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Evaluation of Dribbling Skills in Futsal among Elementary School Students at Muhammadiyah Imam Syuhodo

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Abstract

This study aimed to analyze the level of dribbling skills among elementary school students participating in extracurricular futsal activities at Muhammadiyah Imam Syuhodo Elementary School. The research subjects consisted of 40 students who were actively involved in the school's futsal extracurricular program. A quantitative descriptive approach was employed using a survey method, with data collected through standardized dribbling skill tests and direct movement observations. The assessment focused on three main movement components: the initial stance, ball contact movement, and the final stance. The results of the study showed that the overall dribbling skill level of students was categorized as moderate, with variations across the assessed components. The initial stance component demonstrated relatively better performance, as most students were able to adopt a basic ready position before dribbling. However, weaknesses were identified in the ball contact movement, particularly in controlling the ball while moving at speed. The lowest performance was found in the final stance component, where many students had difficulty maintaining balance and proper body posture after completing the dribble. The implications of this study emphasize the need for more structured, systematic, and repetitive training programs to enhance fundamental futsal skills among elementary school students. It is recommended that coaches and physical education teachers prioritize basic dribbling techniques through varied and enjoyable training methods, while also improving supporting sports facilities at the school. This study is expected to serve as a reference for developing more effective futsal training programs in elementary school physical education contexts.

How to Cite

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INTRODUCTION

Futsal is a team sport played by two teams, each consisting of five players. The objective of the game is to score goals by moving and controlling the ball primarily using the feet. In addition to the five main players, each team is allowed to have substitute players. Unlike other forms of indoor football, the futsal playing area is clearly defined by boundary lines (Wood & Danylchuk, 2015).

Basic techniques such as dribbling, passing, shooting, heading, and ball control constitute the fundamental foundation for developing futsal skills. Mastery of these basic techniques not only assists players in executing game strategies effectively but also enhances confidence and comfort during play (Syaukani et al., 2023). In physical education, the instruction of basic futsal techniques is designed to consider students' motor development aspects, allowing the learning materials to be adjusted to the age and ability levels of the learners (Warthadi et al., 2022). A learning process that focuses on these fundamental techniques also trains coordination, concentration, and students' understanding of the game, which ultimately supports the development of character and optimal physical skills (Padrón-Cabo et al., 2020).

In futsal, there are various basic techniques that must be mastered by players (Bruner et al., 2011). Mastery of these fundamental techniques enables players to control the ball in all game situations, facilitates the effective implementation of tactical strategies, and helps create cohesive teamwork that enhances overall game performance (Dewo & Syaukani, n.d.), ultimately contributing to success. One of the most important basic techniques that players must master is dribbling ability (Indarto et al., 2024).

A player must have a strong mastery of dribbling technique to effectively support other basic skills (Jariono et al., n.d.). Based on its movement pattern, dribbling involves several movement elements from different parts of the body (Subekti et al., 2021). To perform dribbling effectively, the body segments involved in the dribbling movement must be well coordinated (Kokstejn & Musalek, 2019).

According to Ilman Nirwana (2022), dribbling ability must be supported by good speed. This can be observed from many examples of professional futsal players who possess high speed and, on average, also demonstrate excellent dribbling skills. However, a beginner may have good speed without necessarily having good dribbling ability. This condition occurs due to limited training hours focused on dribbling practice as well as insufficient availability of balls relative to the number of participants during training sessions (Ilman Nirwana et al., 2022).

Futsal requires mastery of fundamental techniques such as dribbling, passing, shooting, and ball control to support effective game performance. Previous studies have emphasized that dribbling is a crucial basic skill that influences players' ability to control the game and execute other techniques efficiently. Research by Indarto et al. (2024) and Subekti et al. (2021) highlights the importance of coordination, speed, and ball control in successful dribbling performance, while Kokstejn and Musalek (2019) underline the role of inter-segmental body coordination, particularly among young players. However, most existing studies focus on adolescent or competitive-level athletes, with limited attention given to elementary school students participating in extracurricular futsal activities. Preliminary field observations at Muhammadiyah Imam Syuhodo Elementary School revealed that many students experienced difficulties in controlling the ball while moving, maintaining balance, and completing the dribbling movement properly. In addition, training sessions were observed to be less structured, with limited variation and inadequate supporting facilities, such as an insufficient number of balls.

