

## Dribbling Skill Levels of Students at Al-Khairat Punggalaku Islamic Junior High School

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### Abstract:

The purpose of this study was to determine the dribbling skill levels of students at Al-Khairat Punggalaku Islamic Junior High School. This study employed a descriptive quantitative research design. The participants consisted of 21 junior high school students, selected using a total sampling technique. Data were collected using a soccer dribbling skill test, and the results were analyzed using descriptive statistics, including mean, standard deviation, frequency, and percentage. The results showed that the mean dribbling score of students was 14.71 with a standard deviation of 1.68. Based on the established classification criteria, 3 students (14.28%) were categorized as having good dribbling skills, 12 students (57.14%) were in the moderate category, 4 students (19.06%) were in the poor category, and 2 students (9.52%) were in the very poor category. The majority of students were classified in the moderate skill level. In conclusion, the dribbling skills of students at Al-Khairat Punggalaku Islamic Junior High School are predominantly at a moderate level. These findings indicate the need for more structured and targeted training programs to improve students' soccer dribbling skills in physical education learning.

**Keywords:** dribbling skills; soccer; physical education; junior high school

## 1. Introduction

Physical education plays a central role in developing students' motor competence, coordination, and fundamental movement skills through structured learning experiences. In school-based physical education, skill acquisition is a primary learning objective, as students are expected to master movement patterns that support effective participation in sport activities. Research in physical education pedagogy emphasizes that systematic and developmentally appropriate instruction is essential for improving students' motor performance and learning outcomes (Rink, 2014; Metzler, 2011). To achieve effective skill development, physical education instruction must be supported by appropriate teaching strategies and learning environments. Instructional models in physical education highlight the importance of aligning learning tasks with students' ability levels to promote skill mastery and active engagement. When instruction is not matched to students' capabilities, skill acquisition may be limited and learning outcomes may be suboptimal (Metzler, 2011; Hastie & Casey, 2014).

Within physical education programs, invasion games such as soccer are widely used to develop technical skills, tactical understanding, and decision-making abilities. Soccer learning activities provide opportunities for students to practice movement coordination, agility, and ball control in dynamic environments. Previous studies have shown that soccer-based instruction in schools can effectively support motor skill development when fundamental techniques are taught systematically (Williams & Hodges, 2005; Ford et al., 2010). Fundamental soccer skills include passing, controlling, shooting, and dribbling, all of which contribute to successful game performance. Among these skills, dribbling plays a critical role as it enables players to maintain ball possession while moving and responding to opponents. In educational settings, dribbling is often introduced as a foundational skill that supports students' confidence and involvement in soccer learning activities (Rink, 2014; Ward et al., 2015).



Despite its importance, dribbling is considered one of the more complex skills for junior high school students to master. Effective dribbling requires the integration of perceptual awareness, foot coordination, balance, and timing. Students who lack adequate dribbling ability often struggle to control the ball during movement, which may reduce their participation and effectiveness in learning activities (Williams & Hodges, 2005; Memmert & Harvey, 2008). Students' dribbling skill development is influenced by multiple factors, including instructional quality, practice frequency, learning environment, and individual motor abilities. Without appropriate assessment, teachers may find it difficult to identify students' actual skill levels and to design instruction that meets learners' needs. Assessment-based instruction is therefore emphasized in physical education research as a means of supporting effective skill development (Rink, 2014; Ennis, 2015).

In practice, however, soccer learning in many junior high schools is conducted without systematic evaluation of students' technical skills. As a result, instruction may not be aligned with students' current abilities, limiting opportunities for targeted improvement. This situation is also evident at Al-Khairat Punggalaku Islamic Junior High School, where students display varying levels of dribbling ability during physical education lessons, yet empirical data on their skill levels are not formally documented. Previous research on soccer skills has largely focused on training interventions, experimental designs, or elite youth athletes. Comparatively fewer studies have provided descriptive profiles of fundamental soccer skills among students in regular school-based physical education contexts. In particular, empirical descriptions of dribbling skill levels among junior high school students remain limited (Ford et al., 2010; Ward et al., 2015).

