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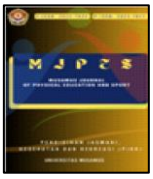

The Effect of Game-Based Training on Dribbling Skills Among 10–12-Year-Old Soccer Players

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Abstract

Objectives:

This study aimed to determine the effect of the play-based training approach on dribbling skills among SSB ASBUJ (Asrama Bujang) Ncera soccer players aged 10–12 years. The study was motivated by the players' inadequate ball control, low dribbling speed, and frequent loss of possession during game situations, indicating the need for a more engaging and developmentally appropriate training method.

Materials and Methods:

This study employed a one-group pretest–posttest experimental design. The participants consisted of 20 soccer players aged 10–12 years selected using a total sampling technique. The intervention consisted of a 12-session play-based training program incorporating small-sided games, 1 vs. 1 dribbling activities, directional dribbling exercises, and game simulations. Data were analyzed using descriptive statistics, normality and homogeneity tests, and a paired-sample *t*-test.

Results:

The findings revealed a significant improvement in dribbling performance following the intervention. The mean dribbling time decreased from 13.46 ± 1.28 seconds during the pretest to 10.67 ± 0.94 seconds during the posttest. The paired-sample *t*-test demonstrated a statistically significant difference between pretest and posttest scores ($p < 0.05$), indicating that the play-based training approach effectively enhanced players' dribbling skills.

Conclusions:

The play-based training approach is an effective method for improving dribbling skills among youth soccer players aged 10–12 years by providing enjoyable and game-oriented learning experiences that increase technical performance and player engagement. The main strength of this study lies in the implementation of an age-appropriate training intervention under real training conditions. However, the findings are limited by the small sample size, the absence of a control group, and the relatively short intervention period. These findings provide practical implications for youth soccer coaches in designing enjoyable and effective technical training programs. Future studies are recommended to employ randomized controlled designs with larger samples, longer intervention periods, and additional performance variables, such as passing, shooting, tactical decision-making, and physical fitness.

Keywords: play-based approach; *dribbling*; soccer; training; 10–12 years old players

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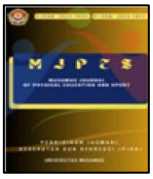

Introduction

Football is one of the most popular sports in the world, including in Indonesia. Football is a team sport that requires complex physical abilities such as endurance, technique, tactics, and mental strength in order for players to perform optimally. One of the most important basic techniques in football is dribbling. Dribbling ability enables players tomaintain ball possession, beat opponents, and create opportunities during matches. According to (F. M. Clemente et al., 2021)"small-sided game interventions can improve technical execution and tactical behaviors in youth team sports players." Game-based training is considered to have a positive impact on improving the technical abilities of young players, including dribbling skills. In young players, the training process must be adjusted to the characteristics of children's development, such as weather conditions, endurance, and age. (Firdaus, Taty Hartaty, Rabwan Satriawan, Shutan Arie Shandi, 2026) In addition, monotonous training approaches often cause players to become bored quickly and less motivated to participate in training sessions. Therefore, an appropriate training method is needed to create an enjoyable atmosphere and keep players actively involved throughout the training process. (Rifan et al., 2023) stated that the play-based method has a positive effect on improving basic soccer skills in young soccer school students. In addition, (Utomo & Sudarmono, 2021) explained that regular dribbling training can improve the dribbling ability of young soccer players.

Play-based training has been widely recognized as an effective pedagogical approach for developing technical skills in youth soccer because it integrates skill acquisition with enjoyable and meaningful game situations (Huang et al., 2026). Unlike conventional drill-based training, this approach encourages players to actively engage in decision-making, problem-solving, and tactical awareness while practicing fundamental techniques (Petiot et al., 2024). Such an approach is particularly appropriate for players aged 10–12 years, as it accommodates their physical, cognitive, and psychosocial development, enabling them to learn technical skills in a more enjoyable, motivating, and game-like environment (F. Clemente & Sarmento, 2020). Consequently, play-based training is increasingly recommended as an effective strategy for improving both technical performance and long-term participation in youth soccer.

The play based approach is considered one of the effective training methods for players aged 10–12 years because this method combines elements of training and games. Through the play-based approach, players not only practice basic techniques, but also learn decision-making, teamwork, and self-confidence during play. (Argam, 2025) also

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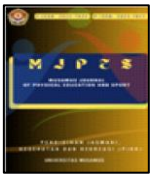

explained that game-based training can increase players' active participation during practice because the training situations resemble actual match conditions. Based on observations at SSB ASBUJ Ncera, several players were still found to have poor dribbling skills. This could be seen from their inadequate ball control, low dribbling speed, and the tendency to easily lose possession of the ball when under pressure from opponents. This condition indicates the need for an appropriate training method to improve the dribbling skills of players aged 10–12 years. At this age, players are in the stage of developing basic technical skills; therefore, they require training activities that are varied, enjoyable, and suitable for the characteristics of youth soccer (Firmansyah, 2025).

