

## The Effect of Exercise Variations *Dribble* in Football Extracurricular Students of Riau Technological Vocational School Pekanbaru

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### Abstract

*This study aims to determine whether there is an effect of variations in practice on ball dribbling skills . in soccer extracurricular students at SMK Teknologi Riau Pekanbaru, The type of research used is experimental. explained that research with an experimental approach is a study that seeks to find the effect of certain variables on other variables under tightly controlled conditions. Based on the calculation of the t value obtained  $t_{count} = 2.73$ . then compared with the value of the table t. From table t it is known that the value of  $t_{table} = 1.753$ , this means that  $t_{count}$  is greater than  $t_{table}$ . Thus, the research hypothesis  $H_0$  (zero/initial hypothesis) is rejected and the hypothesis  $H_a$  (alternative hypothesis) is accepted. Then the results show that there is a significant effect and has an increase in ability of 5.38%. Conclusion Based on the results of research and discussion, it can be concluded that there is an effect of variations in training on the dribbling soccer extracurricular students at SMK Teknologi Riau Pekanbaru by 5.38%. And the remaining 94.62% is influenced by other factors.*

**Keywords:** Variation of Exercise, Dribbling , Soccer

### Introduction

Physical education is a series of physical activities, playing and exercising, to build healthy and strong students so that they can produce high academic achievements. In addition, exercise can also make a person's body become physically and mentally healthy which will eventually form a quality human being. According to (1) physical education is very important, which provides opportunities for students to be directly involved in various learning experiences through physical activities, play and sports that are carried out systematically. The provision of learning experiences is directed. Meanwhile, according to (2) physical education is a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (attitude, mental, emotional, spiritual, social) and discussion of healthy lifestyles that lead to stimulating balanced growth and development. However, (3) physical education is education that

actualizes the potentials of human activity in the form of attitudes, actions and works that are given content, form and direction towards personality unanimity in accordance with human ideals. According to (4) physical education is a total education. Through various physical activities aimed at developing individuals organically, neuromuscularly, intellectually and emotionally.

Sport is an effort to improve the quality of life of Indonesian people physically, spiritually, and socially in realizing an advanced society. Because education related to the field of sports is a vital tool for the formation of students. As stated in the National Sports System Law No. 3 of 2005 concerning the National Sports System article 25 paragraph 4 which reads: "The coaching and development of educational sports is carried out by taking into account the potential, abilities, interests, and talents of students as a whole, both through intracurricular and extracurricular activities."

Football as a team sport, the victory of a team is determined by many factors, two of which are 1) Mastery of individual football playing techniques and 2) Good teamwork between students in a team or team. In playing the ball, each student is allowed to use all limbs except the hands and arms. Only goalkeepers are allowed to play the ball with their feet and hands. The basic techniques of football are kicking, *dribbling* and holding the ball. *dribble* is one of the basic techniques that must be mastered by a football student. Because with this ability a student can approach the target distance, pass opponents and hinder students. Various studies have been conducted on dribbling, the results of research (5) learning dribbling with a team games tournament (TGT) approach, which is contained in the form of steps that can be operationally applied in learning soccer beginners. (6) The expert test results show that all 1vs1 soccer dribbling training models are feasible to use (7) suggest that dribbling is a method of moving the ball from one point to another in the field using the feet. Several phases in the implementation of soccer dribbling are described by (8) the phases contained in the movement, namely: 1) The initial phase, namely; upright body position, the ball is near the feet, the head is upright to see the field well, 2) the main phases are; focus on the ball with attention to the ball, 3) the final phase, namely; head straight to get a good view of the field, move closer to the ball, push the ball forward.

To get good mastery in the game of soccer, it is necessary to vary the practice so as not to cause boredom of students in undergoing the training session. (9) said that the variation of the exercise is a form of exercise that is different from the previous concept

to reduce the level of saturation in training which aims to improve the quality players

**Research Methods**

**Types of Research;** the type of research used is *experimental*. (10) explains that research with an experimental approach is a study that seeks to find the effect of certain variables on other variables under tightly controlled conditions.

The population in this study were all extracurricular students totaling 17 students.

