

Differences in Dribbling Ability between Students of UNY Soccer School and STFA Academy

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ABSTRACT

Dribbling is a fundamental skill that every football player must master. This research aimed to compare dribbling ability between students at the UNY Soccer School and the STFA Academy. This research employed a descriptive comparative research design. The population consisted of 200 students from UNY Soccer School and STFA Academy. The sampling technique used was purposive sampling, with the following criteria: participants were 10 years old, actively participated in regular training sessions, and completed the testing and measurement procedures in full according to the established protocols. Based on these criteria, 40 participants were selected as the research sample. The instrument used to measure dribbling ability was the Short Dribbling Test. Data were analyzed using descriptive and inferential statistical analyses. The results indicated a significant difference in dribbling ability between students at the UNY Soccer School and those at the STFA Academy. Students from UNY Soccer School demonstrated superior dribbling performance compared to those from STFA Academy, with a mean time difference of 0.90 seconds. Further research is recommended to develop standardized performance benchmarks for dribbling ability among football school students.

Keywords: Training Methods, Dribbling, UNY Soccer School, STFA Academy.

INTRODUCTION

Football is the most popular sport in the world, including in Indonesia. Valentino and Hasanuddin (2023) state that football is a large-scale sport in which two teams compete to score goals against the opposing team to achieve victory. Football is a team sport in which each player has a specific position, such as goalkeeper, defender, midfielder, and forward (Jamil & Kerruish, 2020). Modern football emphasizes a comprehensive style of play that involves all players in both offensive and defensive phases.

Football is a team sport played by eleven players on each side, with the primary objective of scoring goals to win the match. In general, the appeal of football lies in the wide range of skills required to master it compared to other sports (Prayoga, 2019). Football players are required to master various skills to perform effectively both individually and collectively, as well as to cope with pressure from opposing players (Girsang & Supriadi, 2021). Some fundamental skills that football players must master include shooting, ball control, dribbling, feinting, heading, and throw-ins. According to Utomo and Indarto (2021), basic football skills consist of passing, controlling, dribbling, shooting, heading, intercepting, sliding tackles, throw-ins, goalkeeping, and juggling. These basic skills represent the essential abilities that enable players to perform football-related movements effectively. Mastery of fundamental skills is crucial for minimizing errors during matches (Dawud & Hariyanto, 2020, p. 224). The core football skills include passing, controlling, dribbling, shooting, and heading. Additionally, players are required to possess skills such as shooting, stopping or controlling the ball, dribbling, heading, passing, throw-ins, and goalkeeping (Kuncoro & Santosa, 2021).

Putra and Hariyanto (2020) emphasize that football players must possess fundamental playing abilities and must continuously learn basic football skills to perform optimally. Fundamental football skills refer to the ability to apply various beneficial techniques, as demonstrated by consistent levels of proficiency and success during play. Furthermore, basic football techniques represent the skills and abilities that allow players to execute movements directly related to football performance.

Among these fundamental skills, dribbling plays a particularly important role in football performance. Badiru (2018) states that dribbling is one of the essential football skills that players must master. Dribbling enables players to move the ball freely from one point to another while running with the ball. Dribbling is a powerful tool for developing attacking strategies and controlling the tempo of the game (Sørensen et al., 2021). It is used to bypass opponents, create passing opportunities, and maintain ball possession under defensive pressure. Dribbling is one of the most frequently utilized fundamental elements in football, alongside other basic skills (Doewes et al., 2020). Dribbling is a football technique that allows players to maneuver the ball efficiently from one area to another while maintaining control during movement (Misbahuddin & Winarno, 2020).

