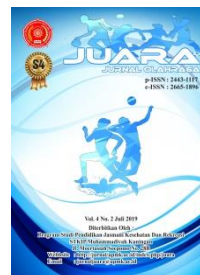




JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117
<https://doi.org/10.33222/juara.v9i1.3765>



THE EFFECT OF SMALL-SIDED GAMES TRAINING ON THE DRIBBLING ABILITY OF SOCCER STUDENTS AT SMPN 4 KLARI

Dira Fauzi^{1*}, Daniel Pernando Simarmata² Evi Susianti³ Rolly Afrinaldi⁴

¹Universitas Negeri Jakarta, Indonesia

^{2,3,4} Universitas Singaperbangsa Karawang, Indonesia

*e-mail: dirafauzi09@gmail.com

Info Artikel

Article History:

Received Januari 2024

Approved Februari 2024

Published Maret 2024

Keywords: *Small Side Games, Dribbling, Extracurricular*

listing important terms, enabling readers to find the article, 3-5 terms, written below Abstract, bold face and italicized (Times New Roman 11)

Abstract

The purpose of this study was to determine the effect of small side games training method on dribbling ability in students participating in extracurricular football SMPN 4 Klari. This research uses a quantitative approach with experimental research methods. In this study there was a population of 36 students with a sample of 31 students. The samples used were students participating in extracurricular football at SMPN 4 Klari class VII and VIII. The sampling technique used is purposive sampling. The instrument used in this study was the Short Dribbling Test (Bangsbo & Mohr, 2012: 99). Data analysis techniques use t-test, namely by comparing pretest results with posttest in the experimental group. Based on the results of research that has been obtained by data analysis and hypothesis testing from the average before treatment and after treatment, there has been a significant improvement in small side games training methods on the dribbling ability of students participating in extracurricular football SMPN 4 Klari. When viewed from the average pretest of 19.35 and the average posttest of 18.51, a mean difference of 0.83 was obtained which showed that the small side games training method on the dribbling ability of students participating in extracurricular football SMPN 4 Klari showed a change of 4.48% better than before training.

© 2019 STKIP Muhammadiyah Kuningan
Under the license CC BY-SA 4.0

✉ Alamat korespondensi: Universitas Negeri Jakarta

E-mail : dirafauzi09@gmail.com

INTRODUCTION

The game of football has undergone rapid development in terms of regulations, organization, and training systems. It has become immensely popular and even a lifestyle for some. However, football still holds mysteries, such as its origins and creators. The country honored as the birthplace of modern football is England, with the establishment of The Football Association, which sponsored the creation of football regulations that began in 1863 (Suharjana et al., 2022).

Football is a major ball game played between two teams, each consisting of 11 players, with one player from each team serving as the goalkeeper during the game. To play football well and correctly, a player should be equipped with good and proper basic football techniques (Ricky et al., 2023). The game involves two fundamental movement or technique abilities that players must possess and master: movement or technique without the ball and movement or technique with the ball (Pangestoe et al., 2023).

(1) Movement or technique without the ball: In a football game, a player must be able to run with short or long steps because they need to change running speeds. Other movements include walking, jumping, leaping, rolling, rotating, turning, dodging, weaving, and stopping abruptly.

(2) Movement or technique with the ball includes: (a) Ball feeling, (b) Passing, (c) Shooting, (d) Dribbling, (e) Receiving and controlling the ball, (f) Heading, (g) Feinting, (h) Tackling, (i) Throw-in, and (j) Goalkeeping.

Dribbling in football refers to controlling the ball with the feet. Dribbling is a fundamental skill in football, involving moving and controlling the ball with the feet while attempting to avoid being tackled by opponents (Adwa et al., 2023). Dribbling is essential for all players to master as they move, stand, or prepare to pass or shoot. In this

training process, a coach plays a crucial role in providing various forms of exercises to improve players' dribbling skills in football.

