

The effect of training through the principle of individualization and the principle of play on the dribbling ability of football school players porma aged 10-13

Yudha Ilhajri Anwar^{1*}, Ronni Yenes², Emral¹, Alex Alda Yudhi²

¹Department of Sports Education, Faculty of Sports Science, Universitas Negeri Padang, Prof. Dr. Hamka street, Padang Freshwater Campus, West Sumatra, Indonesia.

²Department of Sports Coaching, Faculty of Sports Science, Universitas Negeri Padang, Prof. Dr. Hamka street, Padang Freshwater Campus, West Sumatra, Indonesia

*Corresponding Author. Email: yudhailhajrian@gmail.com

Abstract

This study aims to determine the effect of dribbling training through the principle of individualization on the dribbling ability of football school players (SSB). This type of study is a quasi-experiment. Design This study used a "pretest and posttest one group". The study population was all SSB Porma U players 10-13 years old in Muaro Takung, Sijunjung regency, totaling 28 people, and the number of samples was drawn using saturated sample techniques so that the sample amounted to 28. Instrument in this study with dribbling skill test. Based on the results of data analysis obtained: 1) tcount is 8.127 while ttable is 1.977 then tcalculate > ttable which means Ha is accepted and Ho is rejected. So it can be concluded that there is a significant Individualism principle method Dribbling Ability of Football School Players (SSB) Porma Ages 10-13 before and after being given training with. 2) tcount is 1.79 while ttable is 1.71 then tcount > ttable which means Ha is accepted and Ho is rejected. So it was concluded that there was a significant difference between the two methods, where the Dribbling Ability of Football School Players (SSB) Porma Ages 10-13 trained with the Individual Method training method (X1) was higher than the playing method (X2). It was concluded that dribbling exercises based on the principle of individualization significantly improved the dribbling ability of school football players (SSB) aged 10-13, compared to the method of playing practice.

Keywords: Dribbling Training, Principles of Individualization, Dribbling, Football

INTRODUCTION

Football is a very popular and loved sport today. The appeal of football is the skill of showing the ability to handle the ball, the appearance of tense and dynamic movements, accompanied by tactical surprises that amaze the audience (Caglayan et al., 2018; Suryadi et al., 2023). The smooth and controlled movements of the players express their individuality in team play. Speed, strength, endurance, skill, and tactical knowledge are important aspects of achievement (Doewes et al., 2020; Karo et al., 2020).

One of the requirements to be able to play football well is that players must be equipped with good basic skills because players who have good basic skills these players tend to be able to play football well too (Asshagab et al., 2020; Syahrastani & Kamal, 2020). A soccer player must have good individual skills such as passing, dribbling, shooting, ball control, and heading, If a player has good individual skills, then a soccer player will be able to run the idea of a football game well to win the game to achieve high achievements. Football is a sport that demands high enough energy and has a relatively high aerobic component of power Of the various factors inhibiting the emergence of talented soccer players, one of them is due to the lack of knowledge of players about the correct basic techniques in the game of football, especially at the levels of formal educational institutions (Saward et al., 2019; Siregar et al., 2018).

In the game of soccer, there are various techniques and movements that players can perform on the field. On the field, with various combinations of techniques and movements, each player has been

very supportive in possession of the ball to achieve a victory (Elmando et al., 2020; Pambudi & Widiyanto, 2019). Lack of practice will be a big problem for players if they want to improve their abilities, but the basic techniques that must be mastered by a player must also understand tactics, physical, and mental. These 4 factors must be considered by a player because these 4 factors play an important role in the game of football (Hardinata et al., 2023; Práxedes et al., 2018).

The game of football is dominated by the possession of fast-passing balls between players. Fast play is usually supported by good passing quality because it is needed to create a rhythm of play and ball possession on the field (Kuncoro et al., 2021; Práxedes et al., 2016). For example, in a professional football team, a football team can control the ball very well, fastball flow, accurate passing, good dribbling, good shooting, support each other's teammates, open space for movement, solid cooperation, and also individual skills possessed by players make this team a good team. In strong defense, the opponent's guard against attackers is getting tighter so that it makes it difficult for attackers to penetrate the opponent's defense just by dribbling alone, so it is very necessary to support players without the ball for players who have the ball (Bangun & Supriadi, 2020; Pizarro et al., 2017).