Based on this condition, a research gap exists regarding the lack of descriptive data on students' dribbling skill levels within school-based physical education. The novelty of this study lies in its focus on systematically describing dribbling skill levels among junior high school students using standardized assessment procedures. This descriptive evidence is expected to support teachers in aligning instruction with students' abilities and improving learning effectiveness (Hastie & Casey, 2014; Ennis, 2015). Therefore, this study aimed to determine the dribbling skill levels of students at Al-Khairat Punggalaku Islamic Junior High School. By identifying the distribution of students' dribbling abilities, this research is expected to contribute practical and evidence-based information for physical education teachers and to support the development of more targeted and effective soccer learning programs at the junior high school level (Rink, 2014; Metzler, 2011).

## 2. Materials and Methods

### Research Design

This study employed a **descriptive quantitative research design** to examine the dribbling skill levels of students in a junior high school physical education context. Descriptive quantitative research is appropriate for providing an objective overview of students' skill distributions without manipulating variables or applying experimental treatment. The study focused on describing students' dribbling performance based on standardized assessment results.

### Participants

The participants of this study were 21 students from Al-Khairat Punggalaku Islamic Junior High School. A total sampling technique was used, as all students who participated in soccer learning activities during the study period were included as research subjects. This approach

ensured that the data represented the actual condition of students' dribbling skills within the school context.

### **Research Setting and Time**

The research was conducted at Al-Khairat Punggalaku Islamic Junior High School, during regular physical education learning sessions. Data collection was carried out in December 2025, ensuring that all participants were assessed under similar learning and environmental conditions.

### **Instrument**

Data were collected using a soccer dribbling skill test designed to measure students' ability to control and move the ball effectively while dribbling. The test required students to dribble the ball through a predetermined course as quickly and accurately as possible. Performance was scored based on completion time, with lower times indicating better dribbling performance. This type of dribbling test is commonly used in physical education and soccer skill assessment to evaluate fundamental ball control ability.

### **Data Collection Procedure**

Prior to data collection, students were given a clear explanation and demonstration of the dribbling test procedures. Each participant was provided with an opportunity to perform the test according to standardized instructions. Students completed the dribbling test individually, and their performance scores were recorded by the researchers. To ensure consistency, the same testing procedures and equipment were used for all participants.

### **Data Analysis**

The collected data were analyzed using descriptive statistics, including mean, standard deviation, frequency, and percentage. These statistical measures were used to describe the overall distribution of students' dribbling skill levels. Data analysis was conducted using SPSS version 22 to ensure accuracy in statistical calculations. The results were then categorized into performance levels to facilitate interpretation of students' dribbling skills.

### **Ethical Considerations**

This study was conducted in accordance with ethical standards in educational research. Permission to conduct the study was obtained from the school, and students participated voluntarily as part of regular physical education learning activities. All data were used solely for research purposes, and participants' identities were kept confidential.

## **3. Results**

### **Descriptive Statistics of Dribbling Skills**

This study examined the dribbling skill levels of students at Al-Khairat Punggalaku Islamic Junior High School using a standardized soccer dribbling test. Descriptive statistical analysis was conducted to provide an overview of students' dribbling performance. The results showed that the mean dribbling score was 14.71, with a standard deviation of 1.68, indicating moderate variability among students' performances. The minimum score was 12, while the maximum score was 18, with a total score of 309 obtained from all participants. These descriptive statistics reflect differences in students' dribbling abilities within the sample.

Table 1. Descriptive Statistics of Students' Dribbling Skills

N	Mean	SD	Min	Max	Sum
21	14.71	1.68	12	18	309

### Distribution of Dribbling Skill Levels

To further describe students' dribbling abilities, the test scores were categorized into predefined performance levels. The frequency and percentage distribution of students across the dribbling skill categories are presented in Table 2. The results indicated that 3 students (14.28%) were classified in the *good* category, 12 students (57.14%) were in the *moderate* category, 4 students (19.06%) were in the *poor* category, and 2 students (9.52%) were in the *very poor* category. No students were classified in the *very good* category. These findings show that the majority of students demonstrated a moderate level of dribbling skill.

