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The Application of Varied Training Methods to Improve the Dribbling Ability of Students of State Vocational High School 2 Gowa Regency

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ABSTRACT

This study aims to find out that this varied training method can improve the dribbling ability of students of SMK Negeri 2 Gowa Regency Championship. This type of research is class action research (PTK). This study was conducted in as many as 2 cycles, each consisting of 7 face-to-face meetings. Each cycle consists of 4 activities, namely: (1) Planning which contains an action plan to be carried out to improve or change behavior and attitudes as a solution; (2) Actions taken by researchers as an effort to improve, improve or change the desired; (3) Observation of the results or effects that occur from the actions taken; and (4) Reflection, the researcher examines the results or actions taken. The subjects of the study were 41 people, who entered cycle 1 and were then given a form of exercise for 7 meetings. After that, a cycle 1 test was carried out to find out the extent of changes that occurred after students were given exercise. The results of the 1st cycle test showed that the percentage of success was 46.342% while those who still had to be given Action were 53.658% of the total number of students. For this reason, the study continued by entering cycle 2. The results of the 2nd cycle test are very satisfactory because of the 41 students who have entered the good and very good categories with a percentage of 100% in the sense that all students have met the assessment criteria used. This shows that there is an increase in dribbling ability in students of SMK Negeri 2 Gowa Regency after being given various training methods. Thus, the results of cycle 1 and cycle 2 using varied training methods can improve the dribbling ability of students of SMK Negeri 2 Gowa Regency.

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INTRODUCTION

Education is the core of interaction between educators and students in an effort to help students master educational goals. Educational interaction can take place in the family, school, or community environment (Nurfajrin, 2014). Physical education is not only to improve physical fitness but also to provide varied and meaningful movements for children (Faud, 2014). Physical Education learning in schools still tends to be carried out using a technical approach to teaching a sport (Suyuti & Hakim 2018). Physical education is a stage of the overall educational process that deals with the development and utilization of abilities that are intentional and also have a purpose, directly related to mental, emotional, and social responses (Bailey, 2018).

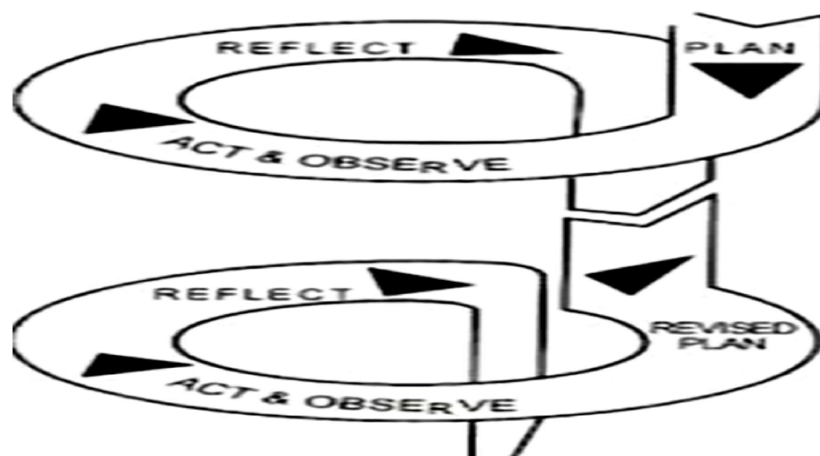
Saharullah and Hashim (2022), suggest that in essence, the game of football is a team game that uses a soccer ball. Football is played on grass courts by two teams facing each other with each team consisting of 11 players. According to Hayudi and Retob in Mulyasa (2010: 78), variations in the learning process are changes in the process of activities that aim to increase student learning motivation, as well as space boredom and boredom. Dribbling is a technique of dribbling the ball with the foot to go to a certain point or to the opponent's defense or kicking intermittently or slowly, therefore, the part of the foot used in dribbling is the same as the parts of the foot used to kick the ball (Irawan & Hariadi, 2019).

In soccer, each team competes with each other to master the game in order to win the game, players are also equipped with good game techniques, one of which is the dribbling ability (Kumbara et. el 2021). Dribbling is an attempt to bring the ball through the feet, either by using one foot or both feet alternately with the ball remaining within our reach. Dribbling the ball in addition to setting the tempo, and arranging attacks and transitions, is also useful for scoring goals against the opponent by passing the goalkeeper if he is directly facing the goalkeeper (Marta & Otkarifaldi, 2020).

