

INVESTIGATING FUNDAMENTAL FOOTBALL SKILLS OF EXTRACURRICULAR ATHLETES

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Abstract

This investigation aimed to ascertain the baseline proficiency in fundamental football skills among a cohort of student-athletes (n=20) actively participating in the extracurricular football program at SMA Negeri 1 Sarolangun. Adopting a quantitative descriptive research paradigm, the current standing of essential football competencies was evaluated through the implementation of performance-based assessment protocols. These assessments specifically targeted key technical proficiencies, including passing-control, dribbling, shooting accuracy and power, and heading technique. Subsequent descriptive statistical analysis of the collected performance data revealed a "Moderate" mean proficiency level across the domains of passing-control, dribbling and shooting effectiveness. Conversely, the assessment of heading proficiency indicated a "Deficient" performance level within the studied group. Consequently, the composite evaluation of fundamental football skill execution demonstrated by the student participants enrolled in the SMA Negeri 1 Sarolangun extracurricular football program was determined to be at a "Moderate" overall level. These findings underscore the current skill distribution within the program and highlight a specific area, namely heading, requiring targeted pedagogical intervention to elevate the overall technical competence of the student-athletes. Further research could explore the underlying factors contributing to these proficiency levels and the effectiveness of specific training methodologies in addressing the identified deficiencies.

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INTRODUCTION

Globally, football's widespread popularity across diverse socioeconomic groups stems from its accessible nature, requiring minimal financial resources and straightforward gameplay compared to other sports. This global proliferation extends to Indonesia, where fervent spectatorship complements active participation in domestic and international competitions. Prominent events like the

FIFA World Cup and major European league matches cultivate significant fanatical engagement.

Football, a team sport contested by two opposing sides each comprising eleven on-field athletes, with one designated as the goalkeeper, is predominantly characterized by lower extremity ball manipulation. An exception to this rule permits the goalkeeper to utilize their upper extremities within the confines of their designated penalty area (Putra & Tafaqur, 2019; Muslim & Rahmat, 2021; Putra, 2017).

Sport development in Indonesia constitutes a systematic endeavor to optimize athletic potential at both individual and societal levels through structured training, competition, and sports infrastructure establishment, legally underpinned by the National Sports System Law (Law No. 11 of 2022). This legislation governs athlete development, sports organization management, and funding mechanisms to foster a transparent, high-performance sports milieu, emphasizing early-age athlete cultivation, coaching quality enhancement, and the integration of sports science and technology. Within formal education, extracurricular sports are recognized as efficacious for maximizing students' athletic capabilities, providing a structured platform for technical, tactical, and physical proficiency development beyond the curriculum, including crucial game strategy comprehension for peak performance, thus nurturing young athletes and strengthening educational-level athletic representation, notably in football.

Achieving optimal football performance is a complex interplay of fundamental technical skills, physical conditioning, tactical acumen, and psychological resilience (Saputra & Aziz, 2020; Yulianto et al., 2021). Mastery of core football techniques, encompassing both ball-related and off-ball proficiencies, forms a critical foundation for effective gameplay and necessitates ongoing development that integrates biomechanical understanding, tactical decision-making, and self-efficacy (Marta & Oktarifaldi, 2020). Progressive refinement of these techniques is facilitated by structured training and constructive coaching. A robust command of these fundamental skills, such as

dribbling, passing, shooting, controlling, and heading, underpins the acquisition of advanced abilities crucial for executing team tactics with precision, thereby significantly impacting individual and collective team effectiveness on the field (Atradin, 2018; Iqbaluddin et al., 2023; Patraserasah, 2017). Consequently, a profound mastery of these foundational techniques positively correlates with enhanced performance outcomes, establishing it as a prerequisite for professional football player development (Blake & Solberg, 2023).

SMA Negeri 1 Sarolangun, despite its established history of athletic achievement within the Sarolangun region, has recently experienced a decline in its soccer team's performance, as reported by the coach, Arsan, M.Pd., Gr. This regression is evidenced by increased losses in friendly matches, a stark contrast to the team's formidable reputation between 2019 and 2023. The coach further indicated that the last comprehensive assessment of the players' fundamental soccer skills occurred in January 2024. Due to various factors, a subsequent evaluation has not been conducted, leaving the current technical proficiency of the squad undetermined. This lapse in routine assessment is noteworthy, as the coaching staff's standard practice involves monthly evaluations of player skills. Consequently, this study aims to analyze the fundamental technical skills currently possessed by the soccer team of SMA Negeri 1 Sarolangun.

