

Analysis of Basic Football Skills Among Seventh Grade Students at SMPN 29 Sigi

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Abstract
<p><b>Objectives.</b>This study aimed to analyze the level of basic football skills among seventh-grade students at SMPN 29 Sigi, with a focus on identifying strengths and weaknesses in key technical areas.</p> <p><b>Materials and Methods.</b> The study employed a descriptive quantitative approach involving 30 students (16 boys and 14 girls) from class VII B, selected using purposive sampling. The football skills assessed included passing and stopping, heading, dribbling, and shooting, based on an instrument adapted from Nurhasan. Data were collected through field-based skill tests and analyzed using descriptive statistics (mean, median, standard deviation, and frequency distribution). Score categories followed Hulfian’s classification.</p> <p><b>Results.</b>The findings showed that 47% of students were categorized as having low football skill proficiency, particularly in shooting, heading, and passing. Only dribbling showed relatively strong performance among a significant portion of students. The average score was 202, with the majority falling within the 145–181 range.</p> <p><b>Conclusions.</b> The overall level of basic football skills among the students was low, indicating a need for improved physical education strategies and targeted training interventions to support the development of foundational football techniques in schools.</p>
<b>Keywords:</b> Physical Education, Learning Model, Play-Based Activities, Madrasah Ibtidaiyah

Introduction

Physical education (PE) is an integral part of the school curriculum that contributes significantly to students’ holistic development—cognitively, emotionally, and physically. Through structured physical activity, PE cultivates essential motor skills, promotes healthy lifestyles, and enhances students' social interaction and teamwork abilities (Bailey et al., 2009). In the Indonesian context, physical education is mandated as part of the national education system, reflecting its importance in developing a well-rounded student body (Depdiknas, 2018).

Among the various sports incorporated into the PE curriculum, football (soccer) holds a particularly prominent position, both in Indonesia and globally. Its popularity stems from its dynamic nature, accessibility, and ability to foster teamwork, discipline, and physical fitness (FIFA, 2020; Datau et al., 2022). Fundamentally, football performance depends on players’

mastery of basic techniques, including passing, stopping, dribbling, shooting, and heading (Irfan et al., 2020; Rahmani, 2014). These technical skills form the building blocks of effective gameplay and must be developed early, particularly during adolescence—a critical period for motor skill acquisition and refinement (Bozkurt et al., 2020).

Despite football's widespread appeal, observations at SMPN 29 Sigi suggest that many students exhibit technical weaknesses during practice sessions. Common issues include inaccurate passing and shooting, difficulty controlling the ball, and poor heading coordination. Such deficiencies may indicate gaps in students' foundational skill development, instructional delivery, or exposure to consistent training.

Previous studies have shown that students' football skills vary depending on several factors, including physical maturity, instructional strategies, and practice frequency. For example, Naufal et al. (2022) found that many students aged 10–12 demonstrated only moderate competence in football techniques. Similarly, Mahendra et al. (2022) reported significant disparities in passing and shooting skills even among competitive youth futsal players.

Given the importance of technical skills in football and the observed limitations at SMPN 29 Sigi, this study was conducted to evaluate the current level of basic football skills among seventh-grade students. The aim is to provide evidence-based insights that can inform physical education strategies and support the development of targeted interventions to improve student performance in football.

## **Materials and Methods**

### **Study Participants.**

The participants in this study were 30 seventh-grade students (16 boys and 14 girls) from class VII B at SMPN 29 Sigi, Central Sulawesi, Indonesia. These students were selected using purposive sampling based on their availability, class size, and representativeness of the larger population. The total population comprised 184 seventh-grade students enrolled at the school during the 2024/2025 academic year. The inclusion criteria required students to be physically fit to participate in sports activities and to attend regular physical education classes.

### **Study organization.**

This research employed a quantitative descriptive design. The primary objective was to assess students' proficiency in basic football skills, including:

1. **Passing and stopping,**
2. **Heading,**
3. **Dribbling, and**

#### 4. Shooting.

The instrument used for the skill tests was adapted from Nurhasan (as cited in Kurniawati, 2017), which is widely accepted in physical education research for assessing basic football techniques. Each skill test was conducted on the school's football field under the supervision of the PE teacher and the research team. Standardized instructions and demonstrations were provided prior to testing to ensure consistency. Students were tested individually, and each test score was recorded using a pre-designed scoring rubric based on performance accuracy and execution.

