



Analysis of Futsal Dribbling Ability of Students' Extracurricular Participants at State Junior High School 1 Martapura

Ahmad Alvin Nizar¹✉, Ramadhan Arifin², Edwin Wahyu Dirgantoro³

Physical Education Study Program Faculty of Teacher Training and Education, Lambung Mangkurat University, Banjarbaru, South Kalimantan, Indonesia¹²³

Article History

Received May 2025
Accepted May 2025
Published Vol.14 No.(2) 2025

Keywords:

Futsal; Dribbling; Extracurricular; Technical Skills; Junior High School

Abstract

This study aims to analyze the dribbling skills of futsal extracurricular participants at state junior high school 1 Martapura. Dribbling is one of the fundamental techniques in futsal, essential for ball control, creating scoring opportunities, and supporting teamwork. The study employed a descriptive quantitative method, involving 15 students aged 13–15 selected through purposive sampling. Data were collected using a zig-zag dribbling test, with results categorized into five performance levels. The findings revealed that 3 students (20%) were in the “very good” category, 4 students (26.67%) in “good”, 1 student (6.67%) in “average”, 3 students (20%) in “poor”, and 4 students (26.67%) in the “very poor” category. These results indicate a significant disparity in dribbling abilities among the participants. The study concludes that most students still need improvement in their dribbling skills, which can be achieved through structured and consistent training programs. The findings are expected to serve as a basis for developing more effective futsal training methods within the school environment.

How to Cite

Nizar, A. A., Arifin, R., & Dirgantoro, E. W. (2025). Analysis of Futsal Dribbling Ability of Students' Extracurricular Participants at State Junior High School 1 Martapura. *Journal of Physical Education, Sport, Health and Recreation*, 14 (2), 439-444.

© 2025 Universitas Negeri Semarang

✉ Correspondence address :
E-mail: halvinizar@gmail.com

INTRODUCTION

The concept of non-formal education programs within formal institutions can be implemented and initiated through school management, including academic subjects, local content, and self-development activities such as extracurricular programs. These self-development activities aim to support national education goals as outlined in Article 3 of Law No. 20 of 2003 on the National Education System, aligning with the Ministry of Education and Culture Regulation No. 62 of 2014 regarding extracurricular activities in primary and secondary education. Article 1, paragraph 1 defines extracurricular activities as curricular activities conducted by students outside regular academic hours under the supervision and guidance of educational institutions.

According to (Oktaviani, 2018), extracurricular activities are supplementary to the planned lessons or additional education beyond the standard curriculum. In schools, extracurricular programs serve as a platform for students to develop their skills and talents in various fields according to their interests.

Based on Regulation No. 62 of 2014, Article 2 states that extracurricular activities are organized with the aim of optimally developing the students' potential, talents, interests, abilities, personalities, teamwork, and independence to support the achievement of national education goals. Thus, extracurricular activities are implemented to nurture students according to their individual needs, abilities, and aspirations. These activities are educational efforts conducted outside classroom hours, either within or beyond the school environment, aiming to expand knowledge, improve skills, and integrate religious values as well as social norms—local, national, and global—in shaping well-rounded individuals.

The objectives of extracurricular activities according to the Minister of National Education Regulation No. 39 of 2008 include: (1) optimizing students' potential and integrated development including talents, interests, and creativity; (2) strengthening student character to ensure resilience within the school as a learning environment, protecting them from negative influences; (3) enabling students to actualize their potential in achieving excellence; and (4) preparing students to become morally upright, democratic citizens who respect human rights as part of creating a civil society.

Futsal is a type of indoor football played by two opposing teams. It was popularized by Juan Carlos Ceriani in 1930 in Montevideo, Uruguay. The term "futsal" is derived from the Por-

tuguese "Futebol de Salão" or Spanish "Fútbol Sala," both meaning indoor football. Futsal is among the most favored sports in many educational institutions. In South Tangerang, for instance, it is highly popular, and many futsal facilities are available, enabling schools without proper fields to conduct futsal extracurricular activities under teacher or coach supervision (Andi Taufan Bayu, 2024)

Futsal is a fast-paced sport played indoors. Its dynamic nature involves rapid ball movement from foot to foot, requiring players to be quick, confident, and decisive. The frequent changes in gameplay situations demand accurate and swift decision-making. Compared to outdoor soccer, futsal often results in more goals due to these characteristics. Players are expected to be proficient in fundamental techniques, including passing, control, dribbling, and shooting.