Dribbling is a vital basic technique in football that utilizes trained feet to approach or reach a target while maintaining ball possession to prevent it from being easily taken by opponents (Putri et al., 2023). Dribbling involves more than simply moving the ball along the ground straight ahead but also facing opponents at close range, requiring players to have good dribbling abilities. Dribbling is useful for bypassing opponents, creating opportunities to pass to teammates, and retaining ball possession.

The football learning process at SMPN 4 Klari involves two types of activities: intracurricular and extracurricular. These learning activities aim to provide students with movement learning experiences and shape their character. Extracurricular activities at SMPN 4 Klari are an integral part of the overall educational process. The extracurricular goal is self-development based on noble morals, supporting students' education in developing talents, interests, creativity, competencies, and habits in life, social skills, emotional intelligence, scientific competence, insights, technology development, problem-solving skills, and independence (Santosa & Barokah, 2022).

The extracurricular activities aim to develop students' knowledge, skills, and creativity based on their interests and talents. Another objective is to enhance students' social spirit, create a relaxed and enjoyable atmosphere, and serve as a preparation for careers based on students' potentials, interests, and talents (Rahmadani et al., 2020).

Performing dribbling techniques may seem easy, but in reality, many students struggle to control the ball's pace during dribbling. Some students have balls that are too far from reach, dribble slowly, or direct the ball towards opponents, making it easy for opponents to intercept. While some students

use the inside, outside, or back of the foot during dribbling, many still tend to focus mainly on the ball, neglecting to observe their surroundings, which makes them unaware when opponents approach, resulting in the ball being easily taken away (Hidayat et al., 2022).

Observing the reality on the field, the dribbling techniques of students participating in football extracurricular activities at SMPN 4 Klari are still inadequately addressed by teachers/coaches with the application of training methods, especially the monotonous variations of dribbling techniques, resulting in poor dribbling skills during gameplay. As in a game where passing becomes difficult, dribbling and shooting become viable alternatives.

Having good dribbling skills allows players to easily control the ball according to their desired movements and swiftly advance it towards the opposing team's defense area. Players will be able to create and display various movements with the ball while dribbling during the game. If players can control the ball by dribbling, they can control the flow of the game, leading to victories and achievements without significant difficulty (Sabir & Ishak, 2023).

Small-sided games (SSG) are any games played with fewer than eleven players on a smaller-sized field (Prasetya et al., 2020). During small-sided games, each player can have more frequent ball touches and involvement in game situations due to the smaller field size and fewer participants than in actual football games.

Small-sided games are generally used by coaches to develop players' technical abilities and aerobic fitness. The constraint of limited time available for fitness training in team sports like football can be overcome by optimizing this training method as a conditioning stimulus, which coaches find highly effective (Suyudi & Model, 2023). Using small-sided games as a specific instrument to improve physical conditions,

develop tactical and technical aspects of players, and enhance the specificity of training stimuli is indeed effective, considering the progress achieved. Small-sided games training can improve players' ball skills, including dribbling techniques. During small-sided games training, individuals are confronted with more ball touches and decision-making situations (Hakim, 2023).

Players are required to face pressure situations as if they were in real games. Small-sided games allow players to experience situations similar to actual matches. By experiencing these situations during training, players can improve their technical, tactical, and physiological aspects of the game (Rahmadiani et al., 2019).

Based on the theoretical review above, the author developed a small-sided games training program with a smaller field size. Each training session has different levels, primarily aimed at improving dribbling abilities. It is hoped that with this small-sided games training, the dribbling skills of students participating in extracurricular activities at SMPN 4 Klari can be enhanced.

Based on the considerations above, the researcher intends to conduct a study on "The Influence of Small Sided Games Training Method on Dribbling Ability Among Students Participating in Football Extracurricular Activities at SMPN 4 Klari, Karawang Regency, Academic Year 2022/2023."

METHODS

In this study, the author employed an experimental method. The experimental research method aims to explain and predict what will happen to a variable when a specific treatment is given to another variable (Herman & Hasbillah, 2022).