Dribbling, or ball-carrying skill, is one of the most essential techniques in football and plays a crucial role in overall game performance. Mubarok (2018) states that dribbling is a fundamental football skill, as it enables players to move the ball freely from one point to another while running with the ball. Dribbling is commonly used by players to deceive opponents during match situations. This is consistent with the view that dribbling is a football skill employed by players to outmaneuver defenders. Andriansyah and Winarno (2020) explain that players with high dribbling proficiency are capable of disrupting the opponent's defensive structure and creating space for teammates while carrying the ball. Players with superior dribbling ability are often marked by multiple opponents, creating opportunities to deliver passes to teammates in advantageous attacking positions. In-game situations, dribbling refers to advancing the ball from one line to another by controlling it from foot to foot, particularly when movement space is limited by tight defensive pressure. Effective dribbling ability is demonstrated when a player can penetrate the opponent's defensive area and score a goal when facing the goalkeeper. Dribbling movements consist of several components, including changes of direction and ball protection, which are supported by biomotor abilities such as agility and flexibility (Arwandi & Firdaus, 2021).

Dribbling is a football skill that requires players to protect the ball while moving it forward, backward, or sideways. Rudiyanto (2023) states that the objectives of dribbling include building attacking plays, protecting the ball from opponents, escaping defensive pressure, bypassing defenders, exploiting open spaces, and creating opportunities to perform passes or shots during matches.

METHODS

This research employed a descriptive comparative research design. According to Sugiyono (2023), comparative research aims to examine differences in one or more variables across two or more distinct groups. In this research, the researchers sought to identify differences in dribbling ability between students at the UNY Soccer School and the STFA Academy. The research population consisted of 200 players enrolled at UNY Soccer School and STFA Academy. A purposive sampling technique was applied to select the research participants.

Darwin (2020) explains that purposive sampling is a sampling technique in which participants are selected based on specific considerations, criteria, and predetermined requirements established before data collection. The sampling criteria in this research included: participants were 10 years old, actively engaged in regular training sessions, and completed the testing and measurement procedures in full accordance with established protocols. Based on these criteria, 40 players were selected as the research sample, comprising 20 students from UNY Soccer School and 20 from STFA Academy. Dribbling ability was measured using the Short Dribbling Test, which demonstrated a validity coefficient of 0.735 and a reliability coefficient of 0.861. This test was selected because it includes performance indicators that

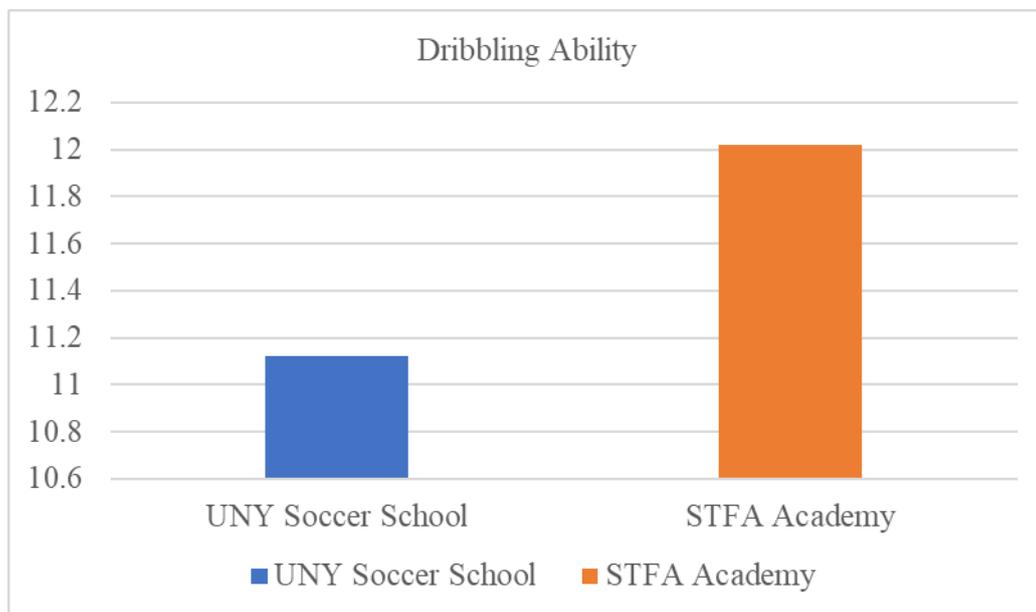
effectively assess dribbling ability and emphasize time-based performance speed. Data analysis was conducted using descriptive and inferential statistical methods. Descriptive statistics provide a summary of the data through measures such as mean, standard deviation, variance, minimum and maximum values, sum, range, kurtosis, and skewness.

