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EDUCATIONAL APPROACHES TO DEVELOPING DRIBBLING SKILLS: THE INFLUENCE OF COORDINATION AND TRAINING METHODS AT KARYA MUDA FOOTBALL SCHOOL

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Abstract. Based on the poor dribbling abilities of SSB Karya Muda Tanjung Pinang pupils, this study was conducted. The following are the objectives of this study: (1) to compare dribbling skills trained with drill methods and small side games (SSG); (2) to compare dribbling skills with low and high coordination; (3) to compare coordination abilities with training methods; (4) to compare dribbling skills trained with drill methods and SSG; and (5) to compare dribbling skills trained with drill methods and SSG. The type of research used is quasi-experimental. Purposive sampling was used to choose the sample, which included 32 students between the ages of 9 and 12. Instruments used: dribbling test and KTK. Data were analyzed using a two-way analysis of variance (ANOVA) technique with a 2x2 factorial design. Research results: 1) There are differences in the dribbling technique abilities of students in the SSG and drill training strategy groups ($p < 0.05$). 2) There is a difference in the dribbling technique abilities of students in the high and low coordination groups ($p < 0.05$). 3) There is an interaction between training strategy and coordination ($p < 0.05$). 4) There are differences in the dribbling technical abilities of students in the SSG and drill strategy groups with high coordination ($Q_{count} 15.99 < Q_{table} 3.85$). 5) There are differences in the dribbling technical abilities of students who are given SSG and drill training strategies with coordination ($Q_{count} 6.27 < Q_{table} 3.85$). The study's findings show that, although having similar levels of coordination, individuals trained with the SSG approach had superior dribbling skills than those trained with the drill method.

Keywords: Coordination, Dribbling, Ssg, Drill.

I. INTRODUCTION

A football player must possess fundamental technical skills to perform effectively in the game. The primary objective in football is to score as many goals as possible against the opponent's goal in order to win the match (Amin, Wahyuri, Irawan, Welis, & Ockta, 2023; Iqbal et al., 2024; Kurniawan et al., 2024; Oktadinata et al., 2024). A player with strong tactical understanding will be crucial in helping their team achieve this goal. Without good technical abilities, players will struggle both in defense and in scoring goals. There are several basic skills that every player must learn and continually improve: receiving, dribbling, passing, shooting, and heading (Amin, Wahyuri, Irawan, Welis, Gusni, et al.,

2023a; Karisman et al., 2024; Ockta & Hardiansyah, 2023; Pranoto et al., 2024; Sasmita et al., 2023).

Dribbling is especially important as it enables players to control the ball, create space, and evade opponents. Football performance is multifactorial, involving a range of physical qualities such as speed, endurance, agility, coordination, strength, and balance, as well as perceptual and cognitive skills (Darajat et al., 2024; Noepratomo et al., 2024; Sabillah et al., 2024; Saputra et al., 2025).

Movement coordination ability is the capacity to perform motor tasks in a directed and efficient manner. This ability is determined by the regulation of movement and the cooperation of the central nervous system, which results from the combined performance of muscles, bones, and joints in producing effective and efficient movement. Poor motor

coordination not only hinders the development of motor skills but can also negatively affect children's academic achievements, self-competence, their participation in physical activities, social interactions, and success within peer groups (Jamil et al., 2024; Martati et al., 2024; Purwanto & Ockta, 2024; Triani et al., 2023).

In addition to mastering basic technical skills and maintaining physical fitness, having an effective and efficient teaching or training method tailored to the specific characteristics of football players is essential. We cannot rely solely on outdated or irrelevant teaching and training methods. Among these methods are the drill method and the playing method (Apriady et al., 2024; Budiman & Ockta, 2024; R. F. Illahi et al., 2024; Sepriani et al., 2024; Yuliana et al., 2023).

The drill method is generally used to gain proficiency in skills that have been learned. On the other hand, small-sided games are a fun and engaging training method that simulates real-game situations in a more compact format. These games are typically played with fewer players, a reduced playing area, and adjusted rules. Small-sided games allow players to experience realistic game scenarios, enabling them to improve technical, tactical, and physical aspects of their performance in a more dynamic and game-like environment. This method helps players learn while playing, supporting their overall skill development (Atradinan & Ockta, 2024; Chinta et al., 2024; Hadinata et al., 2024; Nusri et al., 2024).