Based on these conditions, this study addresses the problem of suboptimal dribbling skill mastery among elementary school students and the lack of detailed analysis of dribbling movement components at this level. Therefore, the purpose of this study was to analyze students' dribbling skill levels by examining three main movement components: the initial stance, ball contact movement, and the final stance. The novelty of this research lies in its specific focus on component-based dribbling analysis within the context of elementary school extracurricular futsal. By identifying strengths and weaknesses in each movement phase, this study provides practical insights for physical education teachers and coaches to design more structured, developmentally appropriate, and effective futsal training programs for young learners.

METHODS

This study was a descriptive study employing a survey method, in which data were collected using tests and measurement techniques (Bekris et al., 2019). The variable in this study was a single variable, namely the level of dribb-

ling skills of 40 students participating in extracurricular futsal activities at Muhammadiyah Imam Syuhodo Elementary School.

The research instrument used to collect the data was an observational skill test (Susworo Dwi Marhaendro et al., 2023). The scores recorded were the results achieved by the testees (students) from two attempts, with the best score used for data analysis

The assessment of dribbling skills of students at Muhammadiyah Imam Syuhodo Elementary School consisted of three components: the initial stance (preparation phase), ball contact movement, and the final stance. The assessment was conducted by observing the quality of the movements performed by the students. After all data were collected, data analysis was carried out using an assessment rubric. The assessment rubric is an evaluation tool that includes specific criteria and performance standards used to assess students' performance or learning outcomes. The procedures for administering the test are as follows:

Preparation and Equipment

a. Playing Field: Ensuring that the field is in good condition.
b. Ball: Providing standard-sized balls appropriate for the students' age.
c. Cones: Using cones or other markers to designate the dribbling pathway.
d. Assessment Sheet: Preparing assessment sheets to record each student's test results.

Initial Instructions

a. Explaining the purpose of the test to the students, which is to assess their dribbling skills, including the initial stance, ball contact movement, and final stance.
b. Providing a warm-up session for the students for 15 minutes prior to the administration of the test.

Determination of the Dribbling Route

a. Arranging the dribbling route by placing cones in a zig-zag or straight pattern in accordance with the test instrument.
b. Ensuring that the distance between cones is appropriate for the students' abilities. For
c. elementary school students, the distance between cones may range from approximately 1.5 to 2 meters.

Test Administration

a. Instructing the students to stand at the starting line, with the ball positioned in front of them.
b. Upon the given signal, students are required to begin dribbling the ball through the predetermined route.
c. If a student loses control of the ball, they must retrieve the ball and continue the test from the point where control was lost.

Assessment

a. Recording and scoring performance based on observational assessment of the students' abilities.
b. Scores for the components of the initial stance, ball contact movement, and final stance are recorded in the prepared data table. The test scores are then ready to be calculated according to the formula used in the data analysis technique with quantitative descriptive.

RESULTS AND DISCUSSION

Based on the data obtained by dribbling the ball test through observation of 40 samples, it shows that in the initial attitude movement element there are 3 students or 7.5% in the very good category, 20 students or 50% in the good category, 13 students or 32.5% in the sufficient category, 2 students or 5% in the less category, and 2 students or 5% in the very less category.

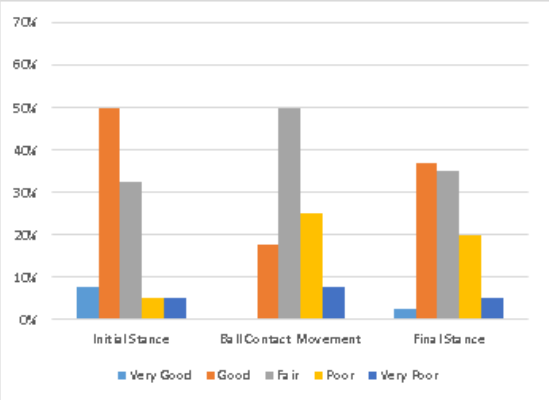
Meanwhile, in the element of the movement of recognition, there are 7 students or 17.5% in the good category, 20 students or 50% in the sufficient category, 10 students or 25% in the less category, 3 students or 7.5% in the very less category.

Furthermore, in the final attitude element, there was 1 student or 2.5% in the very good category, 15 students or 37.5% in the good category, 14 students or 35% in the sufficient category, 8 students or 20% in the less than adequate category, and 2 students or 5% in the very poor category. Details can be seen in the **Table 1.**

Table 1. Dribbling Test

Score	Category	Initial Stance		Ball Contact Movement		Final Stance	
		Amount	%	Amount	%	Amount	%
91–100	Very Good	3	7,5%	-	-	1	2,5%
80 – 90	Good	20	50%	7	17,5%	15	37,5%
70 – 79	Fair	13	32,5%	20	50%	14	35%
60 – 69	Poor	2	5%	10	25%	8	20%
<60	Very Poor	2	5%	3	7,5%	2	5%

The results of the dribbling skill level test of extracurricular futsal students at Muhammadiyah Imam Syuhodo Elementary School.