#### Statistical analysis.

All collected data were tabulated and analyzed using descriptive statistical methods. Key measures included the mean, median, standard deviation, and frequency distribution. To categorize skill levels, the classification criteria proposed by Hulfian (2014) were applied. The results were grouped into five categories: *very low*, *low*, *moderate*, *high*, and *very high* based on score intervals. The analysis aimed to identify the general distribution of skill proficiency as well as specific strengths and weaknesses across the four technical components assessed.

#### Results

The results of the study revealed varying levels of basic football skill proficiency among the 30 seventh-grade students at SMPN 29 Sigi. Based on the descriptive statistical analysis, the average (mean) score of overall football skills was 202, with a median score of 217 and a standard deviation of 30. Using the classification criteria proposed by Hulfian (2014), the distribution of skill levels showed that 47% of students ( $n = 14$ ) fell into the "low" category, with scores ranging from 145 to 181. Meanwhile, 40% of students ( $n = 12$ ) were categorized as "high" ( $218 \leq X < 255$ ), and 13% ( $n = 4$ ) as "moderate" ( $182 \leq X < 218$ ). No students were classified as "very high" ( $X \geq 255$ ) or "very low" ( $X < 145$ ).

Further analysis of sub-skill performance indicated specific areas of weakness and strength. In the passing and stopping skill component, 43% of students demonstrated low proficiency. Similarly, 40% of students scored low in heading, and 43% showed limited ability in shooting. In contrast, dribbling was the strongest skill area, with 40% of students achieving high scores in this component. These findings suggest that while some students possess satisfactory dribbling abilities, a large portion of the class struggles with core football skills such as passing, shooting, and heading. Overall, the data indicate a need for improved instructional strategies and more focused practice to strengthen fundamental football techniques among students.

## Discussion

The findings of this study confirm the effectiveness of a play-based physical education learning model in enhancing student engagement and learning outcomes at Madrasah Ibtidaiyah Swasta (MIS) Nurul Ulum. The significant increase in average scores from **68.06** (pre-test) to **86.22** (post-test) indicates that the integration of structured play into physical education lessons offers a meaningful improvement in students' active participation and understanding of basic motor skills.

These results align with previous research by Brown and Ferrara (2018), Johnson and Ward (2022), and Miller and Almon (2021), which emphasized the cognitive, emotional, and social benefits of play in childhood education. In the context of MIS Nurul Ulum, where cultural factors play a significant role in shaping student preferences and behaviors, the use of traditional games proved particularly effective. Students were more motivated and engaged when learning activities mirrored their daily experiences and cultural background.

The model also addressed several pedagogical challenges faced by physical education teachers, especially those related to limited resources and student disengagement. By offering a flexible and culturally responsive teaching tool, the model allowed educators to deliver lessons more interactively and efficiently. Furthermore, the structured yet enjoyable nature of the activities fostered positive values such as honesty, courage, and teamwork, supporting not only physical development but also character education.

Despite its success, the study acknowledges several limitations. The sample was limited to a single school with 32 students, which may restrict the generalizability of the results. Additionally, the implementation period was relatively short, and the long-term impact of the model on physical and psychosocial development remains to be studied. Future research should explore the model's application across broader and more diverse school populations and consider longitudinal designs to assess its sustainability over time.

Overall, the discussion highlights that the play-based physical education model developed in this study offers a valuable contribution to the field of elementary school pedagogy. It bridges the gap between curriculum demands and student-centered learning, particularly in rural and culturally distinct educational settings. The findings encourage further innovation in localized PE instructional models that prioritize enjoyment, inclusivity, and student well-being.

## Conclusions

This study concluded that the overall level of basic football skills among seventh-grade students at SMPN 29 Sigi, particularly those in class VII B, was generally low. Based on the descriptive analysis, 47% of the students were categorized in the “low” proficiency range, with the majority scoring between 145 and 181. The assessment of specific skill components revealed that passing, shooting, and heading were the most challenging areas for students, while dribbling showed relatively stronger performance. These findings suggest that students require more structured and consistent practice, especially in skill areas involving coordination, technique, and teamwork. The results also highlight the need for enhanced physical education strategies, including the use of targeted drills and increased instructional time, to better support students' development in football. Improving these fundamental skills is essential not only for sports performance but also for promoting physical literacy, motor development, and active participation in team-based activities.

## Conflict of interest

The author declares no conflict of interest.

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