Futsal emphasizes teamwork and player communication. The small court size forces players to collaborate effectively. It builds character by fostering responsibility, discipline, and strong team spirit. Futsal is beneficial for improving physical fitness, endurance, and agility. It encourages players to think quickly and make decisions in seconds. The confined playing area also requires players to master tactics and strategies. Overall, futsal involves physical, technical, tactical, mental, and social aspects.

Dribbling is a fundamental skill in futsal. It enables players to evade defenders, maintain possession, create space for teammates, and increase scoring chances. According to (Vic., 2011), dribbling involves contesting and maneuvering the ball past one or more opponents to support team movement. Players must transition quickly between offense and defense, necessitating strong technical control.

(Siswandi, 2018) emphasizes that dribbling is vital for futsal players. As futsal is inherently a team sport, players must be able to effectively dribble and coordinate with teammates to create cohesive play and make accurate decisions.

Skill acquisition in sports involves motor movements linked to nerves and muscles, aiming to master physical skills based on individual capabilities. These differences affect execution ease. Coaches and educators must understand movement mastery, which can be gained through motor learning processes (Hutama, 2021).

Dribbling is particularly useful in situations where no defenders are blocking the player or during counterattacks. The challenge arises when a player must dribble while being pursued. Thus, mastering dribbling technique is essential.

The higher the dribbling proficiency, the

more effective the team's collective performance becomes. Therefore, dribbling should be a primary focus for all players and athletes. Proficiency in dribbling enables better decision-making, especially under pressure, and minimizes the risk of turnovers.

Mastering dribbling technique is an art form in futsal. It requires flexibility and balance. According to (D.Saputra & Dkk, 2023). mastering dribbling is critical to controlling the game. In conclusion, dribbling is an essential skill that determines ball control, chance creation, and overall performance. The better a player is at dribbling and controlling the ball, the more precise and effective team cooperation becomes.

Field observations at state junior high school 1 Martapura revealed that all futsal extracurricular students struggled with dribbling during practice and games. Their inability to control the ball stemmed from a lack of agility and speed. As a result, they frequently failed to bypass opponents, leading to turnovers and missed scoring opportunities. Fatigue was also a factor affecting performance. Furthermore, the lack of team coordination hindered overall gameplay.

Previous studies related to futsal dribbling skills include (Andi Taufan Bayu, 2024), who conducted an analysis at High School Al-Mubarak in South Tangerang. Results from basic skill tests categorized participants as follows: 2 were very good, 3 good, 3 average, 6 poor, and 4 very poor. The average dribbling ability was considered poor, despite some students performing well or exceptionally.

Another study by (Muhammad Syarwani, 2024) investigated the contribution of agility and speed to dribbling skills at junior high school Muhammadiyah 1 Pekanbaru. Findings showed a combined contribution of 35.04% from these factors to dribbling performance.

Feby Aryo Pamungkas also conducted a comparative study between students at State Vocational School 2 Karanganyar and Vocational School Bhina Karya Karanganyar. The results indicated no significant differences in dribbling skills between the two schools.

The problem formulation in this research focuses on the level of futsal dribbling technique ability among the extracurricular participants of state junior high school Martapura students, as well as the factors that affect these skills. This issue arises from field findings that show many students have difficulties in ball control, lack agility, speed, and endurance while dribbling, often resulting in lost balls and missed goal opportunities. Additionally, the lack of team cooperation is suspected to be an inhibiting factor in maste-

ring good dribbling techniques. This study aims to describe the dribbling ability level of students, analyze the influencing factors, and provide suggestions for the development of more effective training programs.