**Research Instruments;** The instrument used in this research is to carry out an exercise program and a test. The tests used (1) The *dribbling test dribble* .

a) Test *Dribble* ball (*dribling*).

b) Tools and Equipment:

To carry out the Test, two soccer balls, two *stop watches*, ten javelins, a flat wall, boards, chalk, blanks and stationery are needed.

c) Test *Dribble* ball (*dribling*)

1. The starting signal is not given.
2. When the ball touches the starting line in obstacle 1, the *stop watch* turned on.
3. Next, students *dribble* the ball according to the direction of the arrow
4. In the third obstacle, the ball is required to pass to the left of the obstacle and students must pass to the right of the obstacle. Then follow the direction of the arrow.
5. In obstacle VI the ball must be passed to the right of the obstacle and the student must pass to the left of the obstacle. Then follow the direction of the arrow until the ball has crossed the finish line
6. This *finish* is located at the last obstacle. At the same time the *stop watch* turned off.
7. Wrong way during *dribbling* must be corrected where the violation occurred and during this time *the stop watch* continues to live.
8. The time recorded is the time taken from the start until the ball and the student has crossed the *finish*. (11) More details can be seen in Figure 18. the following:

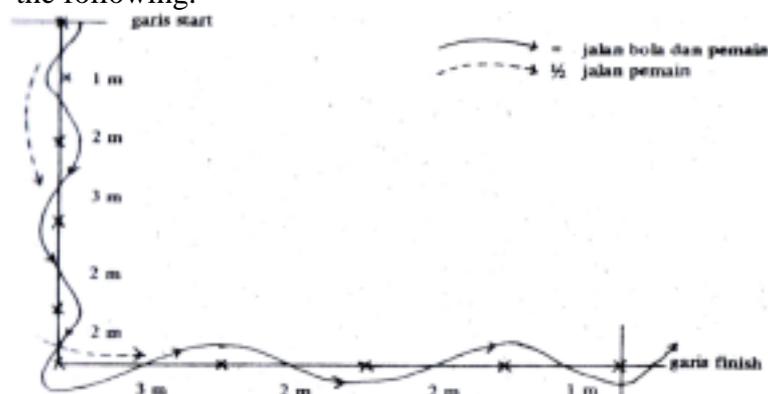


Figure 18. Directions for the *Dribble* ball  
(1984:312)

Description :  
 = The ball and students walk  
 ----- = Student Way

**How to assess:**

To find out the position of a person on the achievement scale, the method is to calculate the T-score *Dribble* ball = 16.6 seconds; This result is converted into a T-score and the results are as follows:

Table 1. T score Assessment

NO	TEST ITEM	POINT	T-SCORE
1	<i>Dribble</i> ball	16.6	62

In providing an interpretation of basic technical ability, using an achievement scale in the form of a T-score that stated by Wirjasantosa (1984:317), which is as follows:

Table 2. Assessment Category T score

NO	Category	T Scale
1	Good	61 – above
2	Fairly	53 – 60
3	Moderate	46 – 52
4	Less	37 – 45
5	Bad	36 – to below

**Results**

Description of the results of the effect of variations in practice on ball dribbling skills *Teknologi* Riau Pekanbaru. To get *dribble*, a test is carried out using the ball *dribble*. The test was carried out with pre-test and post-test. The variables in this study Variation of Exercises is denoted by X as the independent variable, while *dribble* is denoted by Y as the dependent variable. The results of the data obtained after conducting research can be seen in the following description.

**1. Pree Test Data for *dribble* on soccer extracurricular students at SMK Teknologi Riau Pekanbaru**

Based on the results of data collection *dribble* from 17 samples, the results of *dribble* ball Then the data is distributed to five classes with a class interval length of 1. In

the first class with an interval class range of 69 there is a frequency of 4 people with a relative frequency of 24%, in the second class with a class range of 70 none, in the third class with a range of interval class 71 there are 4 people with a relative frequency of 24%, in the fourth class with an interval class range of 72 there are 9 people with a relative frequency of 53%, and in the fifth class with an interval class range of 73 there are none. For more details can be seen in the table below:

Table 3. Frequency Distribution of Pree test Frequency *Dribble* ball in Football Extracurricular Students at SMK Teknologi Riau Pekanbaru

No	Interval	Frequenc y	Relative Frequency
1	69	4	20%
2	70	0	0%
3	71	4	24%
4	72	9	53%
5	73	0	0%
<b>Total</b>		<b>17</b>	<b>100%</b>