Table 2. Distribution of Students' Dribbling Skill Levels

Category	Frequency	Percentage
Very good	0	0%
Good	3	14.28%
Moderate	12	57.14%
Poor	4	19.06%
Very poor	2	9.52%
Total	21	100%

### Visual Representation of Dribbling Skill Distribution

Figure 1 presents a visual representation of the distribution of students' dribbling skill levels. The bar chart illustrates the number of students in each performance category, providing a clear overview of the overall pattern of dribbling abilities among participants. The diagram shows that the *moderate* category contains the highest number of students, followed by the *poor* and *good* categories. Only a small number of students were classified in the *very poor* category, and none reached the *very good* category. This visual representation supports the descriptive statistical results presented in Table 2.

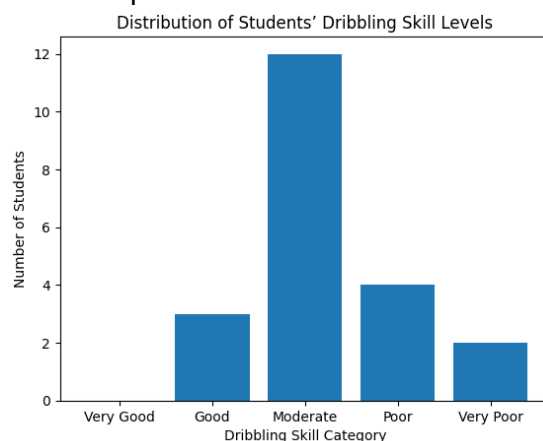


Figure 1. Distribution of Students' Dribbling Skill Levels

Overall, the results indicate that the dribbling skill levels of students at Al-Khairat Punggalaku Islamic Junior High School are predominantly at a moderate level. While a small proportion of students demonstrated good dribbling ability, a considerable number of students were classified in the poor and very poor categories, highlighting variability in skill mastery

among participants. These findings provide a descriptive profile of students' dribbling skills, which serves as the basis for further interpretation in the discussion section.

#### **4. Discussion**

The predominance of moderate dribbling skill levels among students indicates that participants have acquired basic technical competence but have not yet achieved optimal mastery. In school-based physical education, such outcomes are common when instruction emphasizes participation rather than structured skill progression. Research in physical education pedagogy suggests that without targeted technical focus, students tend to plateau at moderate performance levels (Rink, 2014; Metzler, 2011). The developmental stage of junior high school students may partly explain the observed performance distribution. Dribbling requires the integration of coordination, balance, and perceptual-motor control, which continues to mature during early adolescence. Studies in motor learning highlight that technical refinement in soccer skills develops gradually and is highly dependent on practice quality rather than exposure alone (Williams & Hodges, 2005; Ford et al., 2010).

The presence of students in the poor and very poor categories reflects variability in individual learning experiences and prior practice exposure. In regular physical education settings, students often enter lessons with heterogeneous backgrounds, resulting in uneven skill acquisition. Similar patterns have been reported in school-based soccer studies, where skill disparities are common among non-elite student populations (Ward et al., 2015; Rink, 2014). Dribbling performance is strongly influenced by perceptual cognitive demands in addition to technical execution. Students who struggle with dribbling may not only lack football coordination but also have difficulty processing environmental information while moving. Research on invasion games emphasizes that effective dribbling involves continuous perception action coupling, which is challenging to develop without appropriate learning tasks (Memmert & Harvey, 2008; Williams & Hodges, 2005).

From an instructional standpoint, the findings suggest that existing teaching practices may not sufficiently differentiate learning tasks according to students' skill levels. When instruction is uniform, students with lower skill levels may struggle to progress, while more skilled students may not be adequately challenged. Assessment-informed instruction is therefore critical for aligning task difficulty with learner ability (Ennis, 2015; Hastie & Casey, 2014). The absence of students in the very good category indicates that advanced dribbling proficiency is difficult to achieve within the constraints of regular physical education lessons. Limited instructional time and broad curricular goals often restrict opportunities for intensive skill refinement. Previous studies have shown that higher-level technical performance typically requires extended, deliberate practice beyond standard curriculum exposure (Ford et al., 2010; Ward et al., 2015).

