Pengaruh Komponen Fisik dan Motivasi Latihan Terhadap Keterampilan Bermain Sepakbola

The Effect of physical ability and Training Motivation towards Soccer Skills

FirmansyahDahlan1\*, RahmadHidayat1, Syahruddin2

*1\*,2Physical Education Study Program, Faculty of Teacher Training and Education, University ofMuhammadiyahPalopo, Jl. JendralSudirman Km. 3 Binturu, Kota Palopo, South Sulawesi, 91959, Indonesia*

*2Fakultas Ilmu Keolahragaan, Universitas Negeri Makassar, Jl. Wijaya Kusuma No 14, Banta-Bantaeng, Sulawesi Selatan, 90222, Indonesia*.

. E-mail:firmansyahdahlan800@gmail.com

Abstract

*This research examines the effect of flexibility, agility, eye-foot coordination, speed, balance, and training motivation towards soccer skills. Based on its intended nature, which is to examine (Explanatory), this research uses path analysis. The independent variables are flexibility, agility, eye-foot coordination, and training motivation. In contrast, the dependent variables are soccer skills (passing, dribbling, shooting, juggling, and heading), which are accumulated into T-values. The sampling technique uses saturated samples, which is the entire population of Soccer players in UM Palopo.57 people. The time and place of this research followed the WFH provisions (working from home) due to pandemic requirements and was monitored through online. Data analysis was using the correlational regression test. The research results prove that physical abilities (flexibility, agility, eye-foot coordination, speed, balance) and training motivation are strongly related to soccer skills. This research and data collection was conducted and collected by using developing media (UM Palopo e-learning and Google Forms) and high commitment from all parties.*

**Keywords**: physical abilities, training motivation, soccer

**PRELIMINARY**

The University of MuhammadiyahPalopo is the result of the merger of several Muhammadiyah Institutions in Palopo in 2019 and has a Physical Education Study Program started in 2017. Entering a new era of becoming a University certainly requires many developments in various fields. Through this research, it is expected that the development will be increase in the amount of research and literature as well as the development of Student Activity Units (UKM) in the form of new sources of information to the chairmen of Student activity Units in term of physical ability, training motivation, and skill in playing soccer as well as the relationship patterns of the three factors.

Another urgency which underlies this research is Physical Education Study Program at the University of Muhammadiyah, academically is at the stage of completion the first batch of senior year's students and at the same time, the COVID 19 Pandemic situation occurs making it difficult for the research process on the field, therefore this research is expected to be a reference, guidance, and additional literature for students in conducting online research.

Soccer has a defining aspect of sports, as well as sports in general. Maximum achievement can be achieved by an athlete who is truly ready to compete with all his abilities; in this case, readiness refers to the physical and psychological concerned (Fallo&Lauh, 2017). It is necessary to have physiological aspects in the form of prime physical ability (Maliki, Hadi, &Royana, 2017). Good physical condition is one way to reach achievement (Pratama&Imanudin, 2018). The physical condition elements which need to be trained and improved must be following their respective sports or according to their needs in games and matches (Efendi, Pahliwandari, &Arifin, 2018).

The complexity of the physiological elements needed when playing soccer implies that a soccer player must fit all the physical ability they have. Basic techniques such as passing, dribbling, shooting, juggling, and heading skills require the physical component of an athlete. Sports experts argue that in order to maintain the proper fundamental techniques in games, a prime physical condition should be supported, whether it is endurance, strength, agility, speed, and coordination (Hamdi, Sultan, Susandi, &Wahyudi, 2019). Not only is agility needed by a soccer player in dribbling, but flexibility is also a determining factor in dribbling (Maryono, Rahayu, &Rustiana, 2017). To practice shooting skills, both players and soccer coaches must know in advance the factors which support shooting skills in the field, namely: leg muscle strength, power, coordination, body kinetic, body shave, agility, and flexibility, as for psychological factors which influence the game are; Motivation, self-confidence, concentration, and anxiety, cooperation (Habibie, Widiastuti, &Nuriani, 2019).

Agility and speed ​​become the primary physical elements in performing dribbling techniques in passing through opponents, being a supporting element in determining the right timing when passing, shooting, juggling, and heading. There is a significant influence between training in agility variations on soccer dribbling skills (Efendi et al., 2018). Someone who has excellent agility will be able to change direction, the speed with the precise movements while dribbling (Aditya, Putra, Yoda, Sudarmada, &Ganesha, 2016). Ankle coordination is part of the players' motor ability, which can affect the training results (Syarif&Suwardi, 2018).