Increased ability to play football and basic abilities are closely related to the ability to coordinate physical and mental movements (Bahtra & Annas, 2020; Yoslanda et al., 2022). Basic skills must be mastered and learned early to develop the quality of the game which is one of the factors that determine the victory or defeat of a team in the match (Archetti, 2017; Irfandi, 2017). In playing football there are basic techniques that a player must have. The basic technique of playing soccer is the ability to make movements or do something that is in a football game (Raharjo & Keliat, 2020; Sevil Serrano et al., 2017). By having a qualified basic technique, a player can control the ball optimally and minimize basic mistakes. The basic techniques in the game of football include; Passing, shooting, dribbling, and heading. One of the basic techniques that make players encouraged and satisfied is dribbling. Good dribbling mastery is often used by some players to trouble the opponent's back row, even the dribbling process can create a goal.

The use of dribbling above can briefly be said that dribbling is one of the elements of technique in playing football that must be mastered by a football player to play well. Research on various efforts to improve the quality of ball dribbling by related disciplines continuously and systematically from an early age to be able to provide the desired results in achieving good player quality in their future development needs to be carried out in improving the achievement and quality of players (A. Gunawan et al., 2023; KC & Praveen, 2017).

The most important factor to get maximum achievement in football is the ability to master dribbling techniques and tactics. In dribbling a player sometimes does it using the inner foot, the outer foot, and some use a turtle foot. The use of the foot part intended by each player depends on the habits or situation and conditions of the field (Dervent et al., 2022; Sørensen et al., 2022). Generally, players who exist at the top level of Indonesian football now do not have complete basic techniques. Controlling the ball as well as quality passing and dribbling seems simple, but in reality, it is difficult to get Indonesian players who have complete basic techniques. No wonder the level of Indonesian football is still lagging at the Asian or world level (Beboucha et al., 2021; Dervent et al., 2022).

The background of this study is based on the urgent need to improve the quality of dribbling skills of young soccer players, especially those aged between 10-13 years, in Muaro Takung, Sijunjung Regency. Dribbling is a key aspect of football that requires a deep understanding and good technical skills. The problem is that conventional training methods often do not provide adequate results in the development of these dribbling skills. Therefore, this study raises the importance of an individualization approach in training as an alternative that can more effectively improve the dribbling ability of SSB footballers in the region. This issue underlines the need for research investigating the concrete impact of individually tailored training methods to improve the quality of development of young footballers, which in turn can make a positive contribution to the game of football at the school level and the potential development of professional players in the future.

To improve dribbling skills, techniques must be trained, such as strength, speed, flexibility, agility, and so on. Dribbling skills are a person's abilities in eye-foot coordination, whole-body coordination, and agility. The ability to dribble aims to help the attack and penetrate the opponent's defense. Dribbling is useful for controlling the ball and mastering it until a teammate is free and puts it

in a better position. A person who can change one different position at high speed with good coordination means that his skills are quite good (Handoko, 2018).

But in improving dribbling a player also needs to be seen from the aspect of the development of a player, the coach must pay attention to several training principles such as; The principle of overload, overall development, specialization, intensity of exercise, quality of exercise, variation in exercise, length of exercise, and principle of individualism. All of these aspects must be considered by a coach Why it is like that because an increase in the achievement of a player if a coach can only provide programs such as dribbling, A coach only gives his training method zigzag dribbling but the results that will be obtained by an athlete in zigzag dribbling do not know, how intense it is, how repetitive how much recovery must be given by the coach. For this reason, the use of the training principle is to see and monitor the extent to which an athlete can improve his performance.

In this study, emphasis was given to the effect of dribbling training through an individualization approach on soccer players aged 10-13 in Muaro Takung, Sijunjung Regency. This method is used as an alternative to improve dribbling ability, which is one of the key aspects in the development of football skills. Through pseudo-experiments with the use of pretest and posttest, this study presents significant findings that individualized approaches in exercise provide better results than traditional playing methods. Thus, this study illustrates the relevance of the importance of using individually tailored training methods in the development of young players' football skills, providing a valuable view for SSB and football coaches to improve the quality of player coaching at an early age.

METHOD

This research is research using a quasi-experimental approach, This research was carried out at the Nagari Muaro Takung football field, Sijunjung Regency which was carried out from December 28, 2022, to January 28, 2023. The population in this study was the entire SSB Porma U 10-13 years old in Muaro Takung, Sijunjung regency, totaling 28 people. The sampling technique in this study was total sampling so the sample amounted to 28 people.

