



## **Improving Football Dribbling Skill Through the Play Method at SSB Harapan Bangsa Central Bengkulu Regency Aged 10-12 Years**

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### **Article Info**

Article History :

Received : June 2023

Revised : September 2023

Accepted : September 2023

### **Keywords:**

Dribbling Skills,  
Football ,  
Improving,  
Playing Methods,

### **Abstract**

This study aims to improve football dribbling skills in Harapan Bangsa SSB players in Central Bengkulu Regency aged 10-12 years. The research method used is an action research method designed by Kemmis and Mc Taggart. The subjects in this study were 24 SSB Harapan Bangsa players aged 10-12 years. Data collection techniques in this study used football dribbling skills test assessment instruments, field notes, and documentation. Data analysis techniques in this study used quantitative and qualitative data analysis. This study began with a football dribbling skill test of 24 players, but only 6 players (25%) had effective skills. However, these results are still far from the success criteria set for training. In Cycle I, 8 meetings were held and only 17 players (71%) had effective skills when compared to the success criteria. The research then continued into Cycle II with the addition of playing methods, but only 5 meetings were held because it showed a significant increase, namely 21 players (87.5%) had effective skills. Based on these results, the playing method proved to be effective in the process of improving football dribbling skills. The players looked happy, excited and eager to join the training.



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## INTRODUCTION

The process of fostering children's football coaching and competitions in Bengkulu Province is getting tighter, so it's not surprising that more and more football coaches are competing to establish Football Schools (SSB) with the aim of forming and producing quality professional football players. As for the coaching training process at SSB Harapan Bangsa, Central Bengkulu Regency, aged 10-12 years, it has been carried out in accordance with the training material made by the coach, but there have not been many changes in improvement, especially in football dribbling skills. Effective ball handling makes it easier for players to control the game with speed and direction changes using the full width of the field, (Joseph A Luxbacher, 2012).

In 2020 SSB Harapan Bangsa, Central Bengkulu Regency, aged 10-12 years, returned to compete in the AQUA Danone Nations Cup aged 10-12 for selection at the Bengkulu Province level. In this championship, SSB Harapan Bangsa, Central Bengkulu Regency players aged 10-12 failed to emerge as champions. It can be seen that the failure was caused because there were still SSB Harapan Bangsa players aged 10-12 years who were not yet effective in performing football dribbling skills and only a few players had seen their movements effective when performing dribbling skills, namely in every game there were still many players who make mistakes in dribbling, so that it will be easily beaten by your opponent. When a player is dribbling, the distance between the player and the ball is still too far and the player's movements look slow so that the ball is easily captured by the opponent. This causes SSB Harapan Bangsa, Central Bengkulu Regency, aged 10-12 years, to often experience defeats and has

implications for a lack of quality in the implementation of the training coaching process. In soccer, mastering techniques and tricks for evading opponents, dribbling the ball, and running while maintaining control is essential and serves an important purpose, (Cook, 2013). When dribbling, it was found that there were still many players who used their toes and focused their eyes only on the ball. The speed of the players when dribbling the ball still looks slow. Not only that, it is a factor in the decreased achievement of SSB Harapan Bangsa, Central Bengkulu Regency aged 10-12 years, including some players who are still stiff to avoid opponents when dribbling due to agility, flexibility, and coordination of body movements that are still not optimally mastered by each player.

The player's ability to move without the ball such as running, changing direction, jumping, and feints still looks stiff and not effective. Dribbling is essentially dribbling or moving the ball slowly, and therefore the part of the foot used in dribbling is the same as the part of the foot used for kicking the ball, (Sucipto, 2015). Skills refer to movements that follow specific patterns or forms requiring coordination and control of parts or the entire body, which can be acquired through a learning process. By using skill tests, we can assess the level of motor skill proficiency in a particular sport of our students, (Widiastuti, 2014). The purpose of movement formation is to fulfill the desire to move, understand space, time, and form, including a sense of rhythm, recognize one's movement possibilities, have belief in one's movement and attitude (kinesthetic), and enrich movement capabilities, (Supriyanto, 2012).

This is caused by the application of the training method and the

determination of the training material provided by the trainer is still too monotonous not in accordance with the age requirements of the players, the training methods applied and the training materials provided by the coach only focus on training for the physical endurance of the players so that training for basic technical skills often neglected, and players don't get a variety of exercises. As a result, players feel bored quickly following the training coaching process. According to Bompa, the appropriate application of training principles will yield superior training programs and a good training process for athletes, (Bompa, 2009). Based on the facts that happened, the researcher will try to apply a training method and provide training material according to the age needs of the players in terms of improving football dribbling skills for SSB Harapan Bangsa, Central Bengkulu Regency aged 10-12 years, namely through the playing method. Method is a systematic working approach that facilitates the execution of an activity to achieve predefined objectives, (Hamiyah & Jauhar, 2014).