The novelty of this research lies in the in-depth analysis of futsal dribbling skills among extracurricular participants at the junior high school level, specifically at state junior high school Martapura, which has not been extensively studied in previous research. This study not only assesses dribbling technique skills quantitatively but also identifies specific factors that influence student performance, such as agility, speed, and teamwork in the context of extracurricular training. The research results are expected to serve as a reference for the development of a more targeted futsal extracurricular curriculum and to make a tangible contribution to improving the quality of training and talent development in futsal sports in junior high school environments. Based on this review, the current research aims to analyze dribbling skills among futsal extracurricular participants at state junior high school Martapura.

METHODS

This study employed a descriptive quantitative method, often referred to as descriptive statistical research (M. Khairin Fazri et al., 2024). Descriptive quantitative research is a method that uses quantitative techniques and descriptive analysis to interpret data meaningfully in an academic context. The data, primarily quantitative, were gathered through field observation and presented in the form of tables, curves, graphs, histograms, and stem-and-leaf plots with numerical measures such as arithmetic mean, median, etc (Andy Alfatih, 2021).

The researcher applied purposive sampling (Warni et al., 2017), to select 15 students from a total of 20 participants enrolled in the futsal extracurricular program at state junior high school 1 Martapura. The selected sample consisted of futsal club members aged 13 to 15 years. The instrument used was a dribbling test developed by (Dewi R.et.al, 2018). The test was conducted on a futsal court made of common surface materials such as interlock, parquet, vinyl, or concrete.

The dribbling test was carried out in two sets through a sequence of cones labeled A, B, C, D, E, F, and G, followed by a return path through G, F, E, D, C, B, and A. The dribbling instructions were as follows:

- A-B: dribble around the outside of the marker.
- A-C: dribble around the outside of the marker.
- C-A: dribble around the outside of the marker.

- A–D–E–F–G: zig-zag dribbling.
- G–F–E–D–A: return zig-zag dribbling

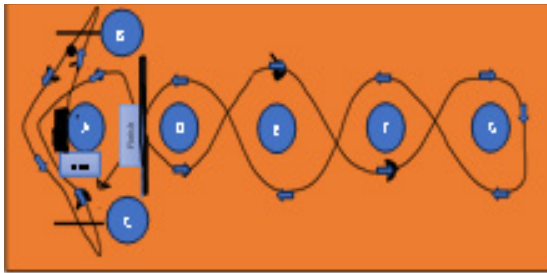


Figure 1. Ball Dribbling Illustration (Dewi R. et. al, 2018).



Figure 2. Marker Dimensions (Dewi R. et.al, 2018).

Notes: a) Measurement calculations start from the edge of marker A. b) The positions of markers B and C are determined by evenly dividing the distance from marker A, then measuring 1 meter toward marker B and 1 meter toward marker C from the midpoint. Thus, the distance between markers B and C is 2 meters. c) In the test, participants begin behind cone 1 and start dribbling outside cones 1, 2, and 3. They then dribble in a zig-zag pattern through cones 4, 5, 6, and 7, and repeat the zig-zag from cone 7 to cone 4. Timing stops after cone 4 is passed. Each participant performs three dribbling attempts. d) A criterion-referenced five-scale rating system is used to evaluate performance. According to Sriyanto, criterion-referenced assessment means that students are evaluated based on predetermined absolute standards. The score reflects how well the individual meets those standards. The assessment is conducted manually using a stopwatch and recording the dribbling times. e) The following **Table 1** outlines the dribbling test norms:

Table 1. Futsal Dribbling Test Norms

Category	Time (seconds)
Very Good	< 11.91
Good	11.91–13.20
Average	13.21–14.50
Poor	14.51–15.80

Very Poor

> 15.80

RESULTS AND DISCUSSION

This study used a descriptive quantitative approach to illustrate the condition of the research object based on the collected data. Data collection involved two techniques: surveys and performance tests. The survey technique was used to observe the condition and skills of students participating in the futsal extracurricular activities at state junior high school Martapura, while performance tests assessed their dribbling skills in futsal.

The goal of this study was to describe the dribbling skill levels of students in the futsal extracurricular program at Junior High School 1 Martapura. The results are presented based on the participants' best dribbling performance.