RESEARCH METHODS

Research Approach and Design

The research approach used is Classroom Action Research (PTK) (Action Research), with kemmis and Taggart sciences. Classroom action research is one form of research design, where in action research design researchers describe, interpret and explain a social situation at the same time by making changes or interventions with the aim of improvement or participation (Aswar, A., 2018).



Kemmis and Taggart Design

Operational Focus

This study examines three forms of variables or in other words three variables, namely the first input variable is students of SMK Negeri 2 Gowa Regency, the second process variable is the dribbling training method and the third output variable is the dribbling camp. In order to avoid differences in the interpretation of asi against the variables that are dictated, the variables need to be operationalized.

1. Subject is a research subject referred to here, namely students of SMK Negeri 2 Gowa Regency
2. Varied training methods (zig-zag run) is an exercise method given by running as fast as possible while dribbling by changing direction while passing several obstacles or cones in a winding manner, zigzag run movements while dribbling consists of a series of movements, including right and left leg movements while alternating abduction and adduction movements (approaching and away from the body axis) with the ball.
3. The ability to dribble is a skill possessed in bringing the ball into control while running or the ability to roll the ball continuously on the ground using several parts of the foot while running.

Research Subjects

The focus of this research is the entire cell of 41 students of SMK Negeri 2 Gowa Regency. The location of research was carried out at the Syekh Yusuf Sungguminasa football field located in front of the school gate at a distance of about 200 meters.

Research Implementation Procedure

1. Research Time

The implementation of this research was carried out from May to August 2022 at SMK Negeri 2 Gowa Regency.

2. Factors studied

To answer this research problem there are several factors that will be studied, namely:

1. Lack of learning models or strategies used by teachers in the teaching and learning process.
2. The low ability of student learning outcomes in terms of dribbling at Siswa SMK Negeri 2 Gowa Regency
3. Research plan

This research consists of 2 (two) cycles with the following details:

1. Cycle I is carried out for 7 meetings (2 x 35 minutes).
2. Cycle II is also carried out in 7 meetings (2 x 35 minutes).

The implementation of each cycle includes 4 (four) stages, namely, the planning stage, the implementation stage, the observation and evaluation stage, and the reflection stage.

The details of the activities of each cycle are as follows:

Cycle I

1. Planning

The preparation of actions carried out in this study is as follows:

1. Make a Learning Implementation Plan (RPP) that contains dribbling material in soccer games.
2. Make a schedule for conducting research.
3. Make a list of student names of students of SMK Negeri 2 Gowa Regency as an evaluation tool.

2. Action Implementation

The actions carried out chronologically are carried out as follows:

1. Check the list of names of SMK Negeri 2 Gowa Regency
2. Provide observations to students to be excited and willing to accept lessons.
3. Explain the material and goals to be achieved.

4. Prepare tools that will be used before teaching and learning activities begin such as soccer balls, cone as a pending, stopwatch, writing stationery, assessment formats, cameras, or documentation tools.
5. After warming up, students do the exercise, which is a zigzag run while dribbling through 5 points and then returning to the place in the same way.
6. Test students' ability to dribble.
7. After that, students conduct a dribbling test on the field are provided.
8. Students are given the opportunity to try the dribbling test 3 times, and what is taken is the best time taken by the student.
9. Observation and evaluation

At this stage, the researcher makes observations and evaluations during learning and when doing zigzag run exercises, namely winding runs while dribbling through 5 points and then returns to the original place in the same way on the field that has been provided with the following assessment techniques:

1. Direct observation of student activities, namely sincerity, discipline, and techniques carried out in conducting dribbling tests.
2. Students are given the opportunity to try 2 times, and the best time is taken as a reference.

3. Reflection

The results obtained in the observation and evaluation stages are collected and analyzed. From the results of the learning process obtained, teachers can reflect on themselves by looking at observation data whether the activities that have been carried out have been able to improve student learning outcomes in physical education and sports subjects with the learning model.

Apart from observation data, it is also necessary to keep a journal of the teacher concerned when the teacher finishes carrying out teaching and learning activities. Data from this journal can also be used as a reference for teachers to be able to evaluate themselves. At this stage, it will be seen to what extent the -factor under investigation has been reached. Things that are considered lacking will be followed up in the second cycle and still maintained what is already good.

Cycle II

1. Planning

In cycle II (second) this is carried out in 2 x 35 minutes (7 meetings). Based on reflection on cycle I, the steps carried out in cycle II are nothing but the development and modification of training methods in cycle I that is in accordance with reality or the results of observations found.