RESULTS

The results of the research concerning the differences in dribbling ability between students of UNY Soccer School and STFA Academy are presented as follows.

Statistics	Dribbling Ability	
	UNY Soccer School	STFA Academy
N	20	20
Mean	11,12	12,02
Median	11,22	11,77
Mode	10,15	12,27
Standard Deviation	0,99	1,27
Minimum	9,04	10,09
Maximum	12,73	15,91

Based on the data presented in the table above, the dribbling performance of students from UNY Soccer School and STFA Academy is illustrated in the following figure.



Based on the table and figure presented above, the mean dribbling time of students from UNY Soccer School was 11.12 seconds, while students from STFA Academy recorded a mean dribbling time of 12.02 seconds.

The normality test was conducted using the One-Sample Kolmogorov–Smirnov test. The results showed p-values of 0.715 for UNY Soccer School students and 0.552 for STFA Academy. Since the p-values exceeded 0.05, the dribbling ability data for both groups were normally distributed.

The homogeneity test results indicated p-values of 0.165 for UNY Soccer School students 0.686 for STFA Academy. As both p-values were greater than 0.05, the variance of dribbling ability between the two groups was considered homogeneous.

The independent samples t-test revealed that the calculated t-value ($t = 2.503$) exceeded the critical t-value ($t_{(38)} = 1.686$), with a p-value of 0.017 (< 0.05). Therefore, the research hypothesis (H_1), which states that there is a significant difference in dribbling ability between students of UNY Soccer School and STFA Academy, was accepted. The difference in mean dribbling time between the two groups was 0.90 seconds, indicating that students from UNY Soccer School demonstrated superior dribbling performance compared to those from STFA Academy.

DISCUSSION

The results of this research indicate a significant difference in dribbling ability between students at the UNY Soccer School and the STFA Academy. Students from UNY Soccer School demonstrated superior dribbling performance compared to those from STFA Academy, with a mean difference of 0.90 seconds. This finding suggests that differences in training approaches, skill development, and practice intensity may influence dribbling performance among young football players.

Dribbling is one of the most essential techniques in football and plays a crucial role in match performance. Dribbling enables players to move the ball efficiently from one position to another while running with it, thereby helping them maintain possession and advance offensive play. This technique is commonly employed to deceive opponents during competitive situations. Bekris et al. (2018) emphasize that dribbling is a fundamental football skill used by players to outmaneuver defenders and gain tactical advantages during matches.

Players with high dribbling skills can disrupt the opponent’s defensive organization and create space for their teammates while carrying the ball. Players with superior dribbling ability are often marked by multiple defenders, thereby creating opportunities to distribute the ball to teammates in more favourable attacking positions. In match situations, dribbling involves advancing the ball from one line to another by controlling it from foot to foot, particularly when space is restricted by defensive pressure. Effective dribbling performance is demonstrated when a player can penetrate the opponent’s defensive area and score against the goalkeeper (Andriansyah & Winarno, 2020).

Football matches become more dynamic and engaging when players maintain close ball control through individual dribbling. Dribbling refers to a player's ability, particularly attackers, to maintain possession while bypassing opponents. Foot contact during dribbling is similar to low-passing techniques, including the inside of the foot, full instep, inside instep, outside instep, and outside of the foot. When dribbling under defensive pressure, the ball must remain close to the dribbling foot, requiring frequent touches to maintain control. Conversely, when operating in open space without defensive pressure, fewer touches are required, and dribbling is often combined with rapid running. Dribbling actions may subsequently be followed by passing or shooting movements.

CONCLUSION

This research concluded that there is a significant difference in dribbling ability between students of UNY Soccer School and STFA Academy. Students from UNY Soccer School demonstrated superior dribbling performance compared to those from STFA Academy, with a mean difference of 0.90 seconds. These findings indicate that differences in training practices and skill development may influence dribbling performance among young football players. The results of this research have practical implications, as they provide a reference for coaches and players in developing training programs designed to enhance dribbling skills. Additionally, the findings of this research may inform future studies investigating dribbling performance in football school settings.

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