Table 1. Frequency Distribution of Futsal Dribbling Skill Levels

Category	Time Interval (seconds)	Frequency	Percentage (%)
Very Good	<11.91	3	20.00%
Good	11.91–13.20	4	26.67%
Average	13.21–14.50	1	6.67%
Poor	14.51–15.80	3	20.00%
Very Poor	>15.80	4	26.67%
Total		15	100%

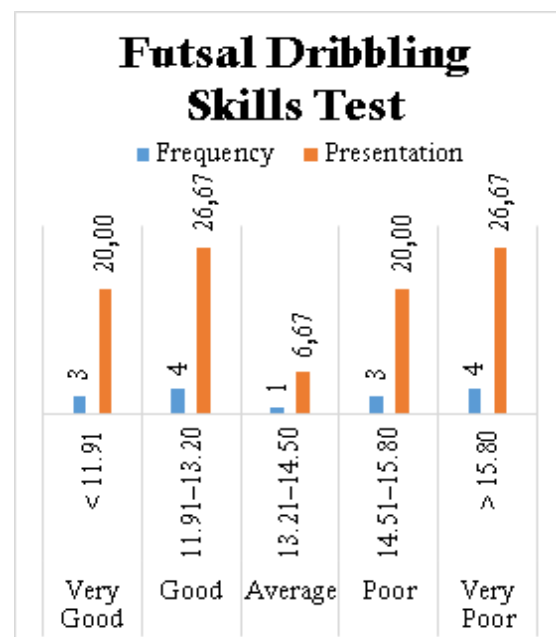


Figure 3. Dribbling Skill Distribution Graph

Based on **Table 1** the dribbling skills of futsal extracurricular participants at state junior high school Martapura fall into various categories. Three students (20.00%) were in the Very Good category with dribbling times of less than 11.92 seconds. Four students (26.67%) were in the Good category, with times between 11.91 and 13.20 seconds. One student (6.67%) fell in the Average category, with a time between 13.21 and 14.50 seconds. Three students (20.00%) were in the Poor category, with times between 14.51 and 15.80 seconds. Lastly, four students (26.67%) were in the Very Poor category, with times exceeding 15.80 seconds.

The graph **Figure 3** reveals that most students were in the Good and Very Poor categories (each 26.67%), while only one student (6.67%) was categorized as Average. Additionally, 20% fell into the Very Good and Poor categories, respectively. This distribution indicates a clear gap in dribbling ability among participants, with most clustered at opposite ends of the performance spectrum. Although some students performed well, the significant disparity highlights the need for targeted skill development.

Dribbling in futsal, as in football, is a basic technique. However, in futsal, dribbling typically involves shorter distances and occurs in tight spaces, requiring agility, eye-hand coordination, and awareness of teammates and opponents (Abdurrahman, 2018)

Physical condition plays a crucial role in dribbling performance. Consistent training and practicing structured dribbling drills help players enhance this fundamental skill. Students who are passionate about futsal tend to be more enthusiastic in training and show more improvement. According to (Edwin Wahyu Dirgantoro A. M., 2023), training intensity is a function of the strength of neural stimuli, which depends on load, movement speed, and variation in interval or rest periods between repetitions.

In practice, many participants struggle with effective dribbling. This skill requires time, planning, and training tailored to individual needs. Performing dribbling movements effectively demands ball control, agility, and speed. Motivation and discipline are also key factors that influence skill development and athletic performance.

Futsal coaches must employ appropriate techniques and training models, starting from the basics, to ensure players fully understand the material. Coaches should pay close attention to training content, keeping it clear and motivational so that players remain enthusiastic and perform at their best during matches. This also enhances

their ability to execute varied offensive strategies and score goals.

Dribbling ability is an essential requirement for every futsal player. Therefore, coaches and trainers should emphasize dribbling-focused exercises to help participants at state junior high school Martapura develop strong dribbling skills. Proficient dribbling enhances confidence and game performance, enabling students to perform optimally and achieve their best results.