II. METHODS

This kind of study is known as quasi-experimental study. The reason this experiment is not a pure experiment is that it is also commonly referred to as a quasi experiment. Pure experiments may be highly challenging to employ for a variety of reasons, particularly with relation to controlling variables. Next, create a two-group group design for the pre- and post-tests in the research. Thus, a 2x2 factorial design was used for this study's design. Soccer dribbling ability (Y), the dependent variable, and movement coordination ability (B), the attribute or moderator variable, are the subjects of this study. The independent variable is the type of training method (A), while the dependent and attribute variables are the dependent and moderator variables, respectively (Hambali et al., 2024; Haris et al., 2024; Ismail et al., 2024; Ramadaniaty et al., 2024).

This study was conducted at Hang Lekir, Batu 10, Tanjungpinang, from October 2023 to December 2023. This study was conducted around eighteen times, sixteen of which were for the purpose of determining the average deviation in the form of a lesson. Sampel is the portion of that population's total number and characteristics. Probability sampling is a technique for creating sample sets that provides equal opportunity or stress for each unit or population member to be selected to become a sample. In this study, the sample was drawn using proportional random sampling, which means that each sample was chosen based on its similarity to the sample size, which in this case was 32 students aged 9 to 12.

In order to examine the KTK movement coordination skills reported by, this study employs the Körperkoordinationstest Für Kinder (KTK) test in the form of four tests: the balance

beam, moving sideways, jumping sideways, and eye-hand coordination. Meanwhile, a dribbling test to assess dribbling abilities. A two-way analysis of variance (ANOVA) method with a 2 x 2 factorial design is used to test this study hypothesis. This test is conducted with a confidence level of $\alpha = 0.05$. Proceed with the Tukey test if the results of the hypothesis test are significant. Better interaction effects were seen by using Tukey's test.

III. RESULT AND DISCUSSION

The results of this research show that there is an influence of training strategies and coordination abilities on the dribbling skills of SSB Karya Muda Tanjung Pinang students. In its implementation, this study divided the sample into 4 groups consisting of: high movement coordination ssg training strategy group (A1B1, n=8), high movement coordination drill training strategy group (A2B1, n=8), movement coordination ssg training strategy group low (A2B1, n=8), low motor coordination drill training strategy group (A2B2, n=8). Below is a summary of the research data that researchers have conducted.

Table 1. Data summary on the dribbling technical skills and motor coordination

Group	Dribbling mean \pm SD	Motor Coordination mean \pm SD
A1B1	20.32 \pm 1.66	11.13 \pm 1.64
A2B1	24.96 \pm 1.77	11.25 \pm 1.04
A1B2	22.31 \pm 1.39	12.63 \pm 1.19
A2B2	20.49 \pm 1.69	12.25 \pm 1.104

The researcher also provides a synopsis of the study hypothesis test below.

Table 2. An overview of the study's findings

Group	Qvalue	Qtable
A1 > A2	6.87	3.89
B1 > B2	6.03	3.89
A1B1 > A2B1	15.77	3.89
A2B2 > A1B2	6.27	3.89

The research findings suggest that: (1) students who were trained using the small-sided games (SSG) strategy and dribbling techniques show different dribbling skill levels compared to those trained using the drill method; (2) students with high and low coordination abilities demonstrate different dribbling skills compared to those with low coordination; (3) there is a difference in dribbling technique skills between students with high coordination trained with SSG and those trained with drills, with the SSG group showing better dribbling skills; and (4) students with low coordination who trained with SSG and drills also exhibit different dribbling skills, where those trained with drills performed better than those trained with SSG (Andica et al., 2024; Febriani et al., 2024; Febryani et al., 2024; Ferdian et al., 2023; Sari et al., 2024).

These findings are supported by evidence from previous studies on fundamental dribbling skills in young football players, particularly those at SSB Karya Muda in Tanjungpinang City, aged 9 to 12. It has been emphasized that dribbling is a fundamental skill in football that involves using the foot to move the ball from one area of the pitch to another, with the ball remaining close to the feet for better control (Marta & Oktarifaldi, 2020). Mastery of dribbling allows players to control the ball, create space, and outmaneuver opponents, which are essential skills for effective performance in the game.

Football performance is influenced by a combination of psychological, social, technical, tactical, and physiological factors (Bangsbo, 2015). When designing development programs for young football players, it is crucial to consider all these factors, though there is often a stronger focus on technical, tactical, and physiological attributes. To enhance these aspects, players must consistently engage in effective training sessions.

