



Soccer Skills of Fifth-Grade Students at SD Negeri 104221 Pancur Batu

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Abstract

Objectives:

The objective of this study was to assess the soccer skills of fifth-grade students at SD Negeri 104221 Pancur Batu.

Materials and Methods:

This study employed a quantitative descriptive research design. The subjects were 27 fifth-grade students at SD Negeri 104221 Pancur Batu. A survey method was used, utilizing a soccer skills test instrument designed for the 10–12 age group.

Results:

The results indicated that regarding the soccer skill levels of the fifth-grade students at SD Negeri 104221 Pancur Batu, there were no students in the excellent category (0%) or the good category (0%); 9 students (33.33%) fell into the moderate category, 8 students (29.63%) into the poor category, and 10 students (37.04%) into the very poor category.

Conclusions:

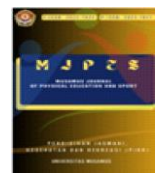
Based on the research findings, the football skills of fifth-grade students at SD Negeri 104221 Pancur Batu were generally categorized as very poor. Of the students assessed, 10 (37.04%) were in the very poor category, 8 (29.63%) in the poor category, and 9 (33.33%) in the moderate category, with no students classified as good or very good. These findings indicate the need for collaborative efforts to improve students' football skills.

Keywords: Basic Skills; Playing Soccer; Ages 10-12.

Introduction

Education and learning related to movement or physical exercise can be referred to as physical education. This type of instruction is offered at all levels of formal education, from elementary school to junior high school and senior high school/vocational school. For some university students, it is even offered as an elective course. According to Lutan in Erfayliana (2023: 302), physical education functions as a means and medium for teaching children so that they can make wise choices regarding physical activities in the future. Physical education actively contributes to the development of students' cognitive, emotional, and psychomotor skills through movement or physical exercise as part of a well-integrated learning program. According to Hartono (in Adi & Sasmita, 2022), Physical education is a field of study concerned with human movement and physical and psychological development. In addition to engaging in movement and physical activities, physical education teaches children how to maximize their basic motor skills, develop their physical potential, and cultivate positive character traits such as responsibility, cooperation, honesty, discipline, and helpfulness.

One of the most important aspects that physical education instructors need to focus on is skills. Almost all physical education activities are based on basic skills. Therefore, every elementary school is expected to focus on developing the basic motor skills of each student. Performing simple movements can improve the ability of the body's organs to carry out movement-related tasks. A student will grow and develop healthily when their bodily organs function properly (Sukintaka in Sasmita & Adi, 2023). Childhood is a crucial period for developing basic movement skills. Therefore, special attention is needed to ensure that children grow and develop according to their age and level of motor development, particularly elementary school students. Djamarah in Suryobroto (2020) states that children at this age enjoy playing, moving, working in groups, and



experiencing or directly performing and demonstrating activities. As an important component of the educational process in elementary schools, physical education aims to support children's overall development. Physical and motor development progresses rapidly during elementary school. To develop physical abilities, social skills, and positive attitudes toward sports, children need organized, safe, and enjoyable movement activities. Football is one of the sports commonly used in physical education classes and is highly relevant to children.

For elementary school children, football is a simple team sport adapted to each player's level of ability and involves kicking the ball with the feet. In elementary schools, football is used as a means of learning through play rather than primarily for achieving success or winning. In an enjoyable environment, children are encouraged to remain active, learn basic rules, and develop the ability to cooperate with others. The development of basic motor skills is closely related to the concept of football for elementary school children. Through football, children can practice running quickly, stopping, changing direction, kicking, and controlling the ball. These abilities are essential as a foundation for further motor development. Playing football also helps children develop balance and agility by teaching them to coordinate whole-body movements in addition to using their feet to kick the ball.

In addition to its physical benefits, football has significant educational effects on the social and emotional development of elementary school students. Through football, children learn to cooperate as a team, interact with their classmates, and appreciate differences in individual abilities. They also learn to be honest, follow the rules of the game, and accept outcomes gracefully. Well-planned football activities can instill values such as discipline, sportsmanship, and responsibility. Elementary school children need to learn football in a straightforward and easy-to-understand manner. To accommodate children's physical conditions and attention spans, the rules of the game, field size, number of players, and duration should be adjusted. These modifications are intended to keep learning enjoyable while preventing fatigue and injury. For elementary school students, football can be an enjoyable and safe sport when appropriate strategies are applied.

Nevertheless, children's understanding of football remains limited in elementary school physical education classes. Some children have difficulty participating in educational activities because several teachers still use rules and game patterns similar to those used for adults. This can result in low student participation, reduced self-confidence, and decreased interest in sports. Therefore, a comprehensive understanding of football for elementary school students is essential to creating lessons that are adapted to their individual needs.

This definition leads to the conclusion that football is a game that helps elementary school students develop mobility, social skills, and character. Teachers who have a comprehensive understanding of football that is appropriate for children will be able to design physical education classes that are engaging, productive, and meaningful. Therefore, through appropriate football education, elementary school students are expected to develop into healthy and active adults with positive attitudes toward sports and physical exercise from an early age.

