



Soccer Skills of SSB Porkam DS Players Aged 14–15

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Abstract

Objectives:

This study aims to determine the skill levels of SSB Porkam DS students/athletes and serves as a means to evaluate their understanding and mastery of the fundamental football techniques they have been taught.

Materials and Methods:

This study employs a quantitative descriptive design using a survey method, with data collected through testing and measurement. The subjects of the study are students in the 14–15 age group at the Porkam DS football school.

Results:

The results indicate that among the 14–15 age group students at the Porkam DS football school, skill levels were distributed as follows: 2 students (10%) in the very good category, 3 students (15%) in the good category, 7 students (35%) in the fair category, 7 students (35%) in the poor category, and 1 student (5%) in the very poor category.

Conclusions:

Based on the research findings and analysis regarding the soccer skill levels of athletes in the 14–15 age group at the Porkam DS soccer school, 2 athletes (10%) achieved a very good rating, 3 (15%) achieved good, 7 (35%) achieved fair, 7 (35%) achieved poor, and 1 (5%) achieved very poor. Thus, it can be concluded that 70% of the athletes at the Porkam DS soccer school fall into the fair and poor categories.

Keywords: Skills; Football; SSB Porkam DS Athlete.

Introduction

Football is a highly popular sport. The large number of football teams established and the increasing public interest in watching football matches demonstrate its popularity in Indonesia. Today, football is played by people of all age groups, not only as a sport but also as a means of bringing people and even nations together. Football matches are undoubtedly among the most anticipated sporting events in the world. People around the world enthusiastically follow news about events such as the FIFA World Cup, which attracts widespread public attention. They also passionately support their favorite national teams in their pursuit of the best possible results and the world championship title.

Considering the substantial income received by professional football players, football has also become a source of livelihood for some individuals. However, beyond financial rewards, many players have a natural passion for football. Because football is a unique game that provides valuable experiences for its players, they continue to play whether they are paid or not. Therefore, the appeal of football lies in its simplicity and its broad attraction among people from various backgrounds.

To this day, football remains a favorite sport in Indonesia. Public enthusiasm remains high even though the national team has frequently experienced defeats in both international and national competitions. Beyond public interest, the development of young talent is an important aspect of Indonesia's football system that needs to be improved because it is essential for developing future players. As an initial step toward maintaining and developing football in Indonesia, the Football Association of Indonesia (Persatuan Sepakbola Seluruh Indonesia/PSSI) was established as an organization specifically responsible for managing football.



PSSI is the governing body of football in Indonesia. One of its responsibilities is to organize national competitions with the aim of identifying and developing talented athletes who may eventually represent the nation. Youth football development serves as the foundation for producing talented and high-quality players in the future. The development process must be carried out seriously and progressively, supported by appropriate training and coaching programs so that players can become reliable athletes at both national and international levels. Unfortunately, football schools sometimes do not provide adequate guidance to athletes regarding their future development after graduation. Talent and ability may be overlooked because coaches tend to focus more on senior players.

According to Subagyo Irianto (2019:3), athletes' success in achieving peak performance is strongly influenced by the development and coaching system applied. Basic football development at an early age essentially involves building a strong foundation of core abilities that players need to acquire from the beginning. Therefore, improving sports performance should begin as early as possible through talent identification and monitoring, systematic training, and scientifically and technologically based development programs at both central and regional levels. Talented young athletes need to be monitored and developed from childhood through adulthood. The development of football is also influenced by the rapid advancement of science, technology, and the arts. Therefore, all parties involved need to understand the development of football over time, particularly in Indonesia. Football is enjoyed by people from various social backgrounds. In addition to being played for entertainment and recreation, football is now also expected to achieve the highest possible level of performance. High performance can be achieved through well-planned and continuous training. This is reasonable considering that football competitions are held at regional, national, and international levels. Every player must master both technical and tactical skills.

The rapid growth of Football Schools (Sekolah Sepak Bola/SSB) in various regions of Indonesia indicates that youth development has become a major concern of society. This is also one of the factors contributing to improvements in the performance of football athletes. SSBs provide an appropriate environment for developing children. In these institutions, children receive physical fitness training and basic technical skills in a proper, careful, and systematic manner in accordance with training principles. Early development is not an easy process; it requires patience and continuous training appropriate to children's characteristics. Proper development is expected to support children's growth and development and have a positive impact on their emotional and social development. Children's thinking patterns can still be difficult to manage, and they may sometimes have difficulty understanding explanations. Therefore, coaches must be careful and wise when delivering training materials so that children can understand and participate in all training activities voluntarily and without coercion. Currently, many coaches face challenges due to limited understanding and mastery of basic football skills. In some SSBs, there are even athletes who still lack adequate playing skills despite having reached adolescence.