The instrument used in this study is a dribbling test, which is a test to pass the cone by dribbling through the cone that has been placed. The implementation of data collection in the study was carried out with steps, namely the Initial Test (Pre-Test), Treatment (treatment), and Final Test (post-test). The data analysis technique used in this study is using quantitative analysis data. After the data is obtained, the prerequisite analysis test is first carried out, namely the normality test and the homogeneity test. Data processing is done using Excel software to calculate descriptive statistics, t-statistical calculations, and other analyses. Hypothesis testing is performed using t-tests, with tcount values compared to ttables to determine whether the observed differences between groups are statistically significant.

RESULTS AND DISCUSSION

Result

1. Data Description

a. Group pre-test individualization

From the results measurement And Data processing Capability *Dribbling* Pre Test Group Individualization time the fastest you can be 15.22 seconds and the time late is 30.03 seconds. Furthermore the average time (Mean) of 19,14 and standard deviation (standard deviation) of 3.62.

Table 1. Distribution Ability data frequency Group *Dribbling* Pre-Test Individualization

Intervals	Learning Style		Category
	Absolute	Relatively	
< 18.99 seconds	7	50%	Good very
19.00-21.00 seconds	5	36%	Good
21.01-23.00 seconds	1	7%	Currently
23.01-25.00 seconds	0	0%	Not enough
> 25.01 sec	1	7%	Not enough very
Amount	14	100%	

b. Group post-test individualization

From the results measurement And Data processing Capability Group *Dribbling* Post Test Individualization time fastest you can is 14.23 seconds and the time late is 27.98 seconds. Furthermore the average time (Mean) of 17.95 and the standard deviation (standard deviation) of 3.47.

Table 2. Distribution Ability data frequency Group *Dribbling* Post-Test Individualization

Intervals	Learning Style		Category
	Absolute	Relatively	
< 18.99 seconds	10	71%	Good very
19.00-21.00 seconds	3	21%	Good
21.01-23.00 seconds	0	0%	Currently
23.01-25.00 seconds	0	0%	Not enough
> 25.01 sec	1	7%	Not enough very
Amount	14	100%	

c. Group pre-test Play

From the results measurement And Data processing Capability *Dribbling* Pre-Test Group Play time fastest you can is 16.03 seconds and the time is 30.69 seconds. Furthermore the average time (Mean) of 21.09 And the standard deviation (standard deviation) of 4.94.

Table 3. Distribution Ability data frequency Group *Dribbling* Pre-Test Play

Intervals	Learning Style		Category
	Absolute	Relatively	
< 18.99 seconds	6	43%	Good very
19.00-21.00 seconds	4	29%	Good
21.01-23.00 seconds	0	0%	Currently
23.01-25.00 seconds	1	7%	Not enough
> 25.01 sec	3	21%	Not enough very
Amount	14	100%	

d. Group post-test Play

From the results measurement And Data processing Capability Group *Dribbling* Post Test Play time fastest you can is 15.09 seconds and the time late is 30.03 seconds. Furthermore the average time (Mean) of 20.89 and the standard deviation (standard deviation) of 5.09.

Table 4. Distribution Ability data frequency Group *Dribbling* Post-Test Play

Intervals	Learning Style		Category
	absolute	Relatively	
< 18.99 seconds	8	57%	Good very
19.00-21.00 seconds	2	14%	Good
21.01-23.00 seconds	0	0%	Currently
23.01-25.00 seconds	1	7%	Not enough
> 25.01 sec	3	21%	Not enough very
Amount	14	100%	

2. Test Condition Analysis

Test Normality

Table 5. Summary Results Test Normality Lilliefros Research Data

Data Group	N	Lo	L _{table}	Conclusion
Group Pre-Test Individualization	14	0.202	0.227	Normal
Group Post-Test Individualization	14	0.185	0.227	Normal
Group Pre-Test Play	14	0.178	0.227	Normal
Group Post-Test Play	14	0.225	0.227	Normal

Based on the results summary calculation test normality variable study found that the Lo value obtained smaller from l_{table}. With so, can concluded that all data groups in the study This taken from a population that is normally distributed so that can used and next For testing hypothesis research.