Coordination is needed for all activities that require the accuracy of a target (Hartanto, Amrullah, &Sastaman, 2017).

Balance is a physical component that is needed in almost every soccer skill, balance in dribbling, shooting, and passing because they have to synergize between body position, ball position, and direction. The balance of postural muscle performance is needed to maintain the stability of the body to receive the pass and put the ball into the goal of the other team when attacking, changing the direction of moving as quickly as possible when returning to their respective positions and avoid interference in the back (Nasirudin et al., 2017).

The skill of playing soccer does not come just like that. It takes a long process in the form of continuous training, so it is perfect for practicing and competing. The willingness to practice diligently and compete with the spirit of never giving up in the field requires psychological aspects with the willingness to practice. Competing is obtained from the high motivation of each player. The achievement will not come by itself but with careful planning and requires a long time (Hadi, 2019). Motivation is abstract psychological energy. His form can only be observed in the form of manifestations of the behavior he displays. Motivation is a psychological process that reflects the strength of an interaction between cognition, experience, and needs (Fallo&Lauh, 2017). Achievement requires a long process and motivation, which is usually defined as a process that stimulates behavior or moves us into action (Kurniawan, Pramono, &Fakhruddin, 2016).

The results of previous studies by Adil, Tangkudung, &Hanif (2018) concluded that speed, agility, eye-foot coordination, balance, and motivation influenced soccer skills. The novelty of the research is adding flexibility variables other than speed, agility, eye-eye coordination, and balance, and more specifically on the motivation to practice, then the whole test follows the provisions of WFH (work from home) due to pandemic conditions and is monitored online using the UM Palopo E-learning application and Google Form.

**METHOD**

This research used path analysis. Variables tested were flexibility (X1), agility (X2), eye-foot coordination (X3), speed (X4), balance (X5) and training motivation (X6) on soccer skills(Y)



The sampling technique used was a saturated sample that used the entire population of soccer players registered at UM Palopo Soccer UKM. The sample was 57 people in total. Data obtained through the instrument sit-and-reach test (shuttle) test, shuttle run test (agility), eye-foot coordination test, sprinting speed test 50 yards (Speed), modified bass test of dynamic balance (balance) exercise motivation, questionnaire and soccer skills tests (passing tests, dribbling tests, shooting tests, juggling tests, and heading tests) which are accumulated then used as T-score scores. The time and place of the study followed the WFH (work from home) provisions. They were assisted using the UM Palopo E-learning application, and the motivation questionnaire was filled out online. All of the data analysis using the correlational regression test.

**RESULTS AND DISCUSSION**

Descriptive analysis results for the tested variables are flexibility (X1), agility (X2), eye-foot coordination (X3), speed (X4), balance (X5), and training motivation (X6) on soccer skills (Y).

Tabel 1. *Style* dan Function

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Variables** | **N** | **Min** | **Max** | **Mean** | **Std. D** |
| X1 | 57 | 2 | 30 | 17,15 | 7,41 |
| X2 | 57 | 19,82 | 35,35 | 24,34 | 2,89 |
| X3 | 57 | 0 | 17 | 8,03 | 3,77 |
| X4 | 57 | 7,48 | 9,66 | 8,67 | 0,54 |
| X5 | 57 | 30 | 100 | 67,84 | 17,75 |
| X6 | 57 | 129 | 171 | 149,15 | 10,883 |
| Y | 57 | 34 | 72 | 53,14 | 9,159 |

Flexibility (X1) average value 17.15, the standard deviation of 7.413, minimum value 2, maximum 30. Agility (X2) average value of 24.34, the standard deviation of 2.892, the minimum value of 19.82, maximum 35, 35 Eye-foot coordination (X3) average value of 8.03, the standard deviation of 3.774, the minimum value of 0, maximum 17. Speed ​​(X4) average value of 8.67, the standard deviation of 0.542, the minimum value of 7.48, 9.66 maximum. Balance (X5) average value of 67.84, the standard deviation of 17.753, the minimum value of 30, maximum 100. Motivation of exercise (X6) average value of 149.15, the standard deviation of 10.883, the minimum value of 129, maximum 171. Soccer skill (Y) the average value is 53.14, the standard deviation is 9,159, the minimum score is 34, the maximum is 72