METHOD

This research employs a descriptive methodology with a quantitative approach to analyze fundamental football (soccer) technical skills. The study will be conducted at the football pitch regularly utilized as the training ground for the senior high school (SMA) Negeri 1 Sarolangun football team, with data collection scheduled for April 2025. The research subjects comprise 20 members of the SMA Negeri 1 Sarolangun football team, specifically focusing on the 20 students actively participating in the school's extracurricular football program. Data acquisition concerning basic technical skills, including passing and control, dribbling, shooting, and heading, will be performed through a series of structured tests (Sepdanius et al., 2019). The collected data will undergo analysis using

descriptive statistical methods to provide a comprehensive overview of the level of fundamental football technical proficiency within the sample group. This quantitative evaluation will allow for a detailed characterization of the players' existing skill levels across the selected technical domains, offering insights into the overall technical competence of the team. The findings are expected to yield a clear depiction of the current state of fundamental skills among the studied athletes, potentially informing future training strategies and talent development initiatives within the school's football program

RESULT AND DISCUSSION

Table 1. Statistic deskriptif

	N	Maximum	Minimum	Mean	Std. Deviation
Passing & control	20	15	8	11	1,69
Dribbling	20	23,4	23,4	20,4	1,52
Shooting	20	19	7	12	3,45
Heading	20	16	10	12	1,93

Based on the aforementioned data, the researchers subsequently established interval categories employing a five-point scale, the distribution of which is visually represented in the histogram presented below.

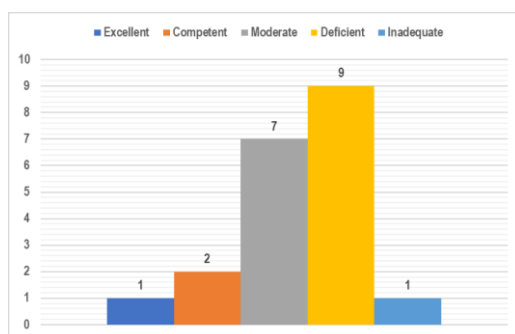


Figure 1. Passing and ball control ability

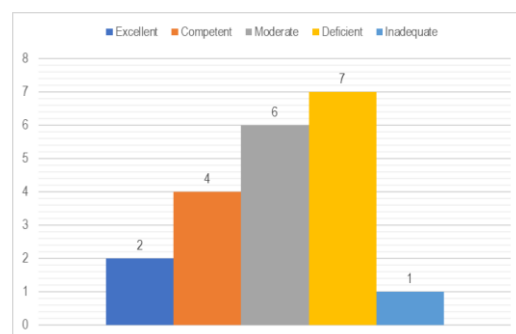


Figure 2. dribbling ability

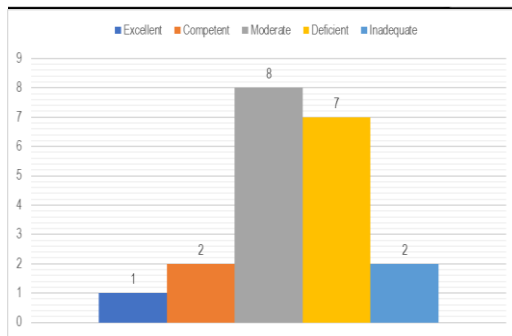


Figure 3. shooting ability

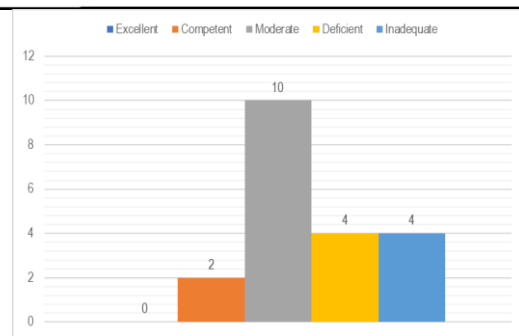


Figure 4. heading ability

Following the quantification of frequency distribution values across a five-point scale for each test item (passing and control, dribbling, shooting, heading), a subsequent conversion was performed to derive an overall score representing fundamental football technical skills proficiency.

