



Development of a Dribbling Technique Skills Training Model in Futsal Games for PJKR Students of the 2024 Class at Tadulako University

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Abstract

This study aims to develop a dribbling technique skill training model in futsal games for PJKR students of the 2024 class of Tadulako University. The method used is research and development (R&D) with the Borg and Gall model. The research subjects consisted of 10 students in the small group trial and 30 students in the large group trial. Data collection was carried out through a validation questionnaire from futsal experts, learning experts, and student response questionnaires, then analyzed using descriptive percentage techniques. The validation results showed that the assessment of futsal experts 1 and 2 was 63%, respectively, and the learning expert was 84%, with the category used. The results of the small group trial obtained a percentage of 80% and the large group 79%, both of which were in the category used. Based on these results, it can be concluded that the developed dribbling technique training model is feasible to use and can improve basic dribbling technique skills and student interest in futsal learning.



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INTRODUCTION

Futsal is very popular in Indonesia, especially among teenagers and university students. The number of players, the size of the field, and the duration of the match are what distinguish futsal, which is a smaller form of soccer. Because futsal is a fast-paced and dynamic game, a strong mastery of basic techniques is essential.

Dribbling, the skill of dribbling the ball by controlling the movement of the ball using the feet, is one of the most important basic techniques in futsal. There are eight models of futsal dribbling exercises (Pertiwi & Racham, 2022): (1) straight dribbling, (2) relay dribbling, (2) dribbling around the field, (4) circuit dribbling, (5) dribbling and chasing the opponent, (6) dribbling by collecting cones, (7) dribbling through, and (8) dribbling guarding the house.

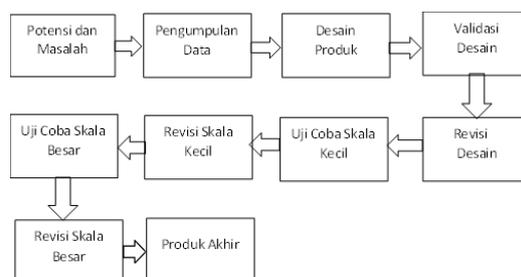
Players who are proficient in dribbling techniques will have a significant advantage in the game, as speed and individual technique are crucial in futsal. According to Hutama (2022), basic dribbling training methods will be more effective if applied with an appropriate training pattern. When facing their opponents, players who can dribble will feel more confident and have more opportunities to score. Another part of dribbling is moving the ball and making the right decisions under pressure. All of this requires focused and continuous practice.

Good dribbling techniques allow players to control the ball while moving towards opponents or creating opportunities for the team. Therefore, players should take classes to improve their basic technical skills in futsal. Bayu et al. (2024) stated that practicing basic futsal technical skills is crucial for

increasing player motivation and discipline, as well as improving athletic performance. Good dribbling skills are crucial for maintaining ball possession, passing opponents, and enabling attacks. Therefore, every futsal player should learn dribbling techniques, especially students who will become skilled futsal players in the future.

METHODS

This research is a research and development (R&D/F&E) that aims to develop a product in the form of a technical training model that is suitable for students, health and recreation research (PJKR) students. This study refers to the development model presented by (Borg and Gall 1983: 775), where development research is the process of developing and verifying educational products. The Borg and Biliary Tract model procedures used in this study were revised in eight levels, namely (1), (2) initial data records, (3) product design, (4) expert validation, (5) Phase I product modification, (6) limited study, (7) production field test II, and (8). According to Borg and Gall (Sugiyono, 2019), this research design or plan consists of 10 stages as shown in the image below.