Model Test

Substructure 1



Table 2.Determination Coefficient of Substructure 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | Coefficient Determination | Adjusted Coefficient Determination | Std. Eror |
| 1 | 0,879a | 0,773 | 0,751 | 5,427 |

The table above shows the R-Square value of 0.813a, simultaneously the variables; flexibility (X1), agility (X2), eye-foot coordination (X3), Speed (X4), and balance (X5) have a contribution of 77.3% in explaining the changes that occur in the motivational variable (X6). In comparison, the remaining 23.7% is determined by other variables outside the model. For Anova (F test) simultaneously, the independent variables have a significant effect on the training motivation variable, sig. 0,000b <Alpha 5%.

Tabel 3.Analysis ofMultivariate Regression Model 1 Sub Structure 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Variabel | KoefisienKorelasi | T | *P* |
| 1 | X1 | 0,204 | 2,075 | 0,043< 0,05 |
| X2 | 0,261 | 2,972 | 0,005< 0,05 |
| X3 | 0,281 | 2,756 | 0,008< 0,05 |
| X4 | 0,207 | 2,417 | 0,019< 0,05 |
| X5 | 0,206 | 2,387 | 0,021< 0,05 |
| Constanta |  |  | 0,000 |

In addition, in table 3, by looking at the coefficient values ​​it can be seen that the variable (X1) is 0.204 or 20%, and the T value is 2.075, while statistically has a significant effect on the training motivation variable (X6) indicated by the sig value. Smaller than Alpha 5%, which is 0.043. There is an influence of flexibility on training motivation of 20.4%. This shows that the results of this study are in line with the results of previous studies. There is a direct influence of determination on motivation in students of SMPN 1 Bajeng, Gowa Regency (Hiskyia, 2017). Excellent flexibility will give the athlete a wide range of moves, triggers the athlete's desire to continue working optimally, and directly motivate the athlete in training.

The coefficient value shows that the agility variable (X2) is 0.261 or 26%, and the T value is 2.972, while statistically has a significant influence on the training motivation variable (X6) as indicated by the sig. Smaller than Alpha 5%, which is 0.005. There is an effect of agility on training motivation of 26.1%. This shows that the results of this study are in line with the results of previous studies. Agility has direct and indirect effects on the motivation to exercise in SMA Negeri 1 PanggaranganLebak Regency (Ridwan, 2015). Agility is the ability to adjust the position of the body to the work situation at hand so that the ability to adjust to the work situation will affect training motivation.

The coefficient value shows that the eye-foot coordination variable (X3) is 0.281, or 28%, and the T value is 2.752, while statistically has a significant effect on the exercise motivation variable (X6) as indicated by the sig. Smaller than Alpha 5%, which is 0.008. There is an effect of eye-foot coordination on training motivation by 28.1%. It shows that the results of this study are in line with the results of previous studies. There is an influence of ankle coordination on the motivation of the Ponrang Fc player in Luwu Regency (Paisal, 2018). Eye-foot coordination is the ability of a person to control the functions of his limbs. Thus the effect of ease in doing maximum work, and this also motivates athletes to train.

 The coefficient value shows that the speed variable (X4) is 0.207, or equal to 20%, and the T value is 2.415, while statistically has a significant effect on the exercise motivation variable (X6) as indicated by the sig. Smaller than Alpha 5%, which is 0.019. There is an effect of speed on training motivation by 20.6%. This shows that the results of this study are in line with the results of previous studies. There is an influence of speed on the motivation of the Luwu Regency Ponrang Fc players (Paisal, 2018). Speed ​​arises from the desire of the athlete's desire to make fast and maximum movements, and it is undoubtedly produced by the right motivation as well. Hence, speed affects the motivation to train. The speed will make it easier for athletes to carry out and complete their tasks; it will undoubtedly affect the motivation of athletes to train.

The coefficient value shows that the balance variable (X5) is 0.206, or equal to 20%, and the T value is 2,387, while statistically has a significant effect on the exercise motivation variable (X6) as indicated by the sig. Smaller than Alpha 5%, which is 0.021. There is a balancing effect on exercise motivation by 20.7%. This shows that the results of this study are in line with the results of previous studies. Balance directly influences the motivation to exercise in SMA Negeri I Panggarangan students (Ridwan, 2015). Balance is the ability to control the functions of motion and body position. Through the ability to control the function of motion and body position will affect the motivation to train.

