



The Effectiveness Of The Futsal Dribbling (FG) Training Model On Improving Dribbling Results For Beginners Players

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ABSTRACT

This study aims to determine the effectiveness of the dribbling training model of Febi Futsal games on improving the results of dribbling futsal for novice players. The research method used is descriptive quantitative research with experiments. A sample of 80 players was divided into 2 groups, with a purposive sampling technique. The instrument uses a modified dribbling test with a validity of 0.848 and reliability of 0.906. The analysis technique used IBM SPSS for Windows 21 with normality test using Kolmogorov Smirnov with the results of the Asymp value. Sig (2-tailed) is greater than 0.05. While the homogeneity test used the Levene test with asymp results. sig (2-tailed) 5% or ($p > 0.05$). The analytical test used is the average difference test using the t-test analysis (Paired t-test). The results of the experimental group showed a significant difference of $0.00 < 0.05$, while the sig value of the control group was $0.00 < 0.05$. This shows that there is an increase in the results of the exercise in both the experimental and control groups. The difference in the average increase between the experimental and control groups was $2.52 > 0.81$. There is a significant difference between the pre-test and post-test of dribbling practice, but the dribbling training model of febi futsal games for beginner players is more effective than the control group who practised using conventional methods.

Keywords: Effectiveness; Dribbling Training; Febi Futsal Games; Novice Players.

INTRODUCTION

Futsal sports exercises must start at the age of children so that the body and mind can be developed continuously and systematically. This should be done with careful planning of the program and not doing it for the short term. Achievement building

should be carried out from early childhood in the correct stages. The stages of training are adjusted to the level of the child's age, although training needs to be done from an early age, it does not mean that from an early age children are grouped into one sport (Wijayanti & Kushartanti, 2014).

According to (Hawindri, 2016) a player must train regularly to play futsal well and must pay attention to four aspects of training, namely physical, technical, tactical and mental. To get maximum performance, one of them is having to master perfect basic techniques. According to (Siswandi et al., 2018) dribbling is an important skill and absolutely for every futsal player to master. Dribbling is the ability each player has in controlling the ball before it is given to his friend to create opportunities to score goals. Meanwhile, according to (Dewi & Pakpahan, 2018) An important and absolute skill that every futsal player must master is the dribbling technique. Dribbling is the ability each player has in controlling the ball before it is charged to his friend to create opportunities to score goals.

Futsal is a type of game that is not much different from football. Of the several techniques in the futsal game, dribbling techniques are very dominant and are characteristic of a futsal game. Informing players to have good futsal dribbling techniques, a good training process is needed so that students or athletes feel comfortable and make them skilled in dribbling (Firmansah, 2019). Meanwhile, according to (Arrahman, 2020) in the comparison test of the control and experimental groups with SPSS-16 is dribbling = 0.000, or p-value <0.05, there is a significant difference between the control group and the experimental group before and after giving treatment. Seeing from several existing studies that dribbling training has a dominant role in the game of futsal and the playing method has increased significantly compared to conventional training methods. So the authors want to examine the Effectiveness of the Futsal Dribbling Training Model (FG) on Improving the Results of Futsal Dribbling for Beginner Players.

In addition to passing the ball, dribbling is also important in futsal, because it can be used for attacks by bringing the ball close to the opponent's goal. According to (Jaya, 2008). Meanwhile, according to (Akhmad Olih Solihin, 2020) Dribbling aims to approach the distance to the target, pass the opponent, and hinder the game. According to (Justinus Lhaksana, 2011) that the Dribbling Technique is an important skill and absolutely must be mastered by every futsal player. Dribbling is the ability each player has in controlling the ball before it is given to his friend to create opportunities to score goals. How to do it: 1)

Stand in control of the ball, gaze towards the goal, 2) Maintain body balance while dribbling, 3) The position of the arms is relaxed and at the side of the body, 4) The view follows the direction of the ball and the goal, 5) Touch the ball on the feet continuous, 6) Arms open for balance and ball in control, 7) Wide view of the field area.