Playing is an activity that is used to get pleasure, joy, or happiness. So, the playing method is a way for a coach or athlete to vary various kinds of training material to facilitate the implementation of a training coaching process in order to achieve predetermined training goals, playing essentially creates fun, joy and excitement. Play is a dominant form of social activity among children, who spend more time playing outside with their friends than engaging in other activities, (Jahja, 2015). To produce skilled soccer players, early development and training are essential. To achieve this, it is necessary to have a measuring tool to accurately determine the level of soccer playing skills and serve as an indicator of soccer playing skills (Arsil, 2010). The problems that have been raised are the

background for researchers to conduct research with the title "Improvement of Football Dribbling Skills Through Playing Methods at SSB Harapan Bangsa, Central Bengkulu Regency, aged 10-12 years".

The purpose of this research is to improve football dribbling skills for Harapan Bangsa SSB players in Central Bengkulu Regency aged 10-12 years through the play method. The choice of the playing method in improving football dribbling skills is based on the assumption that the playing method is a training method that is suitable for the characteristics of football players aged 10-12 years. So that with these characteristics, football players aged 10-12 years will prefer training activities through the playing method, because playing is a child's need. Children who engage in various motor skills and abilities find it easier to participate in exercises and improve their skills by practicing techniques they have not yet mastered, thereby increasing physical activity, involving both major muscle groups and fine motor skills, (Tangkudung & Puspitorini, 2012). According to Burns, action research is the application of fact-finding to problem solving in social situations with a view to improving the quality of the actions taken in it, which involves the collaboration and cooperation of researchers, practitioners and lay people. (Madya, 2011). Skills are the processes involved in acquiring motor skills and the variables that encourage or inhibit these acquisitions, (Edward, 2011).

Football dribbling is a basic skill in football because all players must be able to control the ball while moving, standing or preparing to pass and shoot, (Mielke, 2007). Based on the definitions of football skills and dribbling above, it can be concluded that football dribbling skills are a person's skills in being able to

move the ball from one place to another using the feet, either with the inside of the foot, the outside of the foot or the back of the leg or turtles which is done by pushing the ball with good control and the ball rolling continuously on the ground and the eyes are not only on the ball but also forward which is also done with high speed and agility. The method of carrying out dribbling either with the inside of the foot, the outside or the instep is used in certain circumstances depending on the situation faced by a player. Ball control techniques and ball-less techniques are inseparable in the execution of the game, as they are performed based on the requirements of the game. A soccer player's performance will be excellent if both basic techniques are mastered, (Effendi & Rhamadhansyah, 2017).

The level of specific adaptation will be low and will only become more specific as the athlete develops and is introduced to more specialized training methods, (Gordon, 2009). Play in childhood is an exceedingly complex phenomenon. It is an activity which combines into a single whole, very different strands of thought and experience. Many of these persist in adult life, (Nutbrown, 2011). The problem facing teachers and coaches is that it is often very difficult to select which modification strategy to use in training because of the sheer variety of methodology approaches. Furthermore, the effect of game modification on task complexity has only been studied in relation to certain variables, in certain situations and in certain sports, (Olivares, 2016). A method is a means employed to achieve predetermined objectives, (Rahayu, 2013). With regard to the training method that will be applied by researchers through the playing method. Researchers can conclude from some of the definitions above, that the playing method is a way for a coach or athlete to

vary various kinds of games to facilitate the implementation of an activity to achieve predetermined goals and the game is essentially the creation of fun, joy and excitement.

## METHODS

This study uses action research methods (action research) by combining quantitative and qualitative research. This action research model uses the Kemmis and Mc Taggart models with cycles. Action research was first introduced by Kurt Lewin, an American social psychologist, in 1946. The core concept developed by Kurt Lewin was subsequently expanded upon by other experts such as Stephen Kemmis, Robin Mc Taggart, John Elliot, Dave Ebbutt, and others. While action research became known in Indonesia in the late 1980s (Somadayo, 2013).

A cycle is a round of activities that goes through design stages in each round. The stages of the cycle include planning, implementing actions, observing, and reflecting. If the first cycle has not been achieved, it will be continued to the next cycle so that the research objectives are achieved. Action research is essentially an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation. This means that ideally, the step-by-step process is constantly monitored over varying periods of time and by a variety of mechanisms (questionnaires, diaries, interviews and case studies, for example) so that the ensuing feedback may be translated into modifications, adjustment, directional changes, redefinitions, as necessary, so as to bring about lasting benefit to the ongoing process itself rather than to some future occasion, (Koshy, 2005).