For the influence of other variables outside the model (ɛ1) the formula can be determined:

ɛ1 = √ (1-R ^ 2)

So the path equation is as follows:

X6 = ρx6x1 + ρx6x2 + ρx6x3 + ρx6x4 + ρx6x5 + ɛ1

X6 = 0,204 X1 + 0,261 X2 + 0,281 X3 + 0,206 X4 + 0,207 X5 + 0,4764

Substructure 2



Tabel 4.Determination Coefficient of substructure 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | R | Determination Coefficient | Adjusted Determination Coefficient | Std. Eror |
| 2 | 0,906a | 0,820 | 0,798 | 4,112 |

The table above shows the value of R-Square 0.906a, simultaneously variable flexibility (X1), agility (X2), eye-foot coordination (X3), speed (X4), balance (X5), and motivation (X6) have a contribution amounting to 82.3% in explaining the changes that occur in the variable of fsoccer playing skills (Y). In comparison, the remaining 17.7% is determined by other variables outside the model. For Anova (F test) simultaneously, the independent variables have a significant influence on the soccer skills variable, sig. 0,000b <Alpha 5%.

Tabel 5. Analysis ofMultivariate Regression Model 2 Sub Structure 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Model | Variable | Correlation coefficient | T | *P* |
| 2 | X1 | 0,237 | 2,572 | 0,013< 0,05 |
| X2 | 0,180 | 2,100 | 0,041< 0,05 |
| X3 | 0,278 | 2,820 | 0,007< 0,05 |
| X4 | 0,332 | 4,083 | 0,000< 0,05 |
| X5 | 0,223 | 2,729 | 0,009< 0,05 |
| X6 | 0,308 | 2,443 | 0,018< 0,05 |

In addition, in table 5 by looking at the coefficient values, ​​it can be seen that the variable (X1) is 0.237, or 23%, and the T value is 2.572, statistically having a significant influence on the variable of soccer-playing skills (Y) as indicated by the sig. Smaller than Alpha 5%, which is 0.013. There is an influence of flexibility on soccer skills by 23.7%, and this shows that the results of this study are in line with the results of previous studies. It can be concluded that the training carried out by the agility and flexibility group exercises can improve ball dribbling skills because these exercises contain elements of agility and coordination. The ability to stretch apart from these exercises gives a better influence than conventional exercises in efforts to improve ball dribbling skills (Main, Hariyanto, &Sudjana, 2015). Overall, experts certainly agree with the influence of flexibility on athlete performance, and maximum flexibility reduces the energy that must be expended when moving, and excellent flexibility will reduce the risk of injury.

The coefficient value shows that the agility variable (X2), 0.180 or 18%, and the T value of 2.100, statistically has a significant influence on the variable of soccer skills (Y) as indicated by the sig. Smaller than Alpha 5%, which is 0.041. There is an effect of agility on soccer skills by 18%. This shows that the results of this study are in line with the results of previous studies. Based on the analysis, results obtained different physical needs, agility 14.00% (Hidayat, Imanudin, &Ugelta, 2019). Agility will be able to be a deciding factor in the field, in guarding the opposing players, of course, it takes a player who can get out of difficult situations so that players who have agility will be able to create opportunities easily.

The coefficient value shows that the eye-foot coordination variable (X3) is 0.278, or 27%, and the T value is 2.820. Statistically, it has a significant influence on the variable of soccerplaying skills (Y), as indicated by the sig. Smaller than Alpha 5%, which is 0.007. There is an influence of eye-foot coordination on soccer playing skills by 27.8%. This shows that the results of this study are in line with the results of previous studies. The better the eye-foot coordination and agility of students, the better the dribbling skills will result in soccer achievement (Sakti, 2017). Ball kicking skills are closely related to leg muscle strength, eye-foot coordination, and self-confidence (Believers, Jufrianis, &Tangkudung, 2018). The success of soccer is determined by the ability to position and direct the ball to a desirable place, and both require excellent eye-foot coordination skills.

