

Assessment of Basic Football Skills among Fifth-Grade Elementary School Students: A Descriptive Study at SD Negeri 4 Cakranegara

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Abstract

Objectives: This study aimed to assess the basic football skill levels of fifth-grade students at SD Negeri 4 Cakranegara in 2025. The assessment covered six basic football skill components, namely dribbling, short passing, throw-in, running with the ball, heading, and shooting, as well as the students' overall football skill performance.

Materials and Methods: This study employed a quantitative descriptive design involving 21 fifth-grade students as research participants. Data were collected using a basic football skill test consisting of six technical components: dribbling, short passing, throw-in, running with the ball, heading, and shooting. Each test result was classified into five categories: very good, good, moderate, poor, and very poor. The data were analyzed using descriptive statistics in the form of frequency and percentage distributions.

Results: The findings showed that students demonstrated relatively strong performance in heading, throw-in, dribbling, and running with the ball. In the heading test, 90% of students were classified in the very good category, while in the throw-in test, 67% were in the very good category. Dribbling also showed positive results, with 86% of students classified in the good and very good categories. However, short passing and shooting were identified as the weakest components. In the short passing test, 90% of students were categorized as very poor, while in the shooting test, 43% were in the poor and very poor categories. Overall, 86% of students were categorized as having moderate football skill levels.

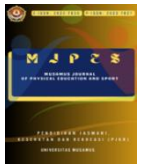
Conclusions: The overall football skill level of fifth-grade students at SD Negeri 4 Cakranegara in 2025 was in the moderate category. The students showed better performance in heading, throw-in, dribbling, and running with the ball, while short passing and shooting require further improvement. These findings suggest that physical education teachers need to provide more structured, continuous, and skill-specific football learning activities, especially to improve students' passing accuracy and shooting ability.

Keywords: basic football skills; elementary school students; physical education; football learning; motor skills

Introduction

Physical Education, Sports, and Health is an essential part of the school curriculum because it contributes to the development of students' physical, cognitive, social, and emotional abilities (Kuswoyo, 2020). Through physical education, students are not only encouraged to improve their movement skills, but also to develop discipline, cooperation, confidence, responsibility, and sportsmanship. Therefore, physical education should be designed to provide meaningful learning experiences through structured, enjoyable, and age-appropriate physical activities (Bailey, 2006).

Football is one of the most popular sports among elementary school students. It is widely



practiced in school environments because it is easy to organize, enjoyable, and capable of developing various aspects of motor performance. Football involves dynamic movements such as running, changing direction, controlling the ball, passing, shooting, and cooperating with teammates. For elementary school students, football learning can support the development of fundamental motor skills, coordination, agility, balance, and decision-making (Syahban & Hasniah, 2024).

The mastery of basic football skills is important because these skills form the foundation for students' ability to participate effectively in football games. Several essential technical skills in football include dribbling, short passing, throw-in, running with the ball, heading, and shooting (Kuswoyo & Donggoran, 2019). Each skill has a specific function in the game. Dribbling allows players to control and move the ball past opponents. Short passing supports teamwork and ball circulation. Throw-in is used to restart play from the sideline. Running with the ball requires speed and coordination while maintaining possession. Heading is used to direct the ball in the air, while shooting is essential for creating scoring opportunities (Ardiyanto, 2021).

At the elementary school level, students' football skill levels may differ because of variations in practice experience, physical condition, motivation, learning opportunities, and teacher instruction. Some students may show good performance in simple or frequently practiced skills, while others may still experience difficulty in skills requiring accuracy, coordination, and technical control. Therefore, assessment is needed to identify students' current skill levels and determine which components require further improvement.

Based on this background, this study aimed to assess the basic football skill levels of fifth-grade students at SD Negeri 4 Cakranegara in 2025. The assessment covered dribbling, short passing, throw-in, running with the ball, heading, shooting, and overall football skill performance. The results of this study are expected to provide useful information for physical education teachers in designing more effective football learning activities, especially by focusing on the technical components that remain weak among students.

Materials and Methods

Study Design

This study used a quantitative descriptive research design. This design was selected because the purpose of the study was to describe the basic football skill levels of students based on test results. The study did not provide a specific treatment or intervention, but focused on measuring and categorizing students' performance in several football skill components.

Study Participants

The participants of this study were 21 fifth-grade students at SD Negeri 4 Cakranegara in 2025.