The subjects involved in this research were SSB Harapan Bangsa

players in Central Bengkulu Regency aged 10-12 years, totaling 24 people. Action research is defined as the systematic investigation conducted by teachers, administrators, counselors, or others with a particular interest in the teaching and learning process or the environment, with the aim of collecting information about how their school operates, how they teach, and how their students learn, (Mertler, 2014).

The data collection technique used by the researchers in this study was divided into two types of data, namely quantitative data from the results of the football dribbling skills test assessment instrument and qualitative data in the form of field notes and documentation from observations of the activities of coaches and players in each implementation of daily activities. As the name suggests, two terms need to be understood: research and action. Research is the activity of observing an object, utilizing specific methodological rules to gather data or information that is beneficial for enhancing the quality of something of interest and significance to the researcher. Action, on the other hand, refers to a purposeful course of activity with a specific goal, which in this research takes the form of a cycle of activities, (Arikunto, 2010).

Researchers describe data analysis techniques which include quantitative data analysis and qualitative data analysis. The following is an explanation: (1) Quantitative data analysis is presented in the form of tables or graphs, namely data obtained from a comparison of the percentage of pre-cycle pre-test results and post-test results in each cycle. As for analyzing the data quantitatively which aims to determine psychomotor values and describe the figures in the form of scientific narratives. (2) Qualitative data analysis is presented by describing the information used as

data during data collection and after data is collected, namely data obtained from reflection in each cycle originating from observations, field notes, and documentation.

Analysis of the data used in this study, namely the data analysis of the Miles and Huberman models suggest that the activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. Activities in qualitative data analysis, namely data collection, data reduction, data presentation, and drawing conclusions, (Sugiyono, 2013).

## RESULTS

### 1. Preliminary data

This can be seen from the data from the initial test results of football dribbling skills, it can be concluded that the highest score on the initial test of football dribbling skills of all players, namely a score of 80 totaled 2 players, while the lowest score, namely a score of 61.25 amounted to 2 players. There are 6 players whose scores have reached the standard training success criteria with a percentage of 25%. Whereas as many as 18 players with a percentage of 75% in value still have not succeeded in achieving the standard training success criteria that have been determined, namely the value of 75. If calculated as a whole, the average score obtained by the players is only 66.25.

Based on these data it can be said that the football dribbling skills of SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years have not yet succeeded in achieving the standard training success criteria. The study of human motor behavior requires a deep understanding of the connections between motor imitation and interaction learning, (Olivier Sigaud Jan Peters, 2010).

## 2. Cycle I

Based on the data from the test results of the first cycle of football dribbling skills, it can be concluded that the highest score in the first cycle test of football dribbling skills of all players, namely a score of 85 totaling 2 players. While the lowest value, namely the value of 66.25, amounted to 3 players. There are 16 players whose scores have reached the standard criteria for successful training with a percentage of 66.6%. Meanwhile, as many as 8 players with a percentage of 33.3% have not succeeded in achieving the standard training success criteria that have been determined, namely the value of 75. If calculated as a whole, the average score obtained by the players is only 74.4. Based on these data it can be said that the football dribbling skills of SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years have not yet succeeded in achieving the standard training success criteria. Furthermore, from the data from the results of the football dribbling skills test that was carried out in cycle I, the collaborators will evaluate and reflect on improving the next action process.

As such, according to the data above, it can be said that the football dribbling skills of SSB Harapan Bangsa players in Central Bengkulu Regency, aged 10-12 years, are still low, based on records from the evaluation results of collaborators, namely this is caused by the coach must pay more attention to and control the situation and condition of the players when the players carry out the game so that it is more orderly and regular so that the objectives of the training activities are achieved. In addition, the trainer must be simpler in explaining the training material through the playing method so that it is more quickly understood by the players and no more players make the wrong moves when this

playing method is carried out in training activities. Further, between U9–U15, no significant differences in functional characteristics were found, except for dribbling skill, which MFs performed the best, (Dieter Deprez et. al., 2015).

## 3. Cycle II

Based on data from the test results of the second cycle of football dribbling skills, it can be concluded that the highest score in the second cycle test of football dribbling skills of all players, namely a score of 90 totaling 3 players, while the lowest score, namely a value of 71.25 totaling 1 player. There are 21 players whose scores have reached the standard criteria for successful training with a percentage of 87.5%. Whereas as many as 3 players with a percentage of 12.5% have not succeeded in achieving the standard training success criteria that have been determined, namely the value of 75. If calculated as a whole, the average score obtained by the players is only 81.3.