Step 1 involves research and information gathering or needs analysis. Steps 2 and 3

consist of preliminary planning and development of the product form. Planning includes defining skills, stating objectives, determining the course sequence, and small-scale feasibility testing. Developing the initial form of the product includes preparing teaching materials, handbooks, and evaluation tools. Then, Step 4 involves preliminary field testing. This concludes interviews, questionnaire data collection, and school analysis. Steps 5 and 6 conduct revisions to the main product and the main areas of testing. The main product revision uses quantitative data from the subject as evaluation. Operational product revision occurs in Step 7, revising the product as suggested by the results of the main field test. Next, Steps 8 and 9 involve operational field testing and final product revision. And the final step or Step 10 involves socialization and implementation. The population in this study were PJKR students of the Class of 2024, with a small-scale sample of 10 people and a large-scale sample of 30 people. The instrument used in this stage was a value scale questionnaire. This study involved 30 large groups and 10 small groups, respectively, the study

This study uses descriptive percentage analysis to process data from experts and trials. Detailed data analysis in this study was conducted on the validation assessment results using a rating scale for the initial product from experts in the first and second internal design trials (expert validation). (Liloi, 2024).

The results of this data analysis serve as the basis for improving this development. The formula used to collect data from learning experts, futsal students, and students from the Department of Physical Education, Health,

and Recreation, Faculty of Teacher Training and Education, Tadulako University.

Table 1. Percentage classification

RESULT

No	%	Classification	Meaning
1	80%-100%	80%-100%	Used
2	60%-79%	60%-79%	Used
3	50%-59%	50%-59%	Replaced
4	< 50%	< 50%	Replaced

The results of this development research refer to the R&D (Research and Development) development model of Borg and Gall which consists of 10 research steps. To obtain data for the first and second phases of trials, the researcher used a data collection method in the form of a questionnaire for (1) the first phase of trials with 10 students, (2) the second phase of trials with 30 students, and for evaluation in the form of a questionnaire for three experts, namely two futsal sports experts and one for learning experts, the trial subject is a percentage technique. This data is an assessment of the model produced by 3 experts. The following is a recapitulation of the values of expert judgment.

The variables that are aspects of observation regarding the development of training modelsdribbling according to the evaluation of the first phase trial (small group) is presented in table 3, as follows.

Table 2. Futsal Expert Evaluation Results Data 1

No	Aspect	Scale	

		X	Xi	
1	exercise model 1	1	4	25%
2	exercise model 2	4	4	100%
3	exercise model 3	1	4	25%
4	exercise model 4	4	4	100%
5	exercise model 5	1	4	25%
6	exercise model 6	1	4	25%
7	exercise model 7	4	4	100%
8	exercise model 8	4	4	100%
	AMOUNT	20	32	63%

Table 3.Futsal Expert Evaluation Results Data 2

No	Aspect	Scale		
		X	Xi	
1	exercise model 1	1	4	25%
2	exercise model 2	4	4	100%
3	exercise model 3	1	4	25%
4	exercise model 4	4	4	100%
5	exercise model 5	1	4	25%
6	exercise model 6	1	4	25%
7	exercise model 7	4	4	100%
8	exercise model 8	4	4	100%
	AMOUNT	20	32	63%

Table 4.Data on the Results of the Futsal Expert Evaluation of Learning

No	Aspect	Scale		
		X	Xi	

1	exercise model 1	3	4	75%
2	exercise model 2	3	4	75%
3	exercise model 3	4	4	100%
4	exercise model 4	3	4	75%
5	exercise model 5	4	4	100%
6	exercise model 6	3	4	75%
7	exercise model 7	3	4	75%
8	exercise model 8	4	4	100%
	AMOUNT	27	32	84%

Table 5.Phase 1 Trial Result Data (Small Scale)

N0.	ASPECT	SCORE		%
		X	Xi	
1.	Practice model 1	36	40	90%
2.	Practice model 2	36	40	90%
3.	Practice model 3	36	40	90%
4.	Practice model 4	19	40	48%
5.	Practice model 5	22	40	55%
6.	Practice model 6	24	40	60%
7.	Practice model 7	32	40	80%
8.	Practice model 8	36	40	80%
9.	Practice model 9	36	40	90%
10.	Practice model 10	39	40	98%
11.	Practice model 11	30	40	75%
12.	Practice model 12	39	40	98%

	AMOUNT	349	480	80%
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The table above is a data analysis conducted based on the evaluation data from the first phase trial (small group) each of which is described in table 4 of the results of the first phase trial analysis that it is known that the total score ($\sum X$ is 349 and the total number of respondents ($\sum Xi$) is 480 so that the percentage is 80%. Based on the results of the analysis of the first phase trial (Small group) the result is 84% of the criteria determined and it can be said that the development of the training model in the futsal game of PJKR students meets the criteria used 60%-80% so it can be used.