Dribbling skills on the field are crucial for goals such as advancing the ball, passing opponents, drawing defenders out of position, and controlling the pace of the game. Successful dribbling is essential for setting up attacking opportunities and scoring against the opponent's goal. Effective dribbling, however, requires good coordination (R. R. Illahi et al., 2023; Khani et al., 2024; Safitri et al., 2023, 2024; Ulfani et al., 2024).

Coaches can choose appropriate training methods based on the players' coordination levels to help develop their dribbling skills. Coordination is an ability that is not always directly practiced but is foundational for mastering more specialized skills in sports. It plays a critical role in the development of a player's technical abilities and has been linked to long-term success in sports. To successfully execute the basic techniques taught in football, players need to possess a high level of coordination (Al Zaki et al., 2023; Alnedral et al., 2024; Insani et al., 2024c; Pitnawati et al., 2023; Umar et al., 2023).

Coordination refers to the ability to combine various movements in a controlled, rhythmic manner to achieve effective and efficient motion. It is a key component of physical fitness, encompassing both hand-eye and foot-eye coordination. Good coordination enables a player to perform complex movements smoothly and without unnecessary tension or energy expenditure. The higher a person's coordination, the more easily they can learn and execute new techniques and strategies.

Small-sided games (SSGs) are particularly effective for combining technical, tactical, and physical training elements. Due to the reduced field size and fewer players, each participant has more opportunities to handle the ball and engage in game situations. This increased ball contact enhances technical skills such as dribbling, passing, and shooting, while also developing tactical skills like off-the-ball movement, defensive positioning, and team cooperation (Adrizal et al., 2024; Arfi et al., 2024; Insani et al., 2024b; Ockta et al., 2024; Rambe et al., 2024; Revalina et al., 2024).

Research shows that small-sided games are beneficial not only for adult players but also for youth players. These games are popular across different age groups and offer an effective way to practice real-game scenarios. As players engage in SSGs, they encounter common match situations that require both technical and tactical proficiency. For example, in a three-a-side game, players have more opportunities to practice dribbling, passing, and shooting compared to larger-sided games, like five-a-side. This suggests that various formats of small-sided games can be tailored to different training goals, making them an essential component of youth football development (Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023b; Hidayat et al., 2024; Insani et al., 2024a; Likardo et al., 2023).

Another common training approach is the drill method, which is designed to enhance specific skills through repetition. Drills are structured to teach movements by having players repeatedly perform a set of motions, allowing them to focus on improving specific techniques. This method emphasizes repetition and precision, ensuring that players understand and internalize the movement patterns required for effective performance.

While small-sided games are recognized as an effective training strategy for enhancing dribbling skills, they may not be as beneficial for children with low coordination. Studies suggest that children with poor coordination may benefit more from the drill method, which focuses on repetition and gradual improvement of specific movements. By practicing the same techniques repeatedly, children with low coordination can become more familiar with the dribbling motions, helping them to improve their technical skills.

In summary, effective football training for young players requires an understanding of each player's coordination level and learning style. Small-sided games offer a dynamic and engaging way to enhance technical skills, but for players with lower coordination, the drill method may be more effective in helping them develop fundamental skills such as dribbling. This highlights the importance of adapting training strategies to the individual needs of players in order to foster skill development and improve overall performance.

IV. CONCLUSION

The results of this study reveal that the dribbling skills of SSB Karya Muda Tanjung Pinang students are significantly influenced by both the training methods used and the students' level of motor coordination. It was found that students with higher motor coordination were more proficient in dribbling compared to those with lower coordination. Additionally, the study indicated that students with higher coordination responded more positively to the Small-Sided Games (SSG) training method, whereas students with lower coordination performed better with the Drill training method in terms of developing their technical dribbling skills.

These findings suggest that trainers must be more thoughtful and tailored in designing training programs, taking into account each student's individual coordination level to ensure balanced development of their technical abilities. Not

all students will benefit from the same teaching method, and it is essential for trainers to recognize and adapt to these differences. By doing so, trainers can help ensure that each player's foundational technical skills progress at an appropriate rate, fostering a more effective and personalized learning environment. This approach underscores the importance of differentiated instruction in sports education to meet the diverse needs of students.

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