Therefore, every football school needs to make efforts to improve the playing abilities of its athletes. Playing skills are closely related to physical coordination, tactical understanding, mental readiness, and ball-control ability. The higher an individual's skill level, the better their ability to control and manipulate the ball. Because football skills influence the overall quality of play and can determine victory or defeat in a match, these skills must be taught and learned from an early age. Several factors need to be considered, including facilities and infrastructure, competent coaches, talented players, regular competitions, and support from advances in science and technology. Training to improve football skills generally includes repeated practice of kicking, passing, controlling



or stopping the ball, dribbling, heading, and other techniques. After training sessions, coaches usually evaluate whether the players' abilities have improved. In general, these basic skills must be taught to children participating in football schools.

However, the lack of understanding and development of football skills currently also affects children's playing abilities. Ideally, young children should be introduced to and taught basic skills appropriately. In reality, at several SSBs in Indonesia, particularly in the Medan area, basic skills have not been taught evenly. Coaches tend to focus more on tactical and strategic training, and some even allow children to play directly without providing adequate basic instruction. In fact, basic football skills should be prioritized before tactics and strategies. Sekolah Sepak Bola (SSB) PORKAM Deli Serdang (SSB PORKAM DS) is one of the facilities for young children who wish to develop their football playing abilities. Its strategic location makes the school easily accessible, as demonstrated by the large number of athletes who registered within only a few months after its establishment.

The school was established because the coaches observed that many children were spending their time on less productive activities. Through the establishment of this football school, it is expected that children in the area can avoid negative influences and have a place to maintain and improve their physical fitness. In addition, the coaches also want to determine the level of football playing ability of their athletes because, since its establishment, SSB PORKAM DS has not had data regarding the skill levels of its athletes. The supporting facilities at SSB PORKAM DS are relatively adequate, although several facilities still need to be improved or completed. The main facilities include a standard football field, a safe location away from motor vehicle traffic, a spacious parking area, and its own secretariat office. The school has two coaches.

Every football player should possess a strong foundation in basic movement techniques and a high level of playing proficiency; therefore, mastery of basic techniques is essential. Based on the researcher's observations, the coach of the 14–15-year-old age group at SSB PORKAM DS does not yet have complete data regarding the development of technical skills and the level of playing proficiency of the athletes. Consequently, the coach has not been able to optimally assess the extent to which the training program provided has helped athletes develop the football skills required.

Materials and Methods

Study Design

This study employs a quantitative descriptive design using a survey method, specifically utilizing test and measurement techniques. The research was conducted to determine the level of soccer skills among students in the PORKAM DS Football School (SSB) within the 14–15 age group.

Study Participants

The population for this study consists of 20 students from the SSB PORKAM DS U-14/15 team. These students have undergone training for approximately one year, making them suitable as the study's sample.

Study Organization

The research instrument used to collect data in this study is a developed version of the David Lee soccer proficiency test. This development builds upon the original David Lee Test, aiming to refine and improve it so that it meets the demands of the current evolution and advancement of soccer.

Statistical Analysis

The data analysis technique employed in this study is descriptive statistics, aimed at describing the level of soccer playing skills. The procedure for analyzing the data is as follows:

1. Collecting raw data (raw scores) using the David Lee skill test.



2. Subsequently, the best time is selected from the test results and applied to the David Lee skill test rating scale.

Results

Based on the soccer skill test results for 20 athletes from the SSB Porkam DS (U14–15) academy, the findings were as follows: 2 athletes (10%) achieved a very good rating, 3 (15%) achieved good, 7 (35%) achieved fair, 7 (35%) achieved poor, and 1 (5%) achieved very poor. The analysis of soccer skill levels for the SSB Porkam DS U14–15 athletes yielded the following data: fastest time = 32.78 seconds, slowest time = 56.30 seconds, and mean time = 42.59 seconds. Following data collection, the results were categorized as shown in the skill test table below:

Table 1. Soccer Skill Test Results for SSB Porkam DS U14–15 Athletes Based on Best Time Records

NO	Interval	Category	Frequency	Percent
1	< 34,81 detik	very good	2	10 %
2	40,78-34,81 detik	good	3	15 %
3	46,76-40,79 detik	fair	7	35 %
4	52,73-46,77 detik	poor	7	35 %
5	> 52,73 detik	very poor	1	5 %
Total			20	100 %

Based on the table above, the results of the soccer skill test for the Porkam DS U-14/15 soccer school (SSB) show that among the 20 tested athletes, 2 achieved a very good rating, 3 achieved good, 7 achieved fair, and 7 achieved poor; the table also indicates that only 1 athlete received a very poor rating. Meanwhile, the data is presented in the following diagram:

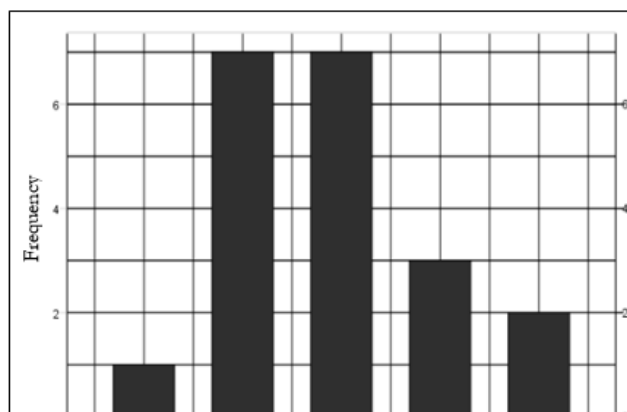


Figure 1. Diagram of descriptive statistics results for soccer playing skill levels of the SSB Porkam DS U-14–15 team.

Discussion

Based on the analysis of the soccer playing skills test results of the Porkam DS Soccer School athletes aged 14–15 years, the mean score was 42.59 seconds, which falls within the 46.76–40.79-second interval. This result is influenced by various factors discussed in the literature review chapter. Most of the influential factors are personal factors, as many athletes appeared to have difficulty controlling their emotions, physical characteristics,



motivation, attitudes, and age-related factors when performing the David Lee skill test, particularly in terms of emotional control and attitude.

Athletes participating in training programs at the Soccer School need to understand soccer playing skills before applying them in actual games. Such understanding can influence the way they play soccer. Therefore, coaches should provide athletes with a clear understanding of basic techniques that can contribute to improving soccer playing skills. Based on the results of the David Lee skill test conducted by the Porkam DS Soccer School athletes, some athletes still achieved relatively low results. This may be attributed to several factors that hindered them from achieving the expected performance. The three factors described in the literature review learning factors, personal factors, and situational factors can influence success in performing the David Lee skill test.

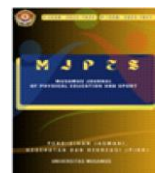
The factors that tend to hinder athletes from achieving better results are generally related to these three factors. The following discussion describes their influence on the test results. First, learning factors influence the final test results because athletes are taught basic soccer techniques during training, including passing, shooting, dribbling, and other skills. Through regular training, athletes gradually develop an understanding of these techniques. However, athletes differ in their individual characteristics. Some athletes consistently pay attention to and understand the material provided by the coach, particularly regarding soccer playing skills, enabling them to apply the techniques effectively in actual games. Conversely, some athletes attend training mainly for recreational purposes and do not pay sufficient attention when the coach provides instruction, often engaging in conversations or playing with their peers. During the test, many athletes were categorized as having moderate or low performance because they had not fully understood or applied the skills taught by the coach.

Second, personal factors have a substantial influence on athletes' test performance. Among the various elements of personal factors, those relevant to athletes include perception, intelligence, physical characteristics, ability, emotions, motivation, attitude, and age. Of these factors, emotions, motivation, and other personality-related characteristics appear to play an important role. When athletes are unable to control their emotions during the test, they tend to perform the test sequence hastily. Motivation and age also influence performance because insufficient motivation can affect an athlete's ability to perform the test properly. In addition, some athletes may not yet be fully adapted to the sequence of the test, causing them to spend too much time thinking and adjusting their movements, even though the test procedure is already familiar to the coach.

Third, situational factors are primarily related to the surrounding environment, including peers, field conditions, and the equipment used during the test. In addition to these three factors, providing training materials aimed at developing and improving athletes' soccer playing skills is essential because player performance is reflected in their skills. Athletes with good soccer playing skills are generally able to perform basic soccer techniques effectively. Furthermore, athletes should not rely solely on training sessions. When they are not attending formal training, they should continue practicing and improving their basic techniques and soccer playing skills at home during their free time. Repeating the basic techniques taught at the Soccer School can help athletes improve their technical abilities and continuously develop their soccer playing skills.

Conclusions

Based on the research findings and analysis regarding the soccer skill levels of athletes in the 14–15 age group at the Porkam DS soccer school, 2 athletes (10%) achieved a very good rating, 3 (15%) achieved good, 7 (35%) achieved fair, 7 (35%) achieved poor, and 1



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Conflict of Interest

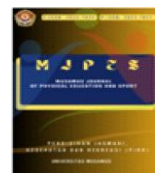
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