Training activities such as small-sided games, dribbling exercises with changes of direction, and dribbling exercises under opponent pressure have been proven to help improve ball control, movement coordination, dribbling speed, and decision-making ability during play. (Attohiri & Muhsan, 2023). In addition, the dribbling ability of players aged 10–12 years still needs to be improved through structured and repetitive training programs so that players can be more effective in beating opponents during match situations (Fikia et al., 2024). The implementation of basic technical training in a systematic and continuous manner can also improve the quality of soccer skills in young players, particularly in the aspects of ball control and dribbling (Astuti & Padmoyo, 2025). Therefore, the use of an appropriate training method is expected to optimally improve the dribbling skills of SSB ASBUJ Ncera players.

Another study also explained that the dribbling ability of players aged 10–12 years still needs to be improved through training methods that are varied, enjoyable, and appropriate to the characteristics of children's development so that the training process becomes more effective and less monotonous (Sam'ani & Mashud, 2025). Therefore, the implementation of the play-based training approach is expected to have a positive effect on improving the dribbling skills of SSB ASBUJ Ncera players aged 10–12 years. Based on the explanation above, the researcher was interested in conducting a study on the effect of the play-based training approach method on dribbling skills in soccer among SSB ASBUJ (Asrama Bujang) Ncera players aged 10–12 years.

he novelty of this study lies in evaluating the effectiveness of a structured play-based training program that combines one-versus-one dribbling activities, directional dribbling exercises, small-sided games, and game simulations within a single intervention program specifically designed for soccer players aged 10–12 years. This integrated training approach differs from previous studies that generally focused on only one type of game-

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based activity, thereby providing a more comprehensive understanding of play-based training implementation in youth soccer development.

Materials and Methods

Study Design

This study employed a pre-experimental method using a one-group pretest–posttest design to determine the effect of a play-based training approach on dribbling skills among youth soccer players. Before the intervention, all participants completed a pretest using a standardized soccer dribbling skill test to determine their baseline performance.

The intervention consisted of a play-based training program conducted over 12 training sessions according to the team's regular training schedule. The program included four play-based activities: (1) one-versus-one dribbling, (2) directional dribbling exercises, (3) small-sided games, and (4) game simulation activities. These activities were designed to improve players' technical skills through enjoyable and game-oriented learning experiences.

Table 1. Research Procedure

Stage	Activity
1	Participant recruitment
2	Pretest (Soccer dribbling skill test)
3	Play-based training program (12 sessions)
4	Posttest (Soccer dribbling skill test)
5	Statistical analysis

After completing the intervention, all participants performed the same dribbling skill test under identical testing conditions. The difference between the pretest and posttest scores was used to determine the effectiveness of the play-based training approach.

Study Participants

The participants in this study were 20 male soccer players aged 10–12 years from SSB ASBUJ (Asrama Bujang) Ncera, Bima Regency, Indonesia. A total sampling technique was employed because all registered players within this age category met the research requirements and were included as research participants. The inclusion criteria were: (1) active members of SSB ASBUJ, (2) aged 10–12 years, (3) regularly attended the training sessions, and (4) were physically healthy during the study period. Participants who were absent from more than two training sessions or sustained injuries during the intervention were excluded from the study.

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Table 2. Characteristics of the Study Participants

Characteristics	Description
Population	SSB ASBUJ (Asrama Bujang) Ncera soccer players
Sample	20 players
Age	10–12 years
Gender	Male
Sampling technique	Total sampling
Research setting	SSB ASBUJ Ncera, Bima Regency, Indonesia
Inclusion criteria	Active players aged 10–12 years, regularly attended training sessions, physically healthy
Exclusion criteria	Players absent from more than two training sessions or injured during the intervention

The selected participants were considered appropriate because they represented the target population for evaluating the effectiveness of the play-based training approach in improving dribbling skills among youth soccer players. Prior to data collection, permission was obtained from the management of SSB ASBUJ, and informed consent was obtained from the participants' parents or legal guardians. All research procedures were conducted in accordance with ethical principles for research involving human participants, and participants' personal information was kept confidential.