The population used in this research consists of students participating in football extracurricular activities at SMPN 4 Klari, totaling 36 students. Sampling is a part of the total number and characteristics possessed by

the population. The sampling technique used in this research is purposive sampling, a type of non-probability sampling.

The sample used in this research comprises 31 students participating in football extracurricular activities at SMPN 4 Klari. The sample consists of only 31 students from classes VII and VIII because five students who are members of the population are in class IX. The subjects used in this research are students participating in football extracurricular activities at SMPN 4 Klari. The sample size for this research is 31 students.

The instrument/test used in this research is the "Short Dribbling Test" (Bangsbo & Mohr, 2012:99-100) as cited in (Yahya & Arifin, 2022). The researcher chose this test because it includes elements that assess or determine dribbling ability. It has a simple test sequence in terms of equipment, time, and location used. This test emphasizes speed.

The data management procedure is divided into three phases: pre-test, treatment, and post-test. The steps or data process in this research are as follows: a. Test Preparation Preparing for data collection by explaining to students about the test to be conducted. The purpose of data collection preparation is to collect data adjusted to the existing problems. In this research, preparation involves preparing tools, materials, and experiment performers. b. Test Implementation The Short Dribbling Test is used in this test implementation. Data collected in this research include pretest and posttest data. Pretest data are collected before the sample is given small-sided game treatment, and the sample performs the Short Dribbling Test according to predetermined rules. After the sample receives small-sided game treatment, the posttest is conducted with the Short Dribbling Test according to predetermined rules. There are six types of games in the small-sided game training program developed by the author, namely: (1) 1 vs. 1 with a field

size of 10 x 10 meters, (2) 2 vs. 2 with a field size of 20 x 15 meters, (3) 3 vs. 3 with a field size of 25 x 15 meters, (4) 4 vs. 4 with a field size of 35 x 20 meters, (5) 5 vs. 5 with a field size of 40 x 20 meters, (6) 6 vs. 6 with a field size of 45 x 25 meters. Each type of game has rules predetermined by the author. c. Test Data Recording This stage is the final process of data collection, where data from the test implementation are systematically recorded according to the results obtained by the students who are research samples.

To analyze the data, the first hypothesis uses the t-test by comparing the pretest and posttest results in the experimental group. Before conducting the t-test, prerequisites analysis is performed. The prerequisites for this research use tests of normality and homogeneity.

The obtained data results, after being tested for prerequisites, are divided into five categories to determine the interval for each category. The categories chosen are excellent, good, sufficient, poor, very poor. The data are then analyzed and expressed qualitatively with percentages. These values are then applied to the norm value table categories (Raynor, 2021).

FINDINGS AND DISCUSSION

The study yielded several findings based on quantitative data analysis techniques. Prior to obtaining results, the research employed 16 training treatments to achieve maximum outcomes.

Findings

The results of this research are described using data that include the highest value, lowest value, mean value, standard deviation, variance, frequency distribution table, as well as histograms, and the complete data for each variable.

Table 1 Statistical Description of Pretest and Posttest Dribbling Ability

Statistics	Score	
	Pretest	Posttest
Mean	19.3529	18.5148
Median	18.8900	18.2600
Mode	18.89	13.02
Std. Deviation	2.35705	2.55950
Range	5.556	6.551
Minimum	15.23	13.02
Maximum	23.44	23.01

Table 2 Frequency Distributin of Pretest Data and Posttest Data

No	Interval Class	Category	Results		Increase	Percentage Increase
			Pretest	Posttest		
1	X < 14,69	Very Well	1	1	0	0%
2	14.70 – 17.24	Good	10	8	0	0%
3	17.25 – 19.78	Enough	10	13	3	9.60%
4	19.79 – 22.33	Not Enough	8	6	2	6.40%
5	X > 22.34	Very Little	2	3	0	0%
	Total		31	31		16%

Table 3 Normality Test Calculation Result

No	Variable	Sig.	Conclusion
1	Pretest	0,236	Normal
2	Posttest	0,782	Normal

From the results of the Test of Normality table above using the Shapiro-Wilk test, the data for Pretest Dribbling Ability yielded 0.236, while for Posttest Dribbling Ability it yielded 0.782, indicating a significance value >0.05. Therefore, it can be concluded that both variables' data are normally distributed.