2. Implementation

The details of the implementation of actions in cycle II are as follows:

1. After warming up, students do a zigzag run exercise, which is dribbling the ball with a zigzag (turning) through 5 points and then returning to the place in the same way.
2. After that, students conduct a dribbling test on the field are provided.
3. Students are given 2 chances to try the dribbling test, and what is taken is the best time taken by the student.

3. Observation and evaluation

The results of observations on the development of actions given in cycle II turned out to experience significant changes for students in understanding the technique of dribbling in football games. The results of these observations can be seen in:

1. The time that has been allotted in lesson planning for each aspect of dribbling skills has been appropriate and resulted in a better and directed learning process so that students can easily receive the maximum.
2. Success indicators can be seen from the dribbling ability learning outcomes test conducted during the material in cycle II.
3. The improvement in learning outcomes obtained shows that teacher activities during the learning process have been carried out well and optimally since the beginning and end of learning.
4. The learning stages carried out are in accordance with the Learning Implementation Plan (RPP) that has been programmed previously.

4. Reflection

Starting from the results of teacher observations and student learning outcomes obtained in the second cycle, the learning results at this reflection stage produce several things as follows:

1. Teachers can observe, observe and analyze the shortcomings that have been experienced during teaching and learning.
2. This kind of learning model given to students is considered sufficient and makes students motivated and concentrated to move so that mastery of dribbling technique skills in the football game is obtained optimally.

DATA COLLECTION TECHNIQUES

Data collection in this study was taken using observation and documentation techniques.

1. Observation Techniques

Observation activities are intended to observe the process of giving exercises or teaching processes using varied training methods while observing the results of actions carried out related to improving dribbling ability in football games. So the object of observation is related to the learning process with varied training methods (zigzag run) in students of SMK Negeri 2 Gowa Regency, starting from the beginning of learning (initial activities), core activities, and final activities.

2. Documentation Techniques

The documentation technique here is meant to record the results of each test carried out then see if there is an increase in dribbling ability in football games.

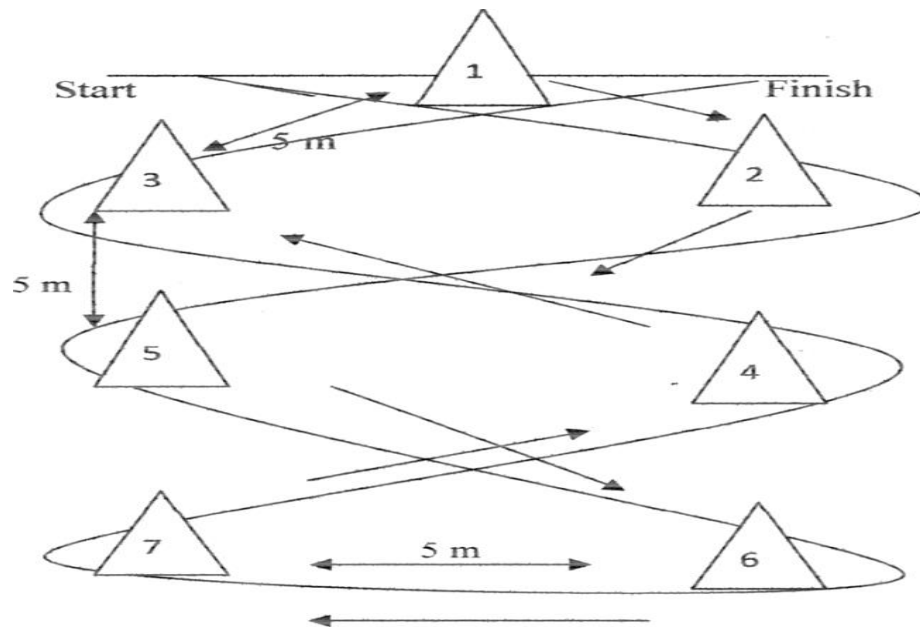
RESEARCH INSTRUMENTS

1. Tool

The tools used in this study were soccer balls, stopwatches, suction cups, cone 7 pieces, cameras (documentation), test form papers, stationery, personnel involved: The personnel involved in this study are 2 (two), namely (one) person as a researcher and 1 (one) more person as a collaborator (observer).

a. Facilities

A field that has been designed in such a way for test taking



Remarks : \longleftrightarrow : The distance between one marker and another marker
 \longrightarrow : The path the player will dribble the ball through
 \triangle : The marker that the player will pass in dribbling

Figure 3.2 Dribbling Test Field (Source: Nur Hasan, 2008).