The aim of the current study was to examine the influence of restricted visual feedback using stroboscopic eyewear on the dribbling performance of youth soccer players. Three dribble test conditions were used in a within-subjects design to measure the effect of restricted visual feedback on soccer dribbling performance in youth soccer players (age: 10–18 y) classified as fast, average or slow dribblers, (Job Fransen et. al., 2017).

The data on the results of the football dribbling skills test for SSB Harapan Bangsa, Central Bengkulu Regency players aged 10-12 years showed a significant increase, meaning that the playing method has a positive impact on efforts to improve the dribbling skills of football SSB Harapan Bangsa players, Central Bengkulu Regency, aged 10- 12 years old .

## DISCUSSION

### 1. Preliminary data

Based on the results of initial observations before this research was carried out, the researcher first sought information about the football dribbling skills training activities that took place previously, from the information obtained it was known that the implementation of the exercises took place there were several types of exercises whose results were less than optimal because the training process carried out was less effective, that is mainly the practice of football dribbling skills. The ineffectiveness of the football dribbling skills training process is due to the training methods and training materials provided that are not in accordance with the age level of the players.

When explaining the training material, the coach explains briefly about the basic football technique material, then demonstrates the movements and instructs the players to do the movements demonstrated many times, without any effort to be more creative in making the training material more interesting.

As well as the training methods and training materials provided were not focused, this was seen when the researchers conducted an initial test of football dribbling skills on SSB Harapan Bangsa, Central Bengkulu Regency aged 10-12 years, namely 1) preparation stage, 2) implementation stage, 3) follow-through stages, and 4) successful stages of dribbling the ball over the cone, the movement skills are still ineffective so that the mastery of football dribbling skills in SSB Harapan Bangsa, Central Bengkulu Regency, aged 10-12 years, still has many deficiencies. This can lead to boredom in the players, as a result most of the players are passive in participating in training activities and in the end it

causes the level of basic technical skills of the players to be low, especially in football dribbling skills.

After knowing the initial conditions of the football dribbling skills of SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years, the researchers then prepared a training program plan through providing action, observation and reflection that had been set for SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years so that it resulted in the preparation of a football dribbling skill training program through the playing method.

### 2. Cycle I

According to the data from the results of the first cycle field notes, it was found that during the training activities it was seen that the players were still doing a lot of things that showed a less active attitude in moving and The trainers and researchers began to observe the stages of movement skills that would be carried out one by one by the test takers starting from the preparation stage, the implementation stage, the follow through stage, and the success stage of dribbling the ball over the cone. It can be seen that the players are very enthusiastic about carrying out this football dribbling skill test, although it turns out that there are still players when making movements at the preparatory stage they still look stiff and not confident in listening to the cues, when carrying out the whistle signal there are still players who precede and some who too late for dribbling. At the implementation stage there were several players who focused their eyes only on the ball and the distance between the ball and their feet was still too far.

Based on the results of observations in cycle I regarding the training activities as a whole, the trainer has carried out the training activities effectively and to the maximum extent

possible, but there are notes from collaborators, namely the trainer must pay more attention to and control the situation and condition of the players when the players carry out the game so that it is more orderly and orderly in order to achieve the objectives of the training activity. In addition, the trainer must be simpler in explaining the training material through the playing method so that it is more quickly understood by the players and no more players make the wrong moves when this playing method is carried out in training activities. Based on the data above, it can be said that in cycle I there has not been a significant increase in the dribbling skills of SSB Harapan Bangsa, Central Bengkulu Regency football players aged 10-12 years, according to the expected training success criteria. However, there are things that are encouraging, namely the children seem to really enjoy the practice activities on each training material provided through the playing method.

### 3. Cycle II

The results of field notes in cycle II show that in the training activities the players have started to get serious in playing and can be applied in the football dribbling skills test, players can play games and carry out the tasks that have been given actively, it is proven that the players can work together and tolerate each other in carrying out any given game. After carrying out training activities using the play method and adding training meetings as well as providing training material in the form of several playing methods in cycle II, the coach saw that the SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years seemed to have changed for the better from previously mainly on football dribbling skills and then the coach decides for the player to carry out

the test Cycle II football dribbling skills are the same as cycle I football dribbling skills tests. In this cycle II test it is evident that players are starting to understand and have confidence when carrying out each movement at each stage, including the preparation stage, the implementation stage, the follow through stage, and the success stage of dribbling the ball over the cone. Play is a physical activity that is unconcerned with anything except as an outlet for expression, tension release, or role imitation, (Hendra Saputra, 2013).