Graph 1. Dribbling

Based on the **Graph 1** depicting the percentage of research results from a total of 40 samples. The details of the initial attitude elements are 7.5% in the very good category, 50% in the good category, 32.5% in the sufficient category, 5% in the less category, and 5% in the very less category. Furthermore, the elements of concern with 0% in the very good category, 17.5% in the good category, 50% in the sufficient category, 25% in the less category, and 7.5% in the very less category. While the final attitude elements with 2.5% in the very good category, 37.7% in the good category, 35% in the sufficient category, 20% in the less category, and 5% in the very less category.

The results of this study describe the level of mastery of dribbling skills in elementary school students through three main movement elements: preparation initial stance, contact movement, and final stance. The preparation movement element showed quite good results, with 7.5% of students in the very good category and 50% in the good category .

This indicates that the majority of students already have a sufficient understanding of the correct initial body position before dribbling, such as the position of the feet, knees, and a balanced gaze. Good preparation is an essential foundation for ensuring smooth dribbling (Sofia et al., 2025).

However, in terms of contact movement, the results show that most students are still in the adequate (50%), poor (25%), and very poor (7.5%) categories. Only a few students were able to achieve the good category. This indicates difficulties in controlling the ball while moving, such as contacting the ball with the correct part of the foot, maintaining ball speed, and maintaining body balance while dribbling. This weakness indicates the need for greater emphasis in basic technique training, particularly on ball control, so that students can improve the effectiveness and efficiency of their movements.

Furthermore, in terms of final stance, the majority of students were in the good (37.5%), sufficient (35%), poor (20%), and very poor (5%) categories. Final stance, which includes ball control after dribbling and readiness to perform subsequent actions, such as passing or shooting, remains a challenge for students. This weakness may be due to a lack of integrated training that connects dribbling with other game actions (Purnama et al., 2024).

Overall, these results indicate that students' dribbling skills are at varying levels, with contact and finishing aspects requiring more attention. To improve these abilities, coaches or physical education teachers can implement more creative learning methods, such as situational games or repetitive drills with immediate feedback. This will help students refine their technique, understand the importance of each movement element, and improve their dribbling skills.

Several factors contribute to dribbling that need to be considered to improve student skills. The first factor is eye-foot coordination. The ability to focus on the ball while precisely controlling footwork is crucial for maintaining control during dribbling. Exercises that focus on developing this coordination will help students avoid losing the ball and optimize their agility. The second factor is body strength and agility (Aditia & Iskandar, 2025). Students with sufficient leg muscle strength and good body agility will find it easier to dribble quickly and precisely.

Physical training that improves endurance, speed, and flexibility will positively impact dribbling ability, especially when facing pressure from opponents or changing direction quickly. The third factor is correct basic technique (Rukhyat Amin et al., 2022). Mastering basic dribbling techniques, such as using the inside, outside, and sole of the foot to control the ball, significantly impacts the quality of movement. Continuous understanding and practice of these basic techniques can help students master better ball control, improve movement accuracy, and reduce the risk of errors during play. The fourth factor is motivation and consistency of practice (Millah et al., 2022). The more frequently students practice, the better they will master dribbling skills.

In addition to the main objectives, this

study found that training context also influenced students' dribbling performance. Limited training time, inadequate ball availability, and a lack of integrated drills combining dribbling with passing or shooting were observed to hinder skill development. Some students with sufficient physical ability still showed weak dribbling performance due to minimal exposure to game-like training situations.

This study has several limitations. It used a descriptive design without analyzing causal relationships and involved participants from only one elementary school, limiting generalizability. Moreover, physical fitness components and psychological factors such as motivation were not measured objectively. Future research should apply experimental designs, include larger samples, and integrate physical and psychological variables to better understand dribbling skill development.

CONCLUSION

Based on the research results, it can be concluded that elementary school students' dribbling skills are still at varying levels, with most students showing difficulties in the contact and finishing movements. The implications of this study indicate the importance of a more structured and consistent approach in basic soccer skills training, particularly in developing ball control techniques and body agility.

Therefore, the suggestion is for coaches and sports teachers to focus more on repetitive exercises that emphasize basic dribbling techniques, and to create more varied and enjoyable exercises, such as situational games, which can increase student motivation and understanding. Furthermore, improving facilities and external support should also be considered to enable students to develop optimally in extracurricular soccer activities.

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