2. Technique Analysis Data

a. Cycle test I (first)

In this first cycle, the group of students did dribbling exercises by winding or zigzagging runs and passing obstacles without touching the hand. Then tested dribbling..

b. Cycle II (second) test

In this second cycle, group students do dribbling exercises by winding or zigzagging runs and pass obstacles without touching these obstacles, each student is given the opportunity to do 3 times. Then tested dribbling.

3. Success indicators

Indicators that can be observed to measure the extent of improvement in dribbling ability in football learning using varied training methods (zig-zag run) are the extent of students' ability to dribble, student activities in carrying out training methods, namely the number of attendance, discipline and sincerity of students, if there is an increase in dribbling ability in football games, and student activities in carrying out training methods namely the number of attendance, discipline and sincerity of students in the first cycle to the second cycle in students of SMK Negeri 2 Gowa Regency.

RESULTS AND DISCUSSION

What is discussed and analyzed is the results of the Cycle I and Cycle II tests, how a dribbling ability is obtained from the results of observations and teacher diaries.

A. Research Results

The results of the study will be analyzed quantitatively and qualitatively, which are described as follows:

1. Quantitative Analysis

Quantitative data which is data about how to dribble techniques obtained from dribbling tests in football learning. The dribbling test is given for 2 times, namely the

end of cycle I test and the end of cycle II test. The dribbling test in football learning is given at the end of each cycle, with the aim of knowing the extent to which the provision of training methods varies after one cycle I is passed, while the second cycle learning outcomes test is given to determine the extent to which the provision of exercise methods varies after the second cycle is passed, but previously researchers made student observations before taking action, That is the dribbling test on the previous subject. The final result capability test of both cycles is outlined as follows:

- a. Descriptive Analysis of dribbling ability in the End of Cycle I football game. In cycle I, the dribbling ability test is carried out after completion of the sub-subject, namely the sub-subject of dribbling with a zigzag run or dribbling over obstacles. The data from quantitative descriptive analysis of dribbling ability scores in football learning at the end of cycle I can be seen in the following table:

Table 4.1: Statistical Results of Dribbling Ability in Football Learning Using Varied Training Methods End of Cycle 1

Statistics	Statistical Value
Subject	41
Fastest time	17.44/ second
Longest time	20.87/ second
Average time	19.155/ second
Time range	3.43/second

Source: Attachment results of dribbling test conservation at the end of cycle I

From the table above, it shows that of the 41 subjects who took the dribbling test after the first cycle was passed, students had the fastest time with a time of 17.44 seconds and a late time of 20.87 seconds. So the average student time was 19.155 seconds, with a time span from the fastest time and late time was 3.43 seconds. If the time results of dribbling ability in football learning students are grouped into 5 categories based on assessment criteria, frequency and percentage distributions are obtained as shown below:

Table 4.2: The distribution of frequency and percentage of dribbling scores in football learning using training methods varies in cycle I.

No	Time range (seconds)	Category	Frequency	Percentage (%)
1.	17,76 – 16,36	Very Good	1	2,439
2.	19,17 – 17,77	Good	18	43,902
3.	20,58 – 19,18	Enough	20	48,780
4.	21,99 – 20,59	Less	2	4,878
5.	22.00 ≥	Very Lacking	0	0

Source: attachment of dribbling test conservation results at the end of cycle I

From table 4.2 it can be seen that out of 41 students of SMK Negeri 2 Gowa District, 0% of students have time which is in the category of very less, 4.879% of students who have time in the category of less. 48.780% of students who entered the category had enough time, 43.902% of students who entered the time in the good category, and 2.439% who were categorized as very good after the action was carried out in cycle I.