Seeing the rapid development of futsal, the training guidelines provided must be following good and precise standards so that the basics of futsal can be given properly. By laying a good and correct futsal foundation, it will certainly be able to create quality players who excel not only at the local but national and even international levels (Hawindri, 2016). Seeing the results of existing observations, that dribbling training in futsal has not implemented a good training program and there is still a lack of training models. This is due to a large number of futsal coaches in the Karawang district who do not have a formal or non-formal sports educational background, especially futsal. In addition, the coaches who know about futsal training models do not understand the training program from the level of difficulty, training dose and training load. This causes many players to experience boredom in training so that their achievement in futsal is not optimal. Therefore, researchers developed a dribbling training model for febi futsal games for novice players.

Based on the aforementioned background, this study will find out how much the effectiveness of the dribbling training model for febi futsal games in futsal sports to increase dribbling results in novice players.

METHOD

This study used a quantitative approach to find the effectiveness of a pre-experimental research design in the form of the one group pretest-posttest design. In this study using a quantitative approach, the quantitative approach in research is characterized by testing hypotheses and the use of standard test instruments (Ali Maksum, 2008) While the type in this study is an experiment, an experiment is a way to reveal a relationship between two or more variables. and also to find the effect of a variable on other variables (Ali Maksum, 2008). The design in this study used the one-group pretest-posttest design. The population of 110 players. A sample of 80 players was divided into 2 groups (experimental and control), with a purposive sampling technique including (1) The trainees were able to participate in the exercise for 16 meetings, and (2)

the age range of 10-13 years. The test instrument used a modified Dribbling test with a validity of 0.848 and reliability of 0.906.

The analysis technique uses IBM SPSS for Windows 21 with steps according to (Sugiyono, 2008), the analysis prerequisite test, namely the normality test using the Kolmogorov-Smirnov test, the homogeneity test using the Levene's test. Meanwhile, the statistical hypothesis test used the t-test (Paired t-test).

RESULTS AND DISCUSSION

The description of the results of this study discusses the mean, standard deviation, variance, maximum and minimum values, and the average increase obtained from the results of the Dribbling test given to each group. The test results will be recorded and calculated based on the group and type of exercise given. Here the results of the four groups will be analyzed based on research data using the IBM SPSS for Windows 21 program, then the description of the research data can be further described in table form as follows:

Table 1.
Description of the results of the dribbling febi futsal games exercise

	Score <i>dribbling</i>		
	<i>Pre-Test</i>	<i>Post-Test</i>	Beda
Average	15,23	12,71	2,52
Standart Deviation	1,93	1,40	1,207
Varian	3,745	1,968	1,459
Maksimum	18,71	16,54	5,62
Minimum	11,68	11,03	0,27

The results of the Dribbling measurement before being given the Dribbling training for febi futsal games (pre-test) have an average of 15.23; the standard deviation of 1.93; with a variant 3,745; the maximum and minimum scores were 18.71 and 11.68, respectively; The results of the Dribbling measurement after being given the Dribbling training for febi futsal games have an average of 12.71; the standard deviation of 1.40; with the 1,968 variant; the maximum and minimum scores were 16.54 and 11.03, respectively; and dribbling changes after being given Dribbling training for febi futsal games (post-test) have an average change of 2.52; standard deviation 1.207; with a variant of 1,459; the maximum and minimum scores were 5.62 and 0.27, respectively.

Table 2.
 Description of the Results of Conventional Exercises

	Skor <i>dribbling</i>		
	<i>Pre-Test</i>	<i>Post-Test</i>	Difference
Average	14,507	13,694	0,812
Srandart Deviation	1,502	1,531	0,624
Varian	2,258	2,345	0,39
Maksimum	17,43	17,75	2,47
Minimum	12,19	11,39	-0,32

The measurement results of conventional dribbling exercises (pre-test) have an average of 14,507; the standard deviation of 1,502; with a variant of 2,258; the maximum and minimum scores were 17.43 and 12.19, respectively; The measurement results of conventional dribbling exercises (post-test) have an average of 13,694; the standard deviation of 1,531; with the 2,345 variant; the maximum and minimum scores were 17.75 and 11.39, respectively; and Dribbling changes during conventional training (post-test) have a mean change of 0.812; standard deviation 0.624; with a variant of 0.39; the maximum and minimum scores were 2.47 and -0.32, respectively.