Football is also one of the activities that can be used in physical education classes to channel children's enthusiasm for movement. According to Core Competency (KI) 4.0, Presenting factual and conceptual knowledge in clear, systematic, logical, and critical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect children's behavior, football is one of the sports taught in Physical Education classes. Furthermore, according to Basic Competency (KD) 4.1, Practicing combinations of locomotor, non-locomotor, and manipulative movements according to the concepts



of body, space, effort, and connectivity in various simple and/or traditional large-ball games, fifth-grade students learn football as a large-ball game played in teams or groups. The use of almost every part of the body except the arms is one of the characteristics that distinguishes football. According to the physical education student handbook of SD Negeri 104221 Pancur Batu, football is a game involving the use of various body movements. Kicking, passing, receiving/controlling, dribbling, and shooting are some of the basic skills taught to fifth-grade students.

Based on the studies mentioned above and the researcher's interview with the physical education teacher at SD Negeri 104221 Pancur Batu, fifth-grade students show great enthusiasm for participating in physical education classes, particularly football lessons. The physical education teacher at SD Negeri 104221 Pancur Batu stated that the students were not sufficiently familiar with football-playing skills and were not serious enough in learning the basic skills of football. In addition, the researcher's observations indicated that the infrastructure and facilities at SD Negeri 104221 Pancur Batu were more than adequate.

Materials and Methods

Study Design

This study employs a quantitative descriptive research design. According to Widodo and Mukhtar, descriptive research is not intended to test specific hypotheses but rather to describe a phenomenon, variable, or situation as it is. The method used in this study is a survey method utilizing a skills test instrument.

Study Participants

A population consists of the subjects or objects located within a specific area that meet certain criteria relevant to the research problem or object of study. The sample for this study comprises the fifth-grade students at SD Negeri 104221 Pancur Batu; specifically, the entire cohort of 31 fifth-grade students at the school was included.

Study Organization

Soccer skill levels were determined using six test items: 1) dribbling, 2) short passing, 3) throw-ins, 4) running with the ball, 5) heading, and 6) shooting at the goal.

Statistical Analysis

This data analysis employs a descriptive analysis technique using a survey method that incorporates testing and measurement. Once all data has been collected and percentage figures generated, the next step involves analyzing the data to draw conclusions; the calculation method focuses on determining the relative frequency percentages.

Results

The data obtained from the tests, evaluated according to the norms for each test item, are as follows:

Based on the data analysis with scores converted into t-scores the basic dribbling skills of the fifth-grade students at SD Negeri 104221 Pancur Batu are as follows:

Table 1. Dribbling skills

No	Intervals	Category	Frequency	Presentation
1.	≥ 66	Very good	0	0 %
2.	53-65	Good	5	18,52 %
3.	41-52	Enough	9	33,33 %
4.	28-40	Poor	2	7,41 %
5.	≤ 27	Very Poor	11	40,74 %
Total			27	100 %



Based on the data in the table above, the dribbling skills of Grade V students at SD Negeri 104221 Pancur Batu are distributed as follows: no students fell into the excellent category; 5 students (18.52%) were in the good category; 9 students (33.33%) were in the moderate category; 2 students (7.41%) were in the poor category; and 11 students (40.74%) were in the very poor category.

The short-passing skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 2. Short Passing Skills

No	Intervals	Category	Frequency	Presentation
1.	≥ 124	Very good	0	0 %
2.	104-123	Good	5	18,52 %
3.	85-103	Enough	8	29,63 %
4.	65-84	Poor	8	29,63 %
5.	≤ 64	Very Poor	6	22,22 %
Total			27	100 %

Based on the data in the table above, the short-passing skills of Grade V students at SD Negeri 104221 Pancur Batu fall into the following categories: none in the excellent category; 5 students (18.52%) in the good category; 8 students (29.63%) in the moderate category; 8 students (29.63%) in the poor category; and 6 students (22.22%) in the very poor category.

The basic throw-in skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 3. Throw-in Skills

No	Intervals	Category	Frequency	Presentation
1.	≥ 70	Very good	0	0 %
2.	48-69	Good	0	0 %
3.	47-58	Enough	5	18,52 %
4.	36-46	Poor	12	44,44 %
5.	≤ 35	Very Poor	10	37,04 %
Total			27	100 %

Based on the data in the table above, the throw-in skills of Grade V students at SD Negeri 104221 Pancur Batu fall into the following categories: none in the excellent or good categories; 5 students (18.52%) in the moderate category; 12 students (44.44%) in the poor category; and 10 students (37.04%) in the very poor category.

The basic running with the ball skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 4. Running with the Ball Skills

No	Intervals	Category	Frequency	Presentation
1.	≥ 57	Very good	0	0 %



2.	48-56	Good	6	22,22 %
3.	39-47	Enough	11	40,74 %
4.	30-38	Poor	0	0 %
5.	≤29	Very Poor	10	37,04 %
Total			27	100 %

Based on the data in the table above, regarding the running with the ball skills of Grade V students at SD Negeri 104221 Pancur Batu, no students fell into the excellent category; 6 students (22.22%) were in the good category; 11 students (40.74%) were in the moderate category; no students were in the poor category; and 10 students (37.04%) were in the very poor category.