The coefficient value shows that the speed variable (X4) is 0.332, or 33%. The T value is 4.083, statistically having a significant effect on the soccer skills variable (Y), as indicated by the sig. Smaller than Alpha 5%, which is 0,000. There is an effect of speed on soccer skills by 33.2%. This shows that the results of this study are in line with the results of previous studies. Based on the analysis results obtained by different physical needs, the speed of 14.00% (Hidayat et al., 2019). Making decisions quickly and precisely and moving quickly and precisely as well is very helpful in winning the soccer match.

The coefficient value shows that the Balance (X5) variable is 0.223 or 22%, and the T value is 2.729, statistically has a significant influence on the variable of soccer skills (Y) as indicated by the sig. Smaller than Alpha 5%, which is 0.009. There is a balancing effect on playing soccer skills by 22%. This shows that the results of this study are in line with the results of previous studies. There is a balanced relationship with the results of dribbling using the outside legs (Hartati&Ryansyah, 2017). Balance affects the accuracy of shooting (Rosita &Fachrezzy, 2019). In soccer, it is difficult for a player to keep the ball for an extended period; there will be obstacles and pressing pressures from opponents. In these circumstances, the balance is a very decisive factor.

 The coefficient value shows that the motivation variable (X6) is 0.308 or as big as 30%. The value of T is 2.443, statistically has a significant effect on the soccer skill variable (Y), as indicated by the sig. Smaller than Alpha 5%, which is 0.018. There is a motivation influence on soccer skills by 30%. It shows that the results of this study are in line with previous studies; there is a contribution between motivation in athletes' achievement. There is a contribution between motivation and cooperation towards athlete achievement (Apriansyah, Sulaiman, &Mukarromah, 2017). There is a contribution between motivation and confidence in athlete achievement. There is a significant positive effect between achievement motivation and necessary soccer skills (Suprayitno1 &Damanik, 2016). Practicing is the key to all branches of achievement sports. The winners, of course, are athletes who have high motivation to practice. For the influence of other variables outside the model, the formula can be determined:

ɛ1 = √ (1-R ^ 2).

So the path equation is as follows:

Y = ρyx1 + ρyx2 + ρyx3 + ρyx4 + ρyx5 + ρyx6 + ɛ2

Y = 0.237 X1 + 0.180 X2 + 0.278 X3 + 0.332 X4 + 0.223 X5 + 0.308 X6 + 0.2121

The results of combining substructure 1 and substructure 2 models, the structure as shown in the following figure is obtained.



From the path diagram above, we can make the structural equation as follows:

X6 = ρx6x1 + ρx6x2 + ρx6x3 + ρx6x4 + ρx6x5 + ɛ1

X6 = 0,204 X1 + 0,261 X2 + 0,281 X3 + 0,206 X4 + 0,207 X5 + 0,4764

Y = ρyx1 + ρyx2 + ρyx3 + ρyx4 + ρyx5 + ρyx6 + ɛ2

Y = 0.237 X1 + 0.180 X2 + 0.278 X3 + 0.332 X4 + 0.223 X5 + 0.308 X6 + 0.2121

Table 6.Hypothesis Testing Results

|  |  |  |
| --- | --- | --- |
| Hypothesis | coefficient β | Α |
| 1 | 0,204 | 0,043 |
| 2 | 0,261 | 0,005 |
| 3 | 0,281 | 0,008 |
| 4 | 0,206 | 0,019 |
| 5 | 0,207 | 0,021 |
| 6 | 0,237 | 0,013 |
| 7 | 0,180 | 0,041 |
| 8 | 0,278 | 0,007 |
| 9 | 0,332 | 0,009 |
| 10 | 0,223 | 0,000 |
| 11 | 0,308 | 0,018 |
| 12 | 0,062 | 0,000 |
| 13 | 0,080 | 0,000 |
| 14 | 0,086 | 0,000 |
| 15 | 0,063 | 0,000 |
| 16 | 0,063 | 0,000 |

Based on table 6, for Hypothesis 12, testing the coefficient value shows that the variable (X1) 0.062 or 6%, statistically has a significant influence on the variable of soccer-playing skills (Y) through motivation (X) as indicated by the sig. Smaller than Alpha 5%, which is 0,000. There is an influence of flexibility on soccer skills through training motivation of 6%. Determining essential factors in achievement sports and soccer, these components are honed and developed through the process of training, which has an impact on improving soccer skills and performance on the field. Determination is useful for balance in dribbling (Utama et al., 2015). Motivation is the overall driving force in students that lead to learning activities that ensure the continuity of learning activities and provide direction for learning activities so that the desired goals can be realized (Syahruddin, Saleh, &Saleh, 2019). The excellent physical condition needs to be supported by the use of adequate techniques and tactics, and mental affirmation is the final position of the pyramid of sports achievement (Blegur& Mae, 2018).