From the results of the description above, it can be seen that there are differences in the test results of the two groups. This can be seen from the difference in the mean value of the pre-test is lower than the post-test. This means that training in each group affects increasing Dribbling in players.

The amount of difference in the changes in the ability of the futsal dribbling technique in each group can be described in the following histogram form:

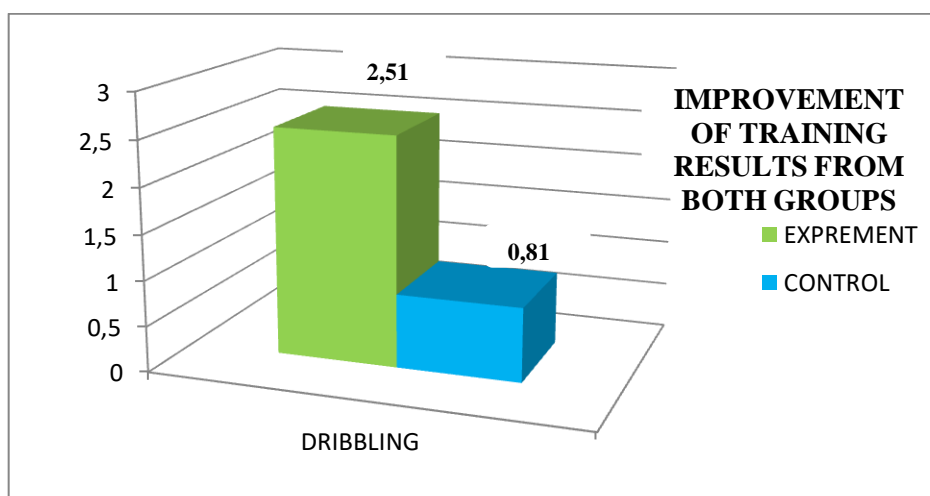


Figure 1.
 Differences in the results of the exercises between the two groups

Hypothesis Test Requirements

The things needed to test the hypothesis in this research analysis are as follows:

Table 3.
Normality Test Results

	<i>One-Sample Kolmogorov-Smirnov Test</i>			
	Dribbling practice (Experimental Group)		Conventional Exercise (control group)	
N	Pretest	Posttest	Pretest	Posttest
	40	40	40	40
<i>Kolmogorov-Smirnov Z</i>	0.634	0.955	0.572	0.649
<i>Asymp. Sig. (2-tailed)</i>	0.816	0.321	0.899	0.793

Based on the results of the calculation of the table above it is interpreted as follows:

(1) The amount of the Asymp value. Sig (2-tailed) of the pretest data for the Dribbling Febi futsal games group was $0.816 > 0.05$. Following the test, it can be said that the Dribbling pretest test data for the Dribbling febi futsal games training group is normally distributed; (2) The amount of the Asymp value. Sig (2-tailed) posttest data for the dribbling febi futsal games group training of $0.321 > 0.05$. Following the test, it can be said that the Dribbling posttest test data for the Dribbling febi futsal games training group is normally distributed; (3) The amount of the Asymp value. Sig (2-tailed) of the control group pretest data was $0.899 > 0.05$. Following the test, it can be said that the Dribbling pretest data of the control group is normally distributed; and (4) The amount of the Asymp value. Sig (2-tailed) of the control group's posttest data was $0.793 > 0.05$. Following the test, it can be said that the Dribbling posttest data of the control group is normally distributed.

Based on the table for the normality test of the two groups above, it shows that the magnitude of the Asymp value. Sig (2-tailed) of both groups was greater than 0.05. It can be said that the distribution of data from both groups, both pre-test and post-test data from the entire population, is normally distributed. So that it can be used to analyze research results.