Study Organization

The study was conducted at SSB ASBUJ (Asrama Bujang) Ncera, Bima Regency, Indonesia, following the team's regular training schedule. Before data collection, permission was obtained from the management of SSB ASBUJ, and informed consent was secured from the participants' parents or legal guardians. At the beginning of the study, all participants completed a pretest using a standardized soccer dribbling skill test to determine their baseline dribbling performance. The instrument measured the time required for each participant to complete the dribbling course, with shorter completion times indicating better dribbling performance. Following the pretest, the participants participated in a structured play-based training program consisting of 12 training sessions. Each training session included a warm-up phase, a main training phase, and a cool-down phase. The main activities consisted of one-versus-one dribbling drills, directional dribbling exercises, small-sided games, and game simulation activities designed to improve ball control, dribbling speed, agility, coordination, and decision-making in game situations. All training sessions were conducted by the researcher with the assistance of the team coach under similar environmental conditions to ensure consistency throughout the intervention period. Attendance was monitored during every

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training session, and participants who did not meet the attendance requirements or experienced injuries during the intervention were excluded from the analysis. After completing all 12 training sessions, the participants performed the same standardized soccer dribbling skill test under identical testing procedures as the pretest. The pretest and posttest scores were subsequently analyzed using descriptive statistics, assumption testing, and a paired-samples t-test to evaluate the effectiveness of the play-based training approach on the dribbling skills of youth soccer players.

Statistical Analysis

Data were analyzed using IBM SPSS Statistics version 26. Descriptive statistics, including the mean, standard deviation, minimum value, and maximum value, were calculated to summarize the participants' dribbling performance.

Prior to hypothesis testing, the normality of the data was assessed using the Shapiro–Wilk test, while homogeneity of variance was examined using Levene's test. Since the data met the assumptions for parametric analysis, a paired-samples *t*-test was used to compare the pretest and posttest scores. Statistical significance was established at $p < 0.05$.

Results

This section presents the results of the descriptive statistics, assumption tests, and hypothesis testing conducted to determine the effect of the play-based training approach on the dribbling skills of SSB ASBUJ Ncera players aged 10–12 years.

Descriptive Statistics

The descriptive statistics of the participants' dribbling performance before and after the intervention are presented in Table 3.

Table 3. Descriptive Statistics of Pre-Test and Post-Test Results

Variable	N	Mean	Standard Deviation	Minimum	Maximum
Pre-Test	20	13.46	1.28	11.25	16.10
Post-Test	20	10.67	0.94	9.30	12.42

As presented in Table 3, the mean pre-test score was **13.46 ± 1.28 seconds**, while the mean post-test score decreased to **10.67 ± 0.94 seconds**. The reduction in dribbling time indicates improved performance following the implementation of the play-based training program. Furthermore, the lower standard deviation in the post-test suggests that participants' performances became more consistent after the intervention.

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Assumption Test

Before hypothesis testing, the normality and homogeneity assumptions were examined. The results are presented in Tables 4 and 5.

Table 4. Normality Test Results

Data	Sig.	Description
Pre-Test	0.200	Normal
Post-Test	0.173	Normal

The Shapiro–Wilk normality test showed that the significance values for both the pre-test and post-test were greater than 0.05, indicating that the data were normally distributed.

Table 5. Homogeneity Test Results

Data	Sig.	Description
Pre-Test and Post-Test	0.267	Homogeneous

The homogeneity test produced a significance value of 0.267, which was greater than 0.05, indicating that the data met the assumption of homogeneity.

Hypothesis Testing

A paired-samples *t*-test was conducted to determine the effect of the play-based training approach on participants' dribbling skills. The results are presented in Table 6.

Table 6. Paired-Samples t-Test Results

Variable	t-value	Sig. (2-tailed)	Description
Pre-Test and Post-Test	9.214	0.000	Significant

As shown in Table 6, the paired-samples *t*-test produced a *t*-value of **9.214** with a significance value **of** 0.000 ($p < 0.05$)**.** These findings indicate a statistically significant difference between the pre-test and post-test scores. Therefore, the play-based training approach had a significant effect on improving the dribbling skills of SSB ASBUJ Ncera players aged 10–12 years.

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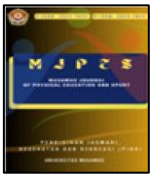

Discussion

The findings of this study demonstrated that the play-based training approach significantly improved the dribbling skills of SSB ASBUJ Ncera soccer players aged 10–12 years. The significant decrease in dribbling time between the pre-test and post-test indicates that integrating enjoyable game-based activities into the training program effectively enhanced players' technical performance. These findings suggest that play-based training provides an engaging learning environment that encourages active participation while facilitating the development of fundamental soccer skills. Therefore, the results support the effectiveness of play-based training as an appropriate coaching strategy for youth soccer players.