The students were selected because they participated in physical education learning activities related to football skills. All participants completed the football skill tests according to the procedures established by the researchers.

Study Organization

The instrument used in this study was a basic football skill test. The test consisted of six technical components: dribbling, short passing, throw-in, running with the ball, heading, and shooting. Each component was assessed using predetermined score ranges and classified into five categories: very good, good, moderate, poor, and very poor. The total score from all skill components was then used to determine the students' overall football skill level. This overall score provided a general picture of the students' basic football ability.

Data were collected through direct testing during physical education activities. Before the test, students were given instructions and examples of how to perform each skill component. The students then performed each test according to the established procedures. The results of each test were recorded and classified based on the assessment norms.

Statistical Analysis

The data were analyzed using descriptive statistics. The analysis included frequency and percentage distributions for each football skill component. The results were then interpreted based on the assessment categories to determine the level of students' performance in each skill and their overall football skill level.

Results

Dribbling Skill

Table 1. Assessment Results of Students' Dribbling Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 66	Very Good	9	43%
2	53–65	Good	9	43%
3	41–52	Moderate	2	10%
4	28–40	Poor	1	5%
5	≤ 27	Very Poor	0	0%
Total			21	100%



The results of the dribbling skill test showed that 9 students, or 43%, were in the very good category. Another 9 students, or 43%, were in the good category. Meanwhile, 2 students, or 10%, were in the moderate category, and 1 student, or 5%, was in the poor category. No student was categorized as very poor.

Short Passing Skill

Table 2. Assessment Results of Students' Short Passing Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 124	Very Good	0	0%
2	104–123	Good	0	0%
3	85–103	Moderate	0	0%
4	65–84	Poor	2	10%
5	≤ 64	Very Poor	19	90%
Total			21	100%

The short passing test showed that most students were in the very poor category. A total of 19 students, or 90%, were categorized as very poor, while 2 students, or 10%, were categorized as poor. No student reached the moderate, good, or very good category.

Throw-In Skill

Table 3. Assessment Results of Students' Throw-In Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 70	Very Good	14	67%
2	59–69	Good	4	19%
3	47–58	Moderate	3	14%
4	36–46	Poor	0	0%
5	≤ 35	Very Poor	0	0%
Total			21	100%

The throw-in test results showed that 14 students, or 67%, were in the very good category. Furthermore, 4 students, or 19%, were in the good category, and 3 students, or 14%, were in the moderate category. No student was categorized as poor or very poor.

Running with the Ball Skill

Table 4. Assessment Results of Students' Running with the Ball Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 57	Very Good	6	29%
2	48–56	Good	8	38%
3	39–47	Moderate	6	29%
4	30–38	Poor	1	5%
5	≤ 29	Very Poor	0	0%
Total			21	100%

The results of the running with the ball test showed that 6 students, or 29%, were in the very good category. A total of 8 students, or 38%, were in the good category, while 6 students, or 29%, were in the moderate category. Only 1 student, or 5%, was in the poor category, and no student was categorized as very poor.

Heading Skill

Table 5. Assessment Results of Students' Heading Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 66	Very Good	19	90%
2	53–65	Good	1	5%
3	41–52	Moderate	1	5%
4	28–40	Poor	0	0%
5	≤ 27	Very Poor	0	0%
Total			21	100%

The heading skill test showed the strongest result among all football skill components. A total of 19 students, or 90%, were categorized as very good. One student, or 5%, was in the good category, and another student, or 5%, was in the moderate category. No student was categorized as poor or very poor.

Shooting Skill

Table 6. Assessment Results of Students' Shooting Skill

No.	Score Range	Category	Frequency	Percentage
1	≥ 67	Very Good	0	0%
2	55–66	Good	4	19%



3	44-54	Moderate	8	38%
4	32-43	Poor	5	24%
5	≤31	Very Poor	4	19%
Total			21	100%

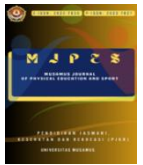
The shooting test results showed that no student reached the very good category. A total of 4 students, or 19%, were categorized as good, while 8 students, or 38%, were categorized as moderate. In addition, 5 students, or 24%, were in the poor category, and 4 students, or 19%, were in the very poor category.