CONCLUSION

Based on the research conducted on the futsal extracurricular participants at state junior high school Martapura, it can be concluded that the dribbling skills of the students are still considered less than optimal. This is evident from the students' difficulty in controlling the ball during practice and matches, especially in terms of agility, speed, and the ability to get past opponents. Many students also get tired easily, which affects their dribbling performance, and the lack of teamwork is also a hindering factor in futsal games at that school. This study emphasizes that dribbling is a fundamental technique that is very important in futsal, as it plays a significant role in creating opportunities, maintaining ball possession, and supporting teamwork. A good level of dribbling skills will accelerate the achievement of collective cooperation within the team. The results of this study are expected to serve as a reference in developing more effective training programs that meet the needs of students, thereby improving the quality of dribbling skills and the quality of futsal play in schools. Furthermore, the findings of this research can also be used as a basis for the development of the futsal extracurricular curriculum and further research on the effects of various training methods on improving basic sports techniques, particularly futsal.

REFERENCES

- Abdurrahman, A. (2018). Perbandingan Tendangan dengan Ujung Kaki dan Tendangan dengan Punggung kaki Terhadap Kecepatan dan Ketepatan Shooting 10m cabang olahraga futsal. repository.upi.edu.
- Andi Taufan Bayu, F. N. (2024). Analisis Keterampilan Dribbling dalam Permainan Futsal pada Siswa SMA Al Mubarak Tangerang Selatan. Sportology Jurnal (Sport J), 41-47.
- Andy Alfatih. (2021). Panduan Praktis Penelitian Deskriptif Kuantitatif. Palembang: UNSRI PRESS.

- D.Saputra & Dkk. (2023). Teknik Keterampilan Shooting dan dribbling futsal pada pemain Abhiseva Branch Kota Bengkulu. *Edusport*, 160-164.
- Dewi R.et.al. (2018). Pengembangan Instrumen Tes Dribbling pada Olahraga Futsal. *Jurnal Pretest*.
- Edwin Wahyu Dirgantoro, A. M. (2023). Analisis Kebugaran Jasmani dari Aspek Intensitas Latihan Pada Peserta DIDik di Sekolah Menengah Pertama Negeri 19 Di Banjarmasin. *Jurnal Pendidikan Jasmani dan Olahraga*.
- Hutama, A. D. (2021). Model Latihan Keterampilan Dribbling Permainan Futsal Pada Siswa SMP. *Jurnal SEGAR Vol.10 No.1*.
- M.Khairin Fazri, Ramadhan Arifin, Akhmad Amirudin. (2024). Analisis Keterampilan Dribbling dalam Permainan Futsal pada peserta ekstrakurikuler Madrasah Aliyah Swasta Darul Ilmi. *Sprinter : Jurnal Ilmu Olahraga*.
- Muhammad Syarwani, R. (2024). Kontribusi Kelincahan dan kecepatan terhadap kemampuan dribbling ekstrakurikuler futsal SMP Muhammadiyah 1 Pekanbaru. *Journal of Creative and Innovative Research*.
- Oktaviani, A. A. (2018). Pelaksanaan Kegiatan Ekstrakurikuler Futsal di SDIT MMuhammadiyah Al-Kautsar.
- Peraturan Menteri Pendidikan Nasional RI No.29. (2008). Pembinaan Kesiswaan. Peraturan Menteri Pendidikan Nasional Republik Indonesia.
- Permendikbud No. 62. (2014). Kegiatan Ekstrakurikuler Pada Pendidikan dasar dan Pendidikan Menengah. Kemendikbud.
- Siswandi, E. Y. (2018). Pengaruh Metode Latihan Teknik Distribusi Terhadap Keterampilan Dribbling Zig-Zag Permainan Futsal. *Kinestetik :Jurnal Ilmiah Pendidikan Jasmani 2 (2)*, 173-178.
- Vic., H. (2011). *Futsal Technique, Tactics, Training*. United Kingdom: Mayer&Mayer Sport.
- Warni, H., Arifin, R., & Bastian, R. A. (2017). Pengaruh Latihan Daya Tahan (Endurance) Terhadap Peningkatan Vo2Max Pemain Sepakbola. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 16(2). <https://doi.org/10.20527/multilateral.v16i2.4248>.