Based on table 6, for Hypothesis 13, testing the coefficient value shows that the agility variable (X2) 0.080 or 8%, statistically has a significant influence on the variable of soccer skills (Y) through motivation (X) as indicated by the sig. Smaller than Alpha 5%, which is 0,000. There is an effect of agility on soccer skills through motivation to practice by 8%. The agility of movement is very identical to the game of soccer, agility developed from the process of good practice, and high motivation will determine the outcome in the field. This increase in dribbling skills is due to the training in agility and flexibility. There are supporting elements in dribbling skills that are agility, which includes speed and coordination (Utama et al., 2015). The main thing afsoccer player must do to have

Excellent dribbling skills is by increasing agility (Efendi et al., 2018).

Based on table 6, for Hypothesis 14, testing the coefficient value shows that the eye-foot coordination variable (X3) is 0.086 or 8%, statistically has a significant influence on the variable of soccer-playing skills (Y) through motivation (X) as indicated by the value sig. Smaller than Alpha 5%, which is 0,000. There is an influence of eye-foot coordination on soccer skills through motivation to practice by 8%. The physical component that is developed through a process of good practice and high motivation will impact on-field performance. Trainers are advised to apply and pay attention to eye-foot coordination and agility in running a training program, in addition to contributing to the success of dribbling skills (Sakti, 2017). It was concluded that leg muscle strength and eye and foot coordination contributed to the accuracy of kicks (shooting) (Zainur&Sulastio, 2019).

Based on table 6, for Hypothesis 15, testing the coefficient value shows that the speed variable (X4) is 0.063 or equal to 6%, statistically has a significant influence on the variable of soccer skills (Y) through motivation (X) as indicated by the sig. Smaller than Alpha 5%, which is 0,000. There is an effect of speed on soccer skills through training motivation of 6%. Moving speed responds to stimuli and work speed appropriately, naturally born of high motivational factors in training. It will be difficult to find athletes who wish to move quickly after stimulation or work in a smooth and precise manner without being based on motivation. Motivation is one component of an athlete's psychological factors that are indispensable in all branches of sport to achieve high performance (Apriansyah et al., 2017). Based on this, the physical component of speed will affect the skill of playing soccer through motivation. Speed in soccer games is used when moving to dribble, running after the ball, and looking for space (Paisal, 2018). The appearance of an athlete cannot be separated from the thrust it has. Simply put, the higher the thrust it has, then

The appearance will be more optimal, of course, if supported by adequate technical and physical abilities. That driving force is commonly called motivation (Prabowo, 2016).

Based on table 6, for Hypothesis 16, testing the coefficient value shows that the balance variable (X5) is 0.063 or, at 6%, statistically has a significant influence on the variable of soccer-playing skills (Y) through motivation (X) as indicated by the sig. Smaller than Alpha 5%, which is 0,000. There is a balancing effect on soccer skills through motivation to practice by 6%. Balance develops through a process of practice over and over again, and sometimes over a long period; for him, it must be through high motivation to practice. Achievement motivation is an impulse that is closely related to how to do something well, precisely, and efficiently. It is characterized by a tendency to achieve success and a tendency to avoid failure to achieve success in a competition (Fallo&Lauh, 2017). Motivation is very carefully related to kinesthetic (motion). Therefore, students' high level of kinesthetic will be able to encourage students in the learning process and always strive to achieve optimal results and achievement (Syahruddin et al., 2019)

**CONCLUSION**

New information for the coach of the UM Palopo Soccer team generated through this research is about the description of the physical ability, motivation to train, and soccer skills by the soccer athlete in students activity units. Based on the results of the research, the Soccer coach considers the physical ability as a factor that must be included in the training program's agenda and seeks to maintain the motivation to train athletes. Research can be done online, of course, with the use and development of media (e-learning UM Palopo and Google Form) and commitment from all parties.

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