The results also highlight the importance of structured practice conditions in developing soccer skills. Students who demonstrate better dribbling ability are likely those who have experienced more focused or repetitive practice opportunities. Skill acquisition literature consistently shows that task-specific and progressively challenging practice enhances technical performance in youth soccer (Rink, 2014; Williams & Hodges, 2005). The descriptive profile generated in this study provides valuable baseline information for physical education teachers. Understanding the distribution of students' dribbling skills allows teachers to design learning tasks that are more developmentally appropriate and targeted. Models-based approaches in physical education emphasize the use of assessment data to guide instructional decisions and improve learning effectiveness (Hastie & Casey, 2014; Ennis, 2015).

Compared with prior research that often focuses on experimental interventions or elite youth athletes, this study contributes by documenting dribbling skill levels in a regular school context. Descriptive evidence such as this is essential for contextualizing instructional challenges faced by physical education teachers and for informing curriculum development at the school level (Ward et al., 2015; Ford et al., 2010). Overall, the discussion indicates that students' dribbling skills are shaped by instructional design, practice structure, and assessment practices within physical education. By identifying the current distribution of dribbling skill levels, this study provides a foundation for improving instructional planning and supporting more effective soccer learning experiences. These findings reinforce the importance of evidence-based teaching and systematic skill assessment in junior high school physical education (Rink, 2014; Hastie & Casey, 2014).

### **Research Limitations**

This study has several limitations that should be considered when interpreting the findings. First, the research employed a descriptive quantitative design conducted in a single junior high school with a relatively small sample size. As a result, the findings may not be generalizable to students from different schools, regions, or educational contexts with varying instructional conditions.

Second, the study focused solely on dribbling skill levels without examining other fundamental soccer skills such as passing, shooting, or ball control. Consequently, the results provide a partial representation of students' overall soccer skill proficiency and do not capture the broader technical profile of students' soccer performance.

Third, the assessment relied on a single dribbling skill test administered during regular physical education sessions. While the test provided useful descriptive information, it did not account for contextual factors such as students' prior training experience, practice frequency outside school, or motivational aspects that may influence performance.

### **Directions for Future Research**

Future research is recommended to involve larger and more diverse samples across multiple schools to enhance the generalizability of findings. Comparative studies between schools with different instructional approaches or facility conditions may provide deeper insights into factors influencing students' dribbling skill development.

In addition, future studies could adopt experimental or quasi-experimental designs to examine the effectiveness of specific instructional strategies or training interventions aimed at improving dribbling skills. Incorporating multiple skill assessments, including passing, shooting, and tactical decision-making, would allow for a more comprehensive evaluation of students' soccer competence.

Further research is also encouraged to explore longitudinal approaches that track students' skill development over time. Such studies would contribute to a better understanding of how instructional practices, practice structure, and assessment-informed teaching influence long-term skill acquisition in school-based physical education.

## **5. Conclusions**

This study examined the dribbling skill levels of students at Al-Khairat Punggalaku Islamic Junior High School using a descriptive quantitative approach. The findings indicate that the majority of students demonstrated moderate dribbling skill levels, while a smaller proportion of students were classified in the good, poor, and very poor categories. These

results suggest that students possess basic dribbling competence but have not yet achieved advanced technical mastery.

The descriptive profile obtained from this study highlights variability in students' dribbling abilities and underscores the need for more structured and targeted instructional strategies in physical education. Without systematic assessment and skill-focused practice, students may experience limited progression beyond moderate performance levels.

Overall, this study provides baseline evidence regarding students' dribbling skills within a junior high school physical education context. The findings may serve as a reference for physical education teachers in planning assessment-informed instruction and designing learning activities that better support students' technical skill development in soccer.

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