Discussion

The findings of this study indicate that the overall football skill level of fifth-grade students at SD Negeri 4 Cakranegara was generally in the moderate category. This means that most students already had a basic ability to perform football skills, but their technical mastery was not yet evenly developed across all components. This finding is consistent with previous studies showing that children's football performance is often influenced by differences in practice experience, motor coordination, and exposure to structured football learning activities. Duncan et al. reported that technical soccer skills such as passing, dribbling, and shooting are closely related to children's fundamental movement skills and perceived competence, indicating that students with stronger motor foundations tend to perform better in football-specific tasks (Duncan, Eyre, et al., 2022).

The strongest skill component in this study was heading, with 90% of students classified in the very good category. This result suggests that most students were able to coordinate body position, timing, and ball direction when performing heading movements. Throw-in also showed strong results, with 67% of students in the very good category. These findings may indicate that students performed better in skills involving relatively simple and predictable movement patterns. Previous research on basic football technical skills has also emphasized that football performance is supported by the mastery of several interconnected techniques, including passing, dribbling, shooting, ball control, and heading. When one component is not sufficiently developed, students' overall game performance may be affected (Pizarro et al., 2017).

Dribbling and running with the ball also showed positive results. In the dribbling test, 86% of students were in the good and very good categories, while in the running with the ball test, 67% of students were in the good and very good categories. These findings suggest that students were relatively capable of controlling the ball while moving. Dribbling is one of the most important technical skills in



football because it enables players to maintain possession, change direction, avoid opponents, and create attacking opportunities. This is supported by Duncan et al., who stated that dribbling, passing, and shooting are among the most important motor skills in soccer and are therefore commonly emphasized in coaching and physical education contexts (Duncan, Martins, et al., 2022).

However, the results also showed that short passing and shooting were the weakest components. In short passing, 90% of students were categorized as very poor. This finding indicates that students had difficulty controlling ball direction, applying appropriate force, and performing accurate passing technique. Short passing is an important skill in football because it supports teamwork, ball circulation, and tactical play. Similar findings have been reported in studies on basic football skills among children, where passing, dribbling, ball control, and shooting were used as key indicators to assess technical competence and to identify areas requiring improvement in training and curriculum design (Soniawan et al., 2021).

Shooting also needs improvement. The results showed that 43% of students were in the poor and very poor categories. Shooting is a complex skill because it requires coordination between body position, balance, leg swing, power, and target accuracy. The absence of students in the very good category suggests that students still need more structured and repeated shooting practice. Previous studies have shown that basic soccer skill tests commonly include passing, dribbling, and shooting because these components represent essential technical abilities needed in game situations. Therefore, low performance in shooting should be addressed through specific learning activities that emphasize accuracy, body positioning, and repeated technical practice (Atiq et al., 2024).

Overall, these findings show an imbalance in students' football skill development. Students performed better in skills that involve individual movement or relatively simple movement patterns, such as dribbling, running with the ball, heading, and throw-in. In contrast, students had more difficulty in skills that require accuracy, timing, target control, and cooperative play, such as short passing and shooting. This imbalance suggests that physical education learning should not only provide general football games, but also include systematic technical drills. Research on football learning has shown that structured practice methods, including drills and small-sided games, can support the development of technical skills because they provide students with repeated opportunities to perform football-specific movements in realistic learning situations (Sarajärvi et al., 2024).

Therefore, physical education teachers are encouraged to design more balanced football learning activities. Passing and shooting drills should be given more attention through repeated practice, target-based exercises, partner drills, and small-sided games. Learning activities should also be arranged progressively, starting from simple movements and gradually moving toward more complex game



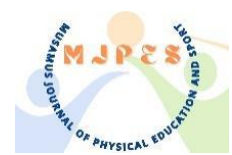
situations. Through structured and continuous practice, students are expected to improve their basic football skills more evenly and effectively..

Conclusions

Based on the results of the study, it can be concluded that the overall football skill level of fifth-grade students at SD Negeri 4 Cakranegara in 2025 was in the moderate category. The strongest skill components were heading, throw-in, dribbling, and running with the ball. Meanwhile, short passing and shooting were the weakest components and require further improvement. These findings show that the students already had a basic foundation in several football skills, but they still need more structured and continuous practice to improve technical accuracy, especially in passing and shooting. Therefore, physical education teachers are encouraged to design football learning activities that emphasize gradual skill progression, repeated practice, proper technique, and game-based learning. Such learning strategies are expected to improve students' football skills more effectively and support their overall motor development.

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