In addition, previous research (Putra et al., 2022) explained that the manipulation of small-sided game training formats can influence players' decision-making in passing, shooting, and dribbling. This indicates that the play-based approach can help players improve both technical skills and decision-making abilities in soccer games. A national study conducted by (Tohonus, 2024) also showed that the play-based method had an effect on the dribbling ability of U-12 soccer players. The play-based method was considered more effective because the players were more actively involved, more motivated to participate in training, and less likely to feel bored during the training process.

Another study conducted by (Saputra et al., 2023) explained that agility and balance training had a significant effect on improving the dribbling speed of soccer players. This indicates that training combined in the form of game activities can help optimize the development of players' dribbling abilities. In addition, previous research (Prayoga et al., 2022) stated that the play-based method and zig-zag dribbling exercises had an effect on improving the dribbling agility of soccer players. Training activities that are carried out actively and variatively make it easier for players to improve their dribbling skills during the training process.

In addition to improving technical skills, small-sided game training also helps improve players' physical condition. Previous research (Al Ghifary et al., 2025) explained that small-sided game training had an effect on improving movement activity, training intensity, and repeated sprint ability in young soccer players. These conditions support the improvement of dribbling ability because players are required to move actively throughout the training sessions. Recent research from (Bachtiar et al., 2025) also showed that small-sided game training with variations in field size had a significant effect

on improving the dribbling skills of young soccer players. Variations in training forms make players more actively involved and allow them to perform more ball touches, thereby gradually improving their dribbling ability. The results of this study are in line with the research conducted by (Hamzah et al., 2025) The results of this study are in line with the research conducted by which stated that small-sided game interventions can improve technical execution and tactical behaviors in youth team sports players. This statement explains that game-based training can improve the technical abilities and tactical behaviors of young players. In the context of this study, the play-based training approach helped players improve their dribbling skills because they were directly involved in active and competitive game situations. In addition, the results of this study were also supported by research conducted by (Subarja et al., 2022) which stated that the play-based method had a positive effect on improving basic soccer skills in young soccer school students. The play-based method was considered effective because it increased players' active participation during training and helped players understand basic soccer techniques more easily. which stated that the play-based method had a positive effect on improving basic soccer skills in young soccer school students. The play-based method was considered effective because it was able to increase players' active participation during training and help them understand basic soccer techniques more easily. Study (Rahmadika & Hariadi, 2025) also explained that regular dribbling training can improve the dribbling ability of young soccer players. This was evident in the present study, where the players experienced improvements in their dribbling skills after participating in a regular and structured training program. The play-based approach not only improved the players' technical abilities, but also helped enhance their self-confidence, teamwork, and decision-making during play. Through game situations, players learn to determine the right time to dribble, change direction, and avoid pressure from opponents. Therefore, the play-based training approach can be considered an effective alternative training method for young soccer players.

Based on the results of the study and the support from previous research, it can be concluded that the play-based training approach has a positive effect on improving the dribbling skills of soccer players aged 10–12 years. Therefore, youth soccer coaches are recommended to use game-based training methods so that the training process becomes more effective, enjoyable, and suitable for the developmental characteristics of young players.

The novelty of this study lies in the implementation of a structured play-based training program that integrates various game-oriented activities, including one-versus-one dribbling, directional dribbling, small-sided games, and game simulations, within a single intervention for soccer players aged 10–12 years. Unlike previous studies that generally focused on individual game-based activities, this study demonstrates the effectiveness of combining multiple play-based activities in improving dribbling skills under real training conditions at a community-based soccer school. These findings contribute to the growing body of knowledge on youth soccer coaching and provide practical recommendations for coaches to implement enjoyable, age-appropriate, and evidence-based training programs. Nevertheless, this study was limited by the relatively small sample size and the absence of a control group. Therefore, future studies are recommended to involve larger samples, employ experimental designs with control groups, and examine additional technical skills such as passing, shooting, and tactical decision-making.

Conclusions

Based on the results of the study, it can be concluded that the play-based training approach had a significant effect on dribbling skills in soccer among SSB ASBUJ Ncera players aged 10–12 years. This method can be used as an effective and enjoyable alternative training method to improve the basic soccer technical skills of young players.

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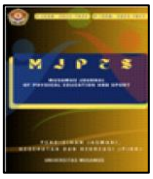
Conflict of Interest

The author declares that this research was conducted objectively and that there were no conflicts of interest in any form, whether personal, organizational, or financial, that could have influenced the results of the study. All research procedures were carried out in accordance with scientific procedures and based on the data obtained during the research process. The author declares that this research was conducted objectively and that there were no conflicts of interest in any form, whether personal, organizational, or financial,



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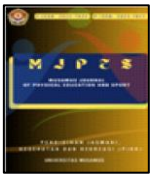

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