Table 6.Phase 2 Trial Result Data (Large Scale)

NO	ASPECT	SCORE		%
		X	Xi	
1.	Practice model 1	113	120	94%
2.	Practice model 2	107	120	89%
3.	Practice model 3	120	120	100%
4.	Practice model 4	50	120	42%
5.	Practice model 5	63	120	53%
6.	Practice model 6	69	120	58%
7.	Practice model 7	96	120	80%
8.	Practice model 8	108	120	90%
9.	Practice model 9	107	120	89%

10.	Practice model 10	99	120	83%
11.	Practice model 11	107	120	89%
12.	Practice model 12	108	120	90%
AMOUNT		1147	1440	79%

Based on the data table of the results of the analysis of the phase II trial (Large Group), it is known that the total score ($\sum x$) is 1,147 and the total number of respondents ($\sum xi$) is 1,440 so that the percentage is 80%. Based on the analysis that has been carried out on the responses/assessments from the phase II trial, the results are 79% of the determined criteria and it can be done that the development of a basic service technique training model using the thigh for PJKR students of the 2025 Class meets the criteria (60%-80%) so it can be used.

DISCUSSION

The development of a training model for dribbling technique skills in futsal for PJKR students of class 2024 was carried out using the Borg and Gall procedure which includes ten stages, namely: research and initial information collection, planning, initial product development, initial field trials, product revision, main field trials, operational product revision, operational field trials, final product refinement, and the dissemination and implementation stage.

The validation data in this study were obtained by expert validators Futsal 1, Futsal 2, and the learning expert validator. After all validation data was collected, the researcher made product improvements based on the input, criticism, and suggestions provided by the experts and validators. The revision results showed that the validation score from

expert Futsal 1 reached 63% with the category used, the validation score from expert Futsal 2 was 63% with the category used, and the validation score from the learning expert was 84% which was also included in the category used.

To determine the feasibility of using the Dribbling training model in futsal games for the 2024 PJKR (PJKR) students, a trial was conducted. The small-group trial yielded a percentage of 80%, categorized as "used." Meanwhile, the large-group trial yielded a percentage of 79%, categorized as "used." These results indicate that the developed training model is considered feasible and effective in increasing learning interest and interest in playing futsal.

Furthermore, based on the results of a questionnaire analysis of PJKR students from the class of 2024, it was found that the development of a dribbling training model was able to improve basic dribbling skills. This was demonstrated by the improvement in results between small-group trials and large-group trials. Thus, it can be concluded that the application of the dribbling training model in futsal games for PJKR students from the class of 2025 was able to reduce boredom in learning, because it was presented through a variety of more engaging training models.

CONCLUSION

Based on the results of this research and the development that has been carried out and presented, the development of a dribbling skills training model in futsal for PJKR students in the 2024 intake is declared feasible for use in the learning and training process. This is based on the results of the student needs analysis, which showed a percentage of 72%, indicating that students need a variety of dribbling training models in futsal.

Expert validation results indicate that the developed training model falls into the usable category, with ratings from

futsal expert 1 at 63%, futsal expert 2 at 63%, and learning expert at 84%. This assessment indicates that the training model meets the eligibility requirements in terms of sport technique, content, language, and learning presentation, although it still requires some minor revisions based on expert input.

The results of the trial with the 2024 PJKR students also showed that this training model was well-received. In the first phase (small group), the percentage was 80%, while in the second phase (large group), the percentage was 79%, both of which were in the "used" category. These results indicate that the dribbling training model is able to improve students' understanding and skills in dribbling techniques in futsal.

This study concludes that the development of a dribbling technique training model in futsal is not only suitable for use as teaching and training material, but also capable of increasing student interest, motivation, and reducing boredom in the learning process. This training model is expected to become an alternative reference for lecturers, coaches, and sports practitioners in developing futsal learning, particularly in improving mastery of dribbling techniques.

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