, five per team. According to (Asriady, 2017), futsal is a sport that includes large ball games. Indoor futsal is a dynamic team sport. This game emphasizes individual skills, ball possession, and teamwork, with the main goal of scoring goals against the opponent's goal. Every futsal player must master the basic futsal techniques properly and correctly. One important basic technique that a player needs to master is dribbling. According to (Siswandi et al., 2018), one of the basic techniques that futsal players must master is the basic technique of dribbling. Dribbling skills are carried out by using the feet to push the ball so that it rolls continuously on the ground in a short time (Aprilianto et al., 2022; Wibowo, 2021). To improve a player's dribbling skills, there are various training variations available, one of which is ball feeling training.

In dribbling training, monotonous teaching methods often lead to boredom among players. This boredom can ultimately hinder the achievement of training goals and objectives. As

a result, many students participating in the futsal extracurricular activity at SMA IT Ar-Raihan still demonstrate low dribbling skills. For example, some players lose the ball when attempting to dribble past an opponent, allowing the ball to be stolen by the opponent. Given the importance of ball feel training, coaches need to choose effective training methods or forms to improve dribbling skills. One challenge coaches often face is players' reluctance to engage in dribbling drills, which they consider boring.

Considering the aforementioned issues, researchers plan to conduct an experimental study to improve the dribbling skills of students participating in the futsal extracurricular activity at SMA IT Ar-Raihan through ball feel training. The purpose of this study is to improve the dribbling skills of students at SMA IT Ar-Raihan Bandar Lampung, particularly in futsal. The ball feel training program improves the dribbling skills of students at SMA IT Ar-Raihan Bandar Lampung. This study aims to evaluate whether there is a significant influence of ball feeling training on dribbling skills in futsal extracurricular students at Ar-Raihan High School, Bandar Lampung.

METHOD

This research employs a quasi-experimental method, involving all subjects in the study group (intact group) for treatment, rather than randomly selected subjects. Experimental research methods are part of the quantitative method and are characterized by the presence of a treatment aimed at determining the effect of the independent variable (ball feeling) on the dependent variable (ball control). In this case, the factor being Tested is ball feeling training to determine its effect on improving dribbling skills among students at AR-Raihan High School in Bandar Lampung.

This study has one independent variable (X) and one dependent variable (Y). The independent variable is ball feeling training. The dependent variable is dribbling ability. The dribbling ability Test conducted by the researcher will be based on the time students spend dribbling the ball past eight cones with a distance of approximately 1.5 meters between the cones by Subagyo Irianto, modified by Dica Febri Wardana (2015).

The population used in this study was all 22 students from the 15-18 year old futsal extracurricular program at SMA IT Ar-Raihan Bandar Lampung. Data collection in this study was conducted using a purposive sampling technique, which selects samples based on specific objectives or considerations. The criteria for sampling in this study were: being between 15 and

18 years old, willing to participate in the treatment 16 times, and registered as a member of the SMA Ar-Raihan futsal extracurricular program.

To obtain the data needed for this study, tests and measurements were conducted. Based on the research method used in this study, namely testing techniques, the test equipment used to determine dribbling ability is as follows:

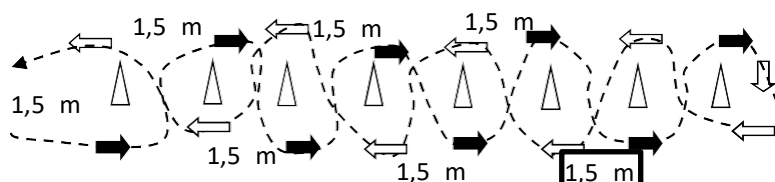


Figure 1. Instructions for Implementing the Herding Test

The research design used in this study was a preTest-postTest design. This design includes a preTest before the treatment is administered, thus providing more accurate results by comparing the results before the treatment. The research design can be described as follows:

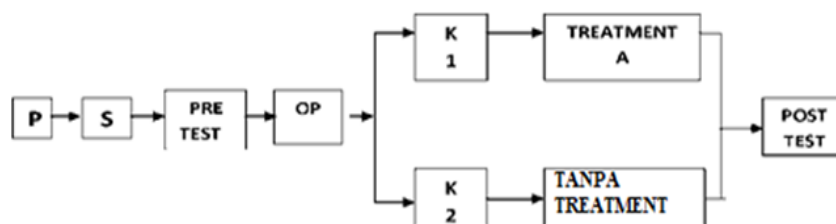


Figure 2. Research Design

Description

- P : Population
- S : Sample
- Pre-Test : Initial Test of ball feeling ability
- OP : Ordinal Pairing Grouping
- K1 : Experimental Group
- K2 : Control Group
- Treatment A : Experimental Group (ball feeling training)
- Treatment B : No treatment given
- Post-Test : Final Test of ball feeling ability

The figure shows that all samples were given an initial test, a dribbling ability test, to pass through several cones. This resulted in numerical data from the test results, including scores

and times. From this data, the author was able to determine the initial condition of the futsal extracurricular participants. Then, a ranking was performed, from the highest to the lowest dribbling ability test score. The participants were then divided into two groups using ordinal pairing (a sample separation based on ordinal criteria (Sutrisno Hadi, 2000)), based on the ranking results to ensure that all groups contained samples with an equal level of scores or points.