Table 2. Frequency distribution of data on fundamental football technique

No	Interval class	Absolute Frequency	Relative Frequency	description
1	>215,58	1	5,0%	Excellent
2	205,19 - 215,57	3	15,0%	Competent
3	194,81 - 205,18	9	45,0%	Moderate
4	184,42 - 194,17	7	35,0%	Deficient
5	<184,42	0	0,0%	Inadequate
Total		20	100%	

The findings of this investigation indicated that the mean fundamental football skills of Senior High School 1 Sarolangun students involved in extracurricular activities were classified as "Moderate". This categorization was determined through a five-point scale analysis of t-score values derived from the skill assessments.

Discussion

Within the scientific context of sports, fundamental football techniques inherently refer to a structured and biomechanically efficient series of motor actions that serve as the bedrock for player performance in ball manipulation, locomotion, and interaction within the dynamics of the game (Teferi & Endalew, 2020; Knudson, 2021; Gherman et al., 2025). This encompasses locomotor abilities such as effective running, jumping, and change of direction, alongside essential ball manipulation skills including kicking, controlling, dribbling,

heading, and executing throw-ins, all of which necessitate optimal neuromuscular coordination and an understanding of biomechanical principles to generate accuracy, power, and effectiveness within the tactical framework of the game (Hong et al., 2019; Daulay & Azmi, 2021).

Proficient mastery of fundamental football techniques is inherently crucial for optimal player performance (Mahfud et al., 2020; Nurdiati, 2018; Putra et al., 2022). Based on a review of sports science literature, the acquisition of foundational skills such as passing, ball control, dribbling, and shooting transcends mere individual technical ability, representing a biomechanical and cognitive bedrock that synergistically integrates movement efficiency, action accuracy, and effective tactical decision-making under the spatiotemporal constraints of match play (Putra & Gazali, 2017). Competence in these core techniques enables players to execute game strategies more fluidly, minimize detrimental technical errors, and adapt dynamically to the variability of match situations, collectively contributing significantly to the enhancement of individual performance and overall team cohesion.

Drawing upon a review of prior scientific literature, proficient technical proficiency in fundamental football skills is significantly influenced by a complex interplay between intrinsic and extrinsic player factors. Intrinsic factors encompass biomotor capacities such as strength, speed, agility, coordination, and balance, which underpin the ability to execute technical movements efficiently and adaptively (Putra et al., 2023; Andera et al., 2022). Furthermore, cognitive aspects, including perception, decision-making, and situational anticipation, play a crucial role in the implementation of relevant techniques within the dynamic context of the game (Zhao et al., 2022). Conversely, extrinsic factors include the quality of structured and repetitive training, constructive feedback, the availability of adequate facilities and equipment, as well as motivation and social support from the surrounding environment (Zhu et al., 2024; Coutinho et al., 2023). Optimal integration of both sets of factors is essential in developing technical versatility that enables players to adapt to diverse game situations, execute skills

with precision and effectiveness, and ultimately contribute to overall team performance.

Enhancing fundamental football technique proficiency among senior high school students can be effectively achieved through the implementation of a structured training program. This program should emphasize controlled repetition with corrective feedback, incorporate varied training methodologies including small-sided games to foster tactical understanding and decision-making in game-like scenarios, and prioritize the development of relevant physical attributes such as agility, lower limb strength, and neuromuscular coordination. Furthermore, the integration of technology, such as video analysis for performance visualization, and the utilization of valid and reliable measurement instruments during training sessions have demonstrated significant value in monitoring skill progression and providing objective data for more individualized and effective training program adjustments.

CONCLUSION

An investigation into four fundamental football skill components among extracurricular football participants at SMA Negeri Sarolangun yielded findings indicating a "Moderate" average proficiency level. Specifically, the assessment of these core technical abilities suggests a need for targeted developmental interventions to enhance the athletic capabilities of these student-athletes. Optimizing these foundational skills through structured training programs could potentially lead to significant improvements in overall football performance, including enhanced game-play effectiveness, increased tactical flexibility, and a reduced risk of performance-limiting technical errors. Therefore, focused pedagogical strategies aimed at elevating these fundamental skill proficiencies are recommended to maximize the athletic potential of these young footballers

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