Table 4 Homogeneity Test Calculation Results

Variable	Sig. Value	Conclusion
Herding Ability	0,812	Homogen

Based on the calculations, a significance value > 0.05 was obtained, indicating that the sample variances are homogeneous. Therefore, the hypothesis stating that the variances of the existing variables are equal is accepted. Consequently, it can be concluded that the population variances are homogeneous.

Table 5 T Test Calculation Results

	T Count	t-test for equality of Means		
		T-table	Sig. (2tailed)	Mean Difference
Herding Ability	9.881	2.042	0,000	0,83

From the results of the t-test, it can be observed that the calculated t-value is 9.881, which is greater than the critical t-value of 2.042 (t-table), and the significance probability value of 0.000 is less than 0.05. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is

accepted. Hence, there is a significant effect of the small-sided games training method on the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari.

Looking at the pretest mean of 19.35 and the posttest mean of 18.51, the mean difference obtained is 0.83. This indicates that the small-sided games training method has resulted in an improvement of 4.48% in the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari compared to before the training was provided.

Discussion

This study aims to investigate the influence of small-sided games training methods on the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari. The results of the t-test reveal that the calculated t-value of 9.881 is greater than the critical t-value of 2.042 (t-table), and the significance probability value of 0.000 is less than 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, indicating a significant effect of the small-sided games training method on the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari.

Looking at the pretest mean of 19.35 and the posttest mean of 18.51, the mean difference obtained is 0.83. This indicates that the small-sided games training method has resulted in an improvement of 4.48% in the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari compared to before the training was provided. The improvement in students' dribbling abilities can be attributed to various factors, including the reduced field size, limited ball touches, ample duration of training, familiarity with quick decision-making in tight spaces, and improved techniques and physical ball control during dribbling (Burhan, 2021).

Based on the research findings, it can be concluded that the small-sided games training method significantly influences the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari. This suggests that the small-sided games training method can provide maximal contributions to enhancing dribbling skills.

Data collection indicates that the improvement in each student's dribbling ability varies in terms of achievement time. Some show significant improvement, while others show only slight improvement after the treatment (Umam & Suherman, 2023). This discrepancy may be due to the irregular monitoring of students' activities outside the extracurricular training schedule. Students who achieved better results may have engaged in additional training outside the extracurricular schedule and showed greater dedication during the treatment application. Therefore, the improvement or decline in dribbling ability may be influenced by several factors, including time and individual students' personal intentions.

CONCLUSION

Based on the research findings obtained through data analysis and hypothesis testing of the pre-treatment and post-treatment averages, there is a significant improvement in dribbling ability among students participating in football extracurricular activities at SMPN 4 Klari due to the small-sided games training method.

Looking at the pretest mean of 19.35 and the posttest mean of 18.51, the mean difference obtained is 0.83. This indicates that the small-sided games training method has resulted in a 4.48% improvement in the dribbling ability of students participating in football extracurricular activities at SMPN 4 Klari compared to before the training was provided.

ACKNOWLEDGMENTS

The researcher would like to express gratitude to the supervising lecturer for providing valuable guidance in the preparation of this article. Additionally, the researcher appreciates the efforts of experts who contributed to the validation process of the instruments, which aided in the development of this research product.