The average time taken by students from the results of dribbling ability in football learning in cycle I is 19.155 seconds from the fastest time obtained by students. From the test results in the first cycle as many as 1 student with a percentage of 2.439% who entered the very good category, as many as 18 students with a percentage of 43.902%, as many as 20 students who entered the sufficient category with a percentage of 48.780%,

as many as 2 students who entered the less category and no students who entered the very less category then from the sufficient category. less and very less will be followed up in the next cycle. Thus, it can be concluded that the results of dribbling ability in football learning students of SMK Negeri 2 Gowa Regency using varied training methods are in the "medium" category. This research is continued to cycle II by improving the learning process that is considered less than optimal, by holding reflections or discussions between researchers and teachers.

b. Descriptive Analysis of End of Cycle II Learning Outcomes

Data on the results of dribbling ability in football learning using varied training methods at the end of cycle II obtained through giving tests, at the end of cycle II. The quantitative description of the time results of dribbling ability in soccer learning using students' varied training methods at the end of cycle II can be seen in the following table:

Table 4.3: Statistical Results of Dribbling Ability in Football Learning Using Varied Training Methods End of Cycle II

Statistics	Statistical Value
Subject	41
Fastest time	16.54 seconds
Longest time	18.77 seconds
Average time	17.66 seconds
Time range	2.23 seconds

Source: Attachment of observation results of dribbling ability test at the end of cycle II

Table 4.3: shows that the average time result of dribbling ability in student football learning after action in cycle II was 17.66 seconds from the total number of subjects which was 41 and the fastest time that could be achieved was 16.54 and late time was 18.77 seconds. If the results of the time taken by students from the ability to dribble the ball in football learning are grouped into 5 categories, the distribution of frequency and percentage of scores is obtained as shown below:

Table 4.4: Distribution of frequency and percentage of dribbling scores in football learning using varied training methods at the end of cycle II

No	Time range (seconds)	Category	Frequency	Percentage (%)
1.	17,76 – 16,36	Very Good	16	39,024
2.	19,17 – 17,77	Good	25	60,976
3.	20,58 – 19,18	Enough	0	0
4.	21,99 – 20,59	Less	0	0
5.	22.00 ≥	Very Lacking	0	0
	Sum		41	100

Source: Attachment of the results of dribbling ability test at the end of cycle II

Based on table 4.4 it can be seen that from 41 students of SMK Negeri 2 Gowa, 0% who fall into the very less category, less category, and enough, 60.976% of students who fall into the good category and 39.024% of students who fall into the very good category after the second cycle of action is carried out. The average time taken by students from the results of dribbling ability in soccer learning in cycle II is 17.66 seconds from the fastest time obtained by students. From the test results in the second cycle as many as 16 students with a percentage of 39.020% who entered the very good category, as many as 25 students with a percentage of 60.976%, none of the students

who entered the category of enough, less and very less, thus it can be concluded that the results of dribbling ability in football games in students of SMK Negeri 2 Gowa Regency are included in the "good" category.

Qualitative Analysis

Qualitative data is data on the attitude of students of SMK Negeri 2 Gowa Regency in following the learning process of Penjasor about dribbling techniques with varied training methods. The observation sheet for the implementation of learning consists of 2, namely cycle I observation sheet and cycle II observation sheet. The observation sheet of cycle I is a picture of students' attitudes in following the learning process of each meeting in cycle I. The observation sheet of cycle II is a picture of students' attitudes during the learning of each meeting in cycle II.

Changes in student attitudes in following the learning processor about dribbling techniques with varied training methods cannot be separated from the attention, motivation, and sincerity of students during the learning process from cycle I to cycle II. The changes in attitude that have been successfully recorded by observers in each cycle can be seen as follows:

1. The percentage of attendance of students of SMK Negeri 2 Gowa Regency increased from 82.963% in cycle I to 100% in cycle II. This indicates that students are increasingly motivated to learn penjasor. However, student attendance cannot be used as a fixed indicator, the attendance arena can be influenced by internal factors from within students and external factors from the student's environment, such as illness or important things, coupled with attendance discipline at the school where the research is held is very strict so that almost no students are absent without notification from parents.
2. The number of students who pay attention to the material taught during teaching and learning activities increased from 85.36% in cycle I to 90.244% in cycle II.
3. The number of students who do other activities at the time of learning activities. This is marked by a decrease in students who do not pay attention to lessons from 29.768% in cycle I to 12.195% in cycle II.
4. The number of students who carried out activities in accordance with the guidance of the teacher when doing dribbling techniques in football learning increased from 70.731% to 92.682%. This indicates that students' attention to teaching and learning activities is increasing.

The description of the attitude of students who have been described above during the learning process in cycle I to cycle II shows that there has been a change in attitude towards the better in the learning process from cycle I to cycle II. These changes include increasing the number of student attendance, the number of paying attention to the material taught during teaching and learning activities, the number of students who carry out other activities during teaching and learning activities, the number of students who carry out activities in accordance with teacher guidance when doing dribbling techniques in soccer learning.