3. Testing hypothesis

a. Hypothesis First

Table 6. Results testing hypothesis First

t _{count}	t _{table}	Conclusion
8,127	1,977	influential

From the table above, there is t_{count} of 8.127 meanwhile t_{table} is of 1.977 the t_{count} > t_{table} which means Ha is accepted and Ho is rejected. So can concluded there is a significant difference Ability *Dribbling* Player School Football (SSB) Porma Ages 10-13 (Phase Development *skills* Football) Muaro takung Regency Sijunjung before And after given exercise with Method principle Individualism.

b. Hypothesis Second

Table 6. Results testing hypothesis First

t _{count}	t _{table}	Conclusion
1.79	1.71	influential

From the table above, there is t_{count} of 1.79 _ whereas t_{table} is of 1.71 then t_{count} > t_{table} which means Ha is accepted and Ho is rejected. So can concluded there is a significant difference between the second method, where Player *Dribbling* Ability School Football (SSB) Porma Ages 10-13 (Phase Football Skill Development) Muaro takung Regency Sijjung who was trained with method exercise The Individual Method (X₁) is preferable tall from on And method play (X₂).

Discussion

1. There is an influence of the individualization principle training method on the dribbling ability of SSB Porma U 10-13 players

Everyone has their differences. Similarly, every athlete is different in his abilities, potential, and learning characteristics. Therefore, the principle of individualization, which is one of the most important requirements in contemporary training, must be applied to every athlete, even if they have the same level of achievement. The entire concept of training must be structured according to the peculiarities of each individual so that the objectives of the practice can be achieved as far as possible (Indra & Marheni, 2020).

From the results of the research that has been done, on the variable of the principle of individualization of dribbling ability, it was found that a significant difference in the Dribbling Ability of Football School Players (SSB) Porma Ages 10-13 before and after being given training with the principle method of Individualism.

The application of the principle of individualization (individual) is very important to achieve better results since each individual during the exercise is not the same (G. Gunawan & Mahfud, 2022; Ihsan et al., 2022). Therefore, by individualizing the exercises, the training load for each individual is not the same. No one looks the same and no two people (let alone more) are physiologically or psychologically alike. In this discussion based on the study of theories, theoretical frameworks, and hypotheses proposed, the results of this research can be accepted empirically.

2. There are differences in training through the principle of individualization and parsnip play on the dribbling ability of SSB Porma U players 10-13

Proper training often demands a lot of time and energy from the athlete. Exercise that is carried out repeatedly and constantly can cause boredom. To avoid that, it is necessary to apply various exercises. To that end, researchers have applied a varied form of exercise by applying the principle of individualization as a control group and the method of playing as a control-free group. This study is also designed to determine the difference between exercises through the principle of Individualization with those not through the principle of Individualization on the dribbling ability of SSB Porma U 10-13 players Based on the results of the study, it is clear that there is a significant difference between the two methods, where the Dribbling Ability of Porma Football School (SSB) Players Ages 10-13 who are trained with the Individual Method training method (X1) is higher than and the method of playing (X2).

Different methods in training the dribbling ability of athletes are assumed to result in the improvement of different dribbling abilities. Purnomo & Irawan, (2021) The different improvements between training methods using the principle of individualization and the principle of play in the dribbling ability of soccer players can be explained through several compelling reasons. In the individualization approach, exercises are specifically designed according to the abilities, needs, and physical and psychological characteristics of each player. This allows players to focus on developing proper dribbling techniques and biomechanical aspects of correct movements, creating a solid foundation. Learning theory supports the idea that effective learning occurs when material is tailored to individuals. In contrast, play practice tends to present variability in exercise intensity and frequency, and may pay less attention to individual technical aspects.

In this context, the scientific literature and the notion of biomechanics also support the view that individualization can be more effective in improving the technical abilities of players. Therefore, the principle of individualization may be better at improving dribbling ability because it gives more careful attention to the physiological, biomechanical, and learning theory aspects that support the effective development of players. As has been applied, the application of the principle of individualization to training has a higher influence on the method of play (Prasojo et al., 2018; Subekti et al., 2019). In this study based on philosophical observations, theoretical frameworks, and thesis proposed, the results of this research can be obtained as empirical.

CONCLUSION

The application of dribbling training based on the principle of individualization significantly improves the dribbling ability of football school players (SSB) aged 10-13 years. The results of the data analysis showed a marked difference between the group that received exercise with this method

and the group that used the play method. Thus, the principle of individualization in dribbling exercises has a substantial positive impact on the development of the dribbling skills of SSB players, which is relevant for the football skill development phase at that age.

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