The homogeneity test was carried out to determine whether the dependent variable data had the same variant in each category of the independent variable. To find out whether the independent variable is homogeneous or cannot be known by the Levene test. The basis of analysis used in making decisions uses a significant level of 5% or ($p > 0.05$), then the data is homogeneous.

Based on the results of the homogeneity test with computer aids using IBM SPSS 21.0 for Windows, the following results were obtained:

Table 4.
Homogeneity Test Results

<i>Test of Homogeneity of Variances</i>			
Dependent variable: Dribbling ability			Information
Group	Levene Statistic	Sig.	
Play method-based dribbling practice	2.735	0.102	Homogenous
Control	0.010	0.919	Homogenous

From **Table 4** of homogeneity test results above the Dribbling febi futsal games training group, it can be seen that the statistical Levene value is 2.735 and the Sig. ($p = 0.102$) because of the Sig. ($p = 0.102 > 0.05$). As for the conventional group, it can be seen that the statistical Levene value is 0.010 and the Sig. ($p = 0.919$) because of the Sig. ($p = 0.919 > 0.05$). Following the decision making criteria, it can be said that the distribution of data from the two groups has the same variant (homogeneous). Therefore, to test the average difference between groups is taken from the Equal Variances Assumed value, because the data obtained is homogeneous.

Effectiveness testing in this section will suggest hypothesis testing based on the tabulated data obtained from the tests that have been given. Then the tabulated data were processed and statistically analyzed to test the previously proposed hypotheses.

The Mean Difference Test for Paired Samples to test the effectiveness that has been proposed, the analytical test used in this study is the average difference test (mean difference test) using the t-test analysis (Paired t-test). The value used in the calculation of the t-test (Paired t-test) is the pre-test and post-test value of each group, with the presentation of the data, the results of the t-test calculation (Paired t-test) are as follows:

Table 5.
The Result of Paired Samples Mean Difference Test

<i>Dribbling</i>		<i>Mean</i>	<i>T</i>	<i>Df</i>	<i>Sig (2-Tailed)</i>
FFG	<i>Post-Test</i>	2.52	13.21	39	0.00
	<i>Pre-Test</i>				
Control	<i>Post-Test</i>	0.81	8.23	39	0.00
	<i>Pre-Test</i>				

From **Table 5**, it is known that the Sig. The value of the experimental group (2-tailed) is $0.00 < 0.05$. So, there is a significant difference between the pre-test and post-test basic technique training for futsal dribbling, febi futsal games. While the sig value of the control group (2-tailed) was $0.00 < 0.05$. So, there was a significant difference between the pre-test and post-test conventional exercises. Thus, the variations of the Dribbling febi futsal games training model and conventional training both provide a significant increase in basic technical skills (Dribbling).

Testing the mean difference simultaneously between groups to determine differences in the effect of treatment on the increase in the dependent variable of the Dribbling febi futsal games exercise before and after treatment between groups using the Independent Samples Test statistical. From the calculation of IBM SPSS 21.0 for Windows, the following results are obtained:

Table 6.
 Independent Samples Dribbling Calculation Results

<i>Dribbling</i>	<i>Df</i>	<i>Mean Difference</i>	<i>F</i>	<i>Sig.</i>
Equal variances assumed	78	-1.71025	12.437	.001

From the table above, it is known that the Sig. (2-tailed) $0.01 < 0.05$ So, there is a difference in the effect of the Dribbling febi futsal games training model with the conventional training model on the basic Dribbling technique.

CONCLUSIONS AND SUGGESTIONS

Based on the research results, it can be concluded that there are differences in the test results of the two groups. This can be seen from the difference in the mean value of the pre-test is lower than the post-test. This means that training in each group affects increasing Dribbling in players. The magnitude of the difference in the change in the ability of the futsal dribbling technique in each group is proven by the experimental data, namely 2.51 for the experimental group and 0.81 for the control group. The coaches in compiling training programs for beginner players. This febi futsal games Dribbling training model for players is effective in improving the quality of Dribbling. So that this training model can be used as a reference in training novice players.

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