Data analysis is a method used to solve the following problems:

Data Normality Test

$$= \sum \frac{(F_o - F_h)}{F_h}$$

Description:

X² = Chi-square/sample normality.

F_o = Observed frequency.

F_h = Expected frequency.

Uji Homoginitas

$$F = \frac{\text{Largest Variance}}{\text{Smalles Variance}}$$

This homogeneity Test shows that if the calculated F is smaller (<) than the F table, then the data has a homogeneous variance. But conversely, if the calculated F is (>) from the F table, then the two groups have different variances.

Hypothesis Testing

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 + n_2)s_1^2 + (n_2)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Descriptions :

X₁ = Mean Score I

X₂ = Mean Score II

n₁ = Number of Sample Data I

n₂ = Number of Sample Data II

S₁² = Variance of Sample I

S₂² = Variance of Sample II

RESULTS AND DISCUSSION

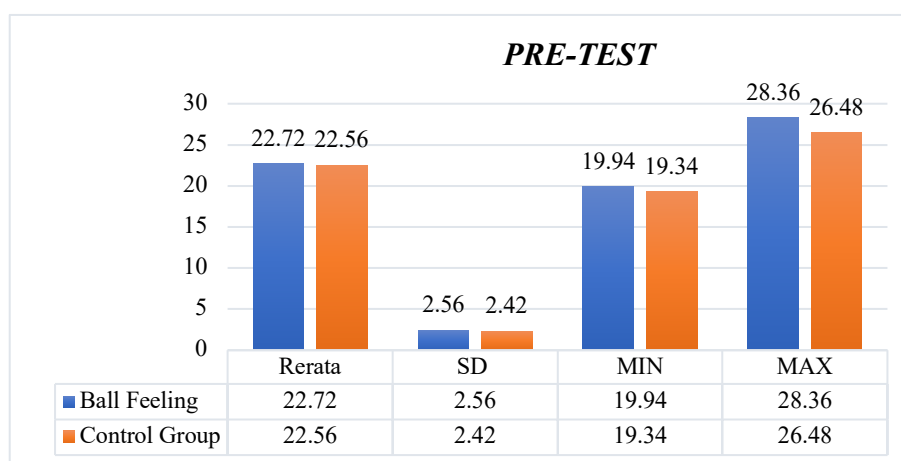
Result

The sample in this study was 22 students from the futsal extracurricular program at SMA IT Ar-Raihan Bandar Lampung, divided into two groups. The results of the preTest and postTest on dribbling ability after receiving ball feel training and the control group are described as follows:

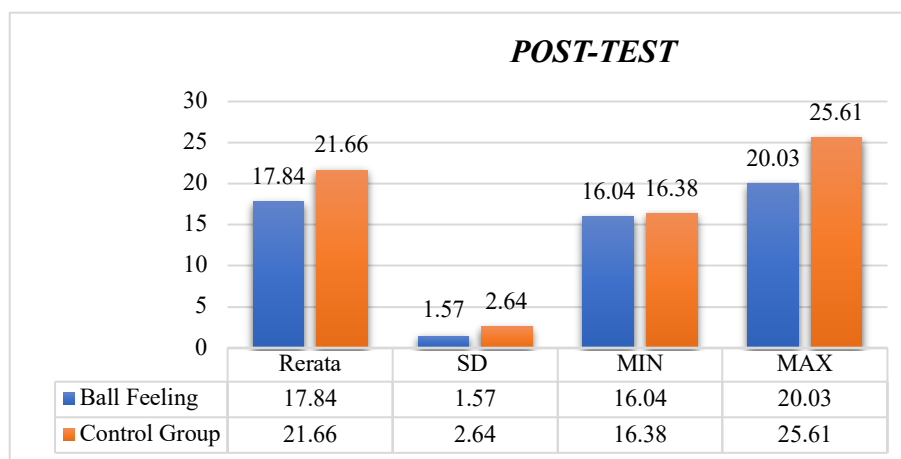
Table 1. Research Results on Dribbling Ability

RESULT	Dribling Skill			
	<i>Ball Feeling</i>		Control Group	
	Pre Test	Post Test	Pre Test	Post Test
Average	22,72	17,84	22,56	21,66
SD	2,56	1,57	2,42	2,64
Min	19,94	16,04	19,34	16,38
Max	28,36	20,03	26,48	25,61

It can be seen from the table in the Pre Test that there is a comparison of the Pre Test in the Ball Feeling group and the Control Group regarding the dribbling ability of the futsal extracurricular students at Ar-Raihan High School which can be illustrated through the bar chart below:



Picture 2. Comparison Diagram of Pre Test Ball Feeling and Control



Picture 3. Comparison Diagram of Post Test Ball Feeling and Control

Based on the diagram, the ball feeling group produced better overall post-Test results than the control group, both in terms of average, minimum and maximum scores, and result stability (standard deviation).