Players seem to have experienced a lot of changes and progress where players have implemented the training material provided through the playing method into the test cycle II football dribbling skills and players look no longer hesitant to make moves at each stage of the cycle II football dribbling skills test. In order to more clearly know the increase in the results of the football dribbling skill test, the following table will display a data table comparing the results of the football dribbling skills test in cycle I and cycle II:

**Table 1.** Results of Comparison of Football Dribbling Skills Tests Cycle I and Cycle II.

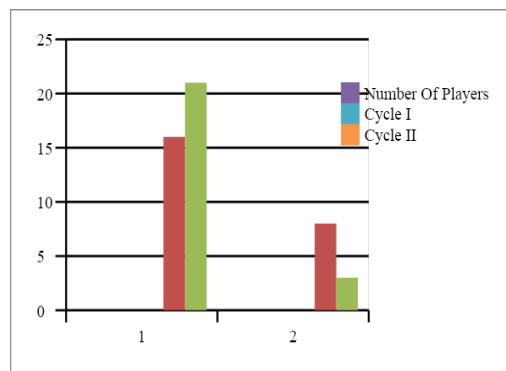
Score	Category	Information	Cycle i		Cycle ii	
			Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
> 75	Graduated	Workout	16	66,6	21	87,5
< 75	Not pass	Unsuccessful Training	8	33,3	3	12,5
Amount			24	100	24	100

Based on the table of comparative data on the results of the football dribbling skills test in cycle I and cycle II SSB Harapan Bangsa players in Central



Bengkulu Regency aged 10-12 years can generally be said to be good, because the percentage of success in the football dribbling skills test in cycle I was 66.6% or as many as 16 players who had succeeded in achieving the standard training and player success criteria. There were 8 players who had not succeeded in achieving the standard training success criteria with a percentage of 33.3% because they had not succeeded in achieving the predetermined training success criteria, namely 75.

Meanwhile in cycle II the percentage of success in the football dribbling skill test experienced a significant increase. that is equal to 87,5% or as many as 21 players who have succeeded in achieving the standard training success criteria and players who have not succeeded in achieving the training success criteria standard are only 3 players with a percentage of 33.3% because they have not succeeded in achieving the predetermined standard training success criteria, which is a value of 75. So, between cycle I and cycle II there was an increase in the success of the exercise by 20.9% after being given action through the play method for 2 cycles, namely in cycle I as many as 8 meetings and in cycle II as much as 5 meetings.9% after being given action through the playing method for 2 cycles, namely in cycle I as many as 8 meetings and in cycle II as much as 5 meetings.9% after being given action through the playing method for 2 cycles, namely in cycle I as many as 8 meetings and in cycle II as much as 5 meetings. For more details, it can be seen from the histogram diagram below:



**Figure 1.** Graphic of Comparison Results of the Football Dribbling Skills Test Cycle I and Cycle II.

According to researchers and collaborators, the implementation of the actions in this study stopped here and did not proceed to the next cycle because all the problems had been answered, namely through research on playing methods, it was proven to be able to improve football dribbling skills in SSB Harapan Bangsa, Central Bengkulu Regency aged 10- 12 years old. After completing the implementation of the training activities during cycle I and cycle II, the researcher expressed the results of observations during the training activities through quantitative figures that might be compared between cycle I and cycle II. Play is an activity used to derive pleasure, joy, or happiness (Husdarta, 2012).

During the observations during the training activities in cycle I and cycle II, the researcher expressed the results of the observations through qualitative data that compared cycle I and cycle II. Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out, (Kemmis, 2004).

## CONCLUSION

Based on the discussion and results of research that has been carried out by researchers, it can be stated that the conclusion is that training activities using the playing method in football dribbling skills for Harapan Bangsa SSB players in Central Bengkulu Regency aged 10-12 years have a significant increase in success, namely the percentage of successful dribbling football skills in cycle I is 66.6% and cycle II of 87.5%, which means that through playing methods can improve football dribbling skills. Then the playing method turned out to be effective in the process of improving football dribbling skills. In addition, it can be useful and create a better training atmosphere, because SSB Harapan Bangsa players in Central Bengkulu Regency aged 10-12 years feel happy, excited. Play in childhood is an exceedingly complex phenomenon. It is an activity which combines into a single whole, very different strands of thought and experience. Many of these persist in adult life, (Cathy Nutbrown, 2011).

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