The basic heading skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 5. Heading Skills

No	Intervals	Category	Frequency	Presentation
1.	≥66	Very good	0	0 %
2.	53-65	Good	1	3,71 %
3.	41-52	Enough	12	44,44 %
4.	28-40	Poor	6	22,22 %
5.	≤27	Very Poor	8	29,63 %
Total			27	100 %

Based on the data in the table above, the heading skills of Grade V students at SD Negeri 104221 Pancur Batu are distributed as follows: no students fell into the excellent category; 1 student (3.71%) was in the good category; 12 students (44.44%) were in the moderate category; 6 students (22.22%) were in the poor category; and 8 students (29.63%) were in the very poor category.

The basic shooting skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 6. Shooting Skills

No	Intervals	Category	Frequency	Presentation
1.	≥67	Very good	0	0 %
2.	55-66	Good	4	14,81 %
3.	44-54	Enough	9	33,33 %
4.	32-43	Poor	7	25,93 %
5.	≤31	Very Poor	7	25,93 %
Total			27	100 %

Based on the data in the table above, regarding the shooting skills of Grade V students at SD Negeri 104221 Pancur Batu, there were no students in the excellent category; 4 students (14.81%) fell into the good category; 9 students (33.33%) were in the moderate



category; 7 students (25.93%) were in the poor category; and 7 students (25.93%) were in the very poor category.

The basic soccer skills of Grade V students at SD Negeri 104221 Pancur Batu are as follows:

Table 7. Soccer Skills of Grade V Students at SD Negeri 104221 Pancur Batu

No	Intervals	Category	Frequency	Presentation
1.	≥ 479	Very good	0	0 %
2.	401-478	Good	0	0 %
3.	323-400	Enough	9	33,33 %
4.	246-322	Poor	8	29,63 %
5.	≤ 245	Very Poor	10	37,04 %
Total			27	100 %

Based on the data in the table above, regarding the soccer skills of Grade V students at SD Negeri 104221 Pancur Batu, there are no students in the excellent or good categories; 9 students (33.33%) fall into the fair category, 8 students (29.63%) into the poor category, and 10 students (37.04%) into the very poor category.

Discussion

The football playing skills of fifth-grade students at SD Negeri 104221 Pancur Batu, which constituted the research variable, were measured using an instrument developed by Fauzi consisting of six test items for data collection: dribbling, short passing, throw-in, running with the ball, heading, and shooting. In this study, the field layout was arranged accordingly so that the students could clearly understand the tests they were required to perform. Based on the research data obtained, the discussion is divided into several subsections to facilitate understanding and provide a basis for other researchers to develop more comprehensive studies. The six test items initially produced raw scores, which were then converted into T-scores. The results were classified into five categories: very good, good, moderate, poor, and very poor.

None of the students achieved scores in the good category (401–478) or the very good category (≥ 479). The highest score was obtained by Mukbin Farlan, who achieved a score of 356 and was therefore classified in the moderate category. This result may be attributed to several factors, including the student's better mastery of basic football techniques and skills compared with his peers. Ningsih, as cited in Erianto (2022: 23), stated that technique is a movement process demonstrated to accomplish tasks within a particular sport.

Based on the research data, the students' throw-in and heading skills were categorized as very poor. This may be attributed to insufficient muscular strength among some students and psychological factors, particularly fear of experiencing pain while performing these skills. This finding is supported by Mylsidayu (2018: 46), who stated that anxiety originates from two sources: internal and external factors. Meanwhile, the students' dribbling and short-passing skills were relatively similar and were categorized as poor, as only five students achieved the good category. Running with the ball was categorized as moderate, while shooting was categorized as poor because only four students achieved the good category. Overall, the students who fell into the poor and very poor categories were predominantly female students, who demonstrated lower levels of football skills and abilities. This finding is supported by Niederle and Vesterlund, as cited in Asrofah



(2022), who stated that male students tend to demonstrate greater freedom in psychomotor abilities than female students.

The results of the football skills tests can help teachers assess each student's basic football skills more systematically. These results can serve as a reference and documentation for teachers to identify students with higher or lower levels of ability. Therefore, the findings of this study can be used as a basis for assessing the basic football skills of fifth-grade students at SD Negeri 104221 Pancur Batu. Furthermore, the test results can assist teachers and coaches in identifying individual abilities and can serve as documentation and a supporting tool for teachers when providing instruction related to basic football skills.

Conclusions

Based on the research findings, the football skills of fifth-grade students at SD Negeri 104221 Pancur Batu were generally categorized as very poor. Of the students assessed, 10 (37.04%) were in the very poor category, 8 (29.63%) in the poor category, and 9 (33.33%) in the moderate category, with no students classified as good or very good. These findings indicate the need for collaborative efforts to improve students' football skills.

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Conflict of Interest

The authors declare no conflict of interest.

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