From the description above, it can be concluded that by using varied practice methods, students' attitudes become better and active in learning activities.

2. Reflection

1. Reflection of Cycle I

In the first cycle, research conducted on students of SMK Negeri 2 Somba Opu Gowa Regency was carried out for 7 meetings. In this cycle, it can be seen that most students have not been able to understand the lesson about dribbling techniques in football learning. This can be seen from the percentage of students who carry out activities

according to the teacher's guidance when doing dribbling exercises with zigzag runs 70, 731%, even many of them do not pay attention to the subject matter during learning.

The difficulties encountered by students in following the learning of penjasor about the technique of dribbling the ball in football learning in cycle I, generally students in the learning process many students do not pay attention to the learning material explained by the teacher concerned and most only disturb other friends and tell outside what is about the lesson So that in the implementation in practice, there are still many students who have not been able to dribble the ball correctly.

2. Reflection cycle II

In cycle II the research was carried out for 7 meetings. In this cycle there is an increase in changes both in terms of student attitudes and teacher activities as well as from students' final grades (travel time) cycle II. It can be seen that most students can already adjust in the process of learning physical education and sports on how to do dribbling techniques correctly until the end of the cycle.

Students who attended learning in cycle II increased when compared to cycle 1, increased students who were able to dribble correctly according to the dribbling technique given, and reduced students who carried out other activities in the learning process from 29.768% in cycle I to 12.195% in cycle II.

The ability of students to understand and do the subject matter given has increased. Characterized by an increasing number of students who can perform dribbling techniques correctly according to what is instructed and have a fairly good time. This can be seen clearly from the number of students who are able to dribble the ball correctly with time that is in the good category.

DISCUSSION

The results of quantitative analysis showed that at the end of cycle 1, the average time of dribbling ability results in football games was 19.155 seconds from the ideal time that might be achieved and was in the "sufficient" category. Whereas at the end of cycle II, the average time of dribbling results in football games was 17.66 seconds from the ideal time that might be achieved. From the test results in the first cycle as many as 1 student with a percentage of 2.439% who entered the very good category, as many as 18 students with a percentage of 43.902%, good, as many as 20 students who entered the sufficient category with a percentage of 48.780%, as many as 2 students who entered the less category and no students who entered the category of very less then from the category of enough, less and very less who will be followed up in the next cycle then the results of the test in the second cycle as many as 16 students With a percentage of 39.020% who entered the very good category, as many as 25 students with a percentage of 60.976%, there were no students who entered the category of very less then from the category, enough, less and very less, and were in the "good" category. Thus, quantitatively the results of dribbling ability in football learning for students of SMK Negeri 2 Regency. Gowa has increased from the "sufficient" category to the "good" category

The results of qualitative analysis show that at the end of cycle 1. Bylooking at the percentage of student attendance with 41 students and attendance was 82.963% or equal to 7 students, the number of students who paid attention to the material was 36 people. The number of students who carry out activities other than teaching materials is 12 people, and as many as 9 students from the average number of students carry out activities according to the guidance of the teacher concerned about the correct dribbling technique using varied training methods.

In conclusion II qualitative analysis shows that from the entire number of attitude components observed, while students who do not pay attention to the lesson or in other

words do activities other than the teaching material there is a decrease of up to 17.073%. This means that if various training methods are applied in improving the ability to dribble the ball in football learning well, students will be more active and can understand the training methods provided so as to improve the ability to dribble the ball in student football learning. Thus, qualitatively, the ability to dribble the ball in football learning for students of SMK Negeri 2 Gowa Regency has increased.

The improvement of dribbling ability in football learning of students of SMK Negeri 2 Gowa Regency qualitatively shows that the varied training methods used in improving dribbling ability are very effective. This is because varied training methods can foster student motivation and interest in improving dribbling ability in football learning in the field of physical education and sports studies.

CONCLUSION

Based on the results of the research and discussion, the following conclusions were drawn:

1. Through various training methods used in this study, turned out to provide good results and can improve the ability to dribble the ball in football players, especially in students of SMK Negeri 2 Gowa Regency
2. With varied training methods, it can be used as an alternative exercise in improving dribbling ability in football learning for students of SMK Negeri 2 Kabupatent Gowa.

Thus, the results of quantitative and qualitative analysis prove that there is an increase in dribbling ability in football learning for students of SMK Negeri 2 Gowa Regency using varied training methods.

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