REFERENCES

- Adwa, Z., Abcd, F., Satia, A., Acd, G., Acd, A. N., & Acd, A. M. (2023). *The effect of circuit training , fartlek , and small-sided games on maximum oxygen consumption capacity building in futsal players.* 9(2), 48–60.
- Burhan, Z. (2021). *Pengaruh Latihan Small Sided Games 6 Vs 6 Dan 7 Vs 7 Terhadap Kecepatan , Kelincahan Dan Keterampilan Dribbling Pada Siswa Ekstrakurikuler Sepakbola SMPN 1 Pujut Lombok Tengah.* 7(3).
- Hakim, H. (2023). *The Relationship of Balance , Agility , and Speed to Dribbling Ability in a Football Games.* 3(1), 62–70.
- Herman, & Hasbillah, M. (2022). *Hubungan Keseimbangan, Kelincahan Dan Koordinasi Mata-Kaki Terhadap Kemampuan Menggiring Bola Dalam Permainan Sepak Bola.* Sportify Journal, 2(1), 9–16.
- Hidayat, R., Febriani, A. R., & Listiandi, A. D. (2022). *Journal Sport Area Futsal training based on mini game situation : Effects on mastery of athlete techniques.* 7(1), 117–124.
- Pangestoe, A. D., Yono, T., & Eurika, N. (2023). *Peningkatan Hasil Latihan Passing dalam Permainan Sepak Bola Menggunakan Metode Drill pada Atlet SSB Perseta.* 1, 1–10.
- Prasetya, B. A., Doewes, M., & Riyadi, S. (2020). *Differences influence of drill , small sided games , and combination methods of two method skills on football players on beginners.* 6(2).
- Putri, R. R., Syafaruddin, Aryanti, S., Destriani, & Yusfi, H. (2023). *The effectiveness of small-sided games training on the passing accuracy of young soccer players* Riska Rahmania Putri. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 9(3), 401–414.
- Rahmadani, P., Pujianto, D., & Sihombing, S. (2020). *Perkembangan Ekstrakurikuler Pencak Silat Siswa SMA Negeri Kabupaten Lebong.* SPORT GYMNASTICS : Jurnal Ilmiah Pendidikan Jasmani, 1(2), 23–29. <https://doi.org/10.33369/gymnastics.v1i2.12861>
- Rahmadianti, T., Sugihartono, T., & Sutisyana, A. (2019). *Analisis Perkembangan Ekstrakurikuler Futsal Ditingkat Smp Negeri Kota Bengkulu.* Kinestetik, 3(2), 223–229. <https://doi.org/10.33369/jk.v3i2.8994>
- Raynor, A. (2021). *Effects of Training Programs on Decision-Making in Youth Team Sports Players : A Systematic Review and Meta-Analysis.* 12(May). <https://doi.org/10.3389/fpsyg.2021.663867>
- Ricky, Z., Burhan, M. A., & Wardana, H. (2023). *Pengembangan Buku Ajar PJOK Kelas IX di SMPN 02 Pulau Punjung.* Journal of S.P.O.R.T, 7(2), 313–326.
- Sabir, M. A., & Ishak, M. (2023). *The Contribution of Agility , Balance , and Foot-Eye Coordination to the Ability to Dribble the Ball in Football Games for Students at SMA Negeri 3 Pinrang.* 2(3), 1–12.
- Santosa, A., & Barokah, P. (2022). *Small Side Game Training Method on Futsal Passing Accuracy.* October, 24–30.
- Suharjana, S., Nanang, M., & Kusuma, H. (2022). *The different influence of speed, agility and aerobic capacity toward soccer*

skills of youth player. 381–390.
<https://doi.org/10.15561/26649837.2022.0604>

Suyudi, I., & Model, L. (2023). The Learning Outcomes of Playing Football Through the Small-side Game Learning Model. 3(2), 137–145.

Umam, A. K., & Suherman, W. S. (2023). Effect of Small Sided Games Training on Anaerobic Endurance and Fatigue Index in U-17 Soccer Athletes. INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH AND ANALYSIS, 06(09), 4023–4029.
<https://doi.org/10.47191/ijmra/v6-i9-11>

Yahya, I. A., & Arifin, A. S. (2022). Pengaruh Latihan Small Side Game terhadap Ketepatan Passing pada Siswa Peserta Ekstrakurikuler Sepak Bola MTS AL Amin Pakis. GYMNASIA, 1(April).