**2 Data on the results of the ball dribble post test for soccer extracurricular students at SMK Teknologi Riau Pekanbaru**

measurement *posttest* , namely the *dribble* from 17 samples. Furthermore, the data is distributed in five classes with a class interval of 4. In the first class with an interval class range of 71-74 there is a frequency of 14 people with a relative frequency of 82%, in the second class with a class range of 75-79 there is a frequency of 1 people with a relative frequency of 6%, in the third class with an interval class range of 80-84 there is no in the fourth class with an interval class range of 85-89 there are 2 people with a relative frequency of 12%, in the fifth class with an interval class range of 90-94 no, for more details, see the table below:

Table 3: Distribution of Post Test Frequency Frequency of *Dribble* in Football Extracurricular Students at SMK Teknologi Riau Pekanbaru

No	Interval	Frequenc y	Relative Frequency
1	71 – 74	14	82%
2	75 – 79	1	6%
3	80 – 84	0	0%
4	85 – 89	2	12%
5	90 – 94	0	0%
<b>Total</b>		<b>17</b>	<b>100%</b>

The collected data is then analyzed. The variable X is Exercise Variation and the variable Y is *dribble* . Based on the data *Dribble* ball of the Football Extracurricular students of SMK Teknologi Riau Pekanbaru, the following data were obtained:

Table 5. The increase *dribble* ball of the students of the Extracurricular Soccer Vocational School of Tenology Riau Pekanbaru

test	Mean	t-count	t-table	Preetest
Descript ion	71.06	2.73	1.753	Significant
Poetest	74.88			

Based on the table above it is known that the average *dribbling* ball of students is getting better after giving the Exercise Variation program compared to before the implementation of the Exercise Variation program. The increase in training results shows that the Exercise Variation method is also effective in improving *dribbling* of the Football Extracurricular students of SMK Teknologi Riau Pekanbaru, Pekanbaru.

In testing the hypothesis, we use the t test formula, where based on the calculation of the t value, we get  $t_{count} = 2.73$ . then compared with the t value in the distribution table

of the  $t$  value in the statistical book. From table  $t$  it is known that the value of  $t_{table} = 1.753$ , this means that  $t_{count}$  is greater than  $t_{table}$ . Thus, the research hypothesis  $H_0$  (zero/initial hypothesis) is rejected and the hypothesis  $H_a$  (alternative hypothesis) is accepted. Then the results show that there is a significant effect and has an increase in ability of 5.38%. Based on the results of the hypothesis test, it can be concluded that there is an effect of Exercise Variations on the *dribbling* Football Extracurricular members of SMK Teknologi Riau Pekanbaru.

### Discussion

Based on the research that has been done, it is known that variations in training can affect the results of *dribbling* carried out on extracurricular soccer students at SMK Teknologi Riau Pekanbaru.

Variations of training are forms of training given by the coach or teacher in conducting training activities. So that in doing the exercise it doesn't happen athlete's boredom and burnout in training. According to opinion (9) said training variation is a form of training that is different from the previous concept to reduce the level of saturation in training which aims to improve the quality of players.

(12) stated that "*Dribbling* the ball is useful to pass the opponent, to find opportunities to pass the ball to the right friend, and to hold the ball to remain in control, to save the ball when there is no possibility or opportunity to immediately pass to a friend". (13) *dribbling* or dribbling is one of the attacking techniques in soccer.

There are several factors that affect ball dribbling skills *that* need attention both for coaches and students, including: According to (14) the *Dribble* or *Dribble* ball dribbling (*dribbling*) consists of: 1) *Dribble* the ball with the inside of the foot, 2) *the* ball with the foot the outside, and 3) *Dribble* the ball with the instep.

To find out the increase in the results of the exercise that has been carried out, it can be calculated by: the average (*mean*) *pre* minus the average (*mean*) *post* average *test* multiplied by one hundred percent, the result is 5.38%.

From the explanation above, it can be concluded broadly that the provision of variations in *dribble* makes students not bored quickly and there is an increase in *dribbling*. From the results of research conducted on Football Extracurricular Students at Riau Technology Vocational School, Pekanbaru, it can be concluded that there is a significant

influence between *ball ball* dribble on *dribble* on extracurricular students of Riau Technology Vocational School Pekanbaru.

## Conclusion

Based on the results of research and discussion, it can be concluded that there is an effect of variation of practice on the *dribbling* soccer extracurricular students at SMK Teknologi Riau Pekanbaru by 5.38%. And the remaining 94.62% is influenced by other factors.

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