Table 2. Frequency Distribution of Dribbling Ability in the Ball Feeling Group

No.	Category	Interval	Frekuensi (F)	
			Pre Test	Post Test
1.	Very well	15,00 - 18,00	0	7
2.	Good	19,00 - 22,00	4	4
3.	Not Enough	22,00 – 23,00	7	0

Table 1. Frequency Distribution of Dribbling Ability of Control Group

No.	Kategori	Interval	Frekuensi (F)	
			Pre Test	Post Test
1.	Very well	15,00 – 18,00	0	1
2.	Good	19,00 - 22,00	5	5
3.	Not Enough	23,00 – 26,00	6	5

Data analysis

1. Normality Test

Table 4. Normality Test Results

Test	<i>Ball feeling</i>		Conclusion	<i>Controlled</i>		Conclusion
	L _{count}	L _{table}		L _{count}	L _{table}	
Pre Test	0.163	0.249	Normal	0.167	0.249	Normal
Post Test	0.188	0.249	Normal	0.095	0.249	Normal

From the calculation of the influence of ball feeling training on the futsal dribbling ability of SMA IT Ar Raihan, the result data $L_{count} < L_{table}$, so H_0 is accepted and H_1 is rejected.

2. Homogeneity Test

Table 5. Homogeneity Test Results

No.	Variable	F _{count}	F _{table}	Conclusion
1.	Pre-test for the ball feeling group and the controlled group	1.112	2.978	Homogen
2.	Post Test of the ball feeling group and the Controlled group	0.355	2.978	Homogen

Based on the table above, it is known that the F_{count} value $< F_{table}$, so it can be concluded that the homogeneity test of the ball feeling training method for dribbling on the results of the data calculation is homogeneous or the same.

3. Hypothesis Test Results

Table 6. Hypothesis Test Results

Test	Data	t _{count}	t _{table}	Conclusion
Influence	Pre-test and post-test of the ball feeling training group on dribbling ability	4,161	2.228	There is a significant influence on dribbling ability
Influence	Pre Test and Post Test Control Group on dribbling ability	0,634	2.228	There is no significant influence on dribbling ability
Difference	Post Test of the ball feeling training group and Post Test of the Control Group on dribbling ability	4,114	2.086	There is a significant difference in both groups regarding dribbling ability.

Discussion

This study aims to determine the effect of ball feeling training on the dribbling ability of futsal extracurricular students at SMA IT Ar-Raihan Bandar Lampung. Based on the results of data processing that has been done, it was found that there is a significant influence between ball feeling training and increased dribbling ability. In this study, the experimental group that was given ball feeling training for 16 meetings experienced a significant increase in dribbling ability. This can be seen from the decrease in travel time when doing the zig-zag dribbling test. The decrease in time indicates an increase in speed, agility, and ball control, which are important indicators in dribbling ability. Ball feeling training not only trains motor skills, but also helps players in decision making and develops instincts about ball movement.

The results of this study indicate a significant effect of ball-feeling training on the dribbling skills of students participating in the extracurricular futsal program at SMA Ar Raihan Bandar Lampung. The t-count value is greater than the t-table value, with a value of $6.82 > 2.10$. This result indicates an effect because the t-count is greater than the t-table value. Therefore, H_a is accepted and H_o is rejected.

The Control Group is crucial for comparing the actual effects of the treatment given to the experimental group. The Control Group did not receive ball-feeling training but instead underwent routine extracurricular futsal training as usual. The results from this group showed a relatively small and statistically insignificant increase in dribbling ability. Statistical analysis using paired sample t-tests and independent sample t-tests demonstrated a significant effect of the ball-feeling training treatment on dribbling ability. The t-count value was greater than the t-table value in both the per-group and inter-group tests. Therefore, it is certain that the systematic and continuous use of ball-feeling training methods can effectively improve students' dribbling skills. Pedagogically, these findings support the concept that exercises focused on sensory-motor aspects, such as ball feel, can provide optimal stimulation in the learning process of motor skills. This also aligns with motor learning theory, which emphasizes the importance of frequency, intensity, and duration of practice in improving mastery of basic techniques.

CONCLUSION

Based on the research results and discussion, it can be concluded that: Ball feel training significantly improves the dribbling skills of students participating in the futsal extracurricular

program at SMA IT Ar-Raihan Bandar Lampung. This training has been shown to improve ball control, agility, and speed. Control group training did not significantly improve the dribbling skills of students participating in the futsal extracurricular program at SMA IT Ar-Raihan Bandar Lampung. Ball feel training is a recommended method for developing basic futsal skills, as it not only improves technique but also builds players' confidence, coordination, and ball sensitivity.

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