THE EFFECT OF TRAINING METHODS AND EYE-FOOT COORDINATION ON DRIBBLING ABILITIES IN STUDENTS AGED 12 – 13 YEARS

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Summary. The purpose of this study is to examine: (1) the difference in the effect of the method of dribbling sprinting and sprint interval training on the ability of dribbling; (2) the difference in influence between high-eye coordination and low-foot coordination on the ability of dribbling; and (3) the interaction between training methods and eye-foot coordination on dribbling skills. Participants in this study were 37 soccer students aged 12 – 13 years ($M = 12.38$; $SD = 0.49$). This research method is an experiment with a 2x2 factorial design. The instrument for measuring ankle coordination is the Soccer Wall Test and for measuring the ability of dribbling is the Short Dribbling Test. The data analysis technique used is two-way ANOVA at the significance level $\alpha = 0.05$. The results of the study are as follows. (1) There is a significant difference in effect between the method of acceleration dribbling and interval running training on dribbling ability, as evidenced by the value of $F = 14,032$; $p \text{ value} = 0.002 < 0.05$. (2) There is a significant difference in the effect of high eye-foot coordination ability and low-foot eye coordination on dribbling ability, as evidenced by the value of $F = 27,685$; $p \text{ value} = 0,000 < 0.05$. (3) There is a significant interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the dribbling ability of students aged 12-13 years, as evidenced by the value of $F = 21,780$ and the $p \text{ value} = 0,000 < 0.05$.

Keywords: Training Methods, Sprinting, Interval Running, Dribbling.

Introduction

One of the basic techniques of soccer that must be mastered is the basic technique of dribbling. From some basic techniques of playing soccer, dribbling is one of the basic techniques that is quite dominant among the other basic techniques of playing soccer (Burhaein 2017b; Huijgen, Elferink-Gemser, Post & Visscher 2010). Dribbling in soccer

games is often done by players in determining whether or not the team game or individual players themselves.

Talented players can also be seen from the dribbling capabilities of the players (Ali 2011). Dribbling is defined as the movement to run using the foot to push the ball to roll continuously on the ground. Most dribbling is done using the outside of the foot because it is on the foot that there is a wider surface for players to dribble the ball, thus providing better ball control. In addition, the outer leg is a more appropriate surface for dribbling.

Soccer dribbling ability is inseparable from the ability to support good physical condition, one of the factors that can affect soccer dribbling ability is eye-foot coordination (Sabdono, Sutapa & Phytanza 2019). Eye-foot coordination plays a role in soccer dribbling, which is when dribbling a soccer player must pay attention to the ball and the game situation. When dribbling a player does not have to keep his head down to pay attention to the location by continuing to see the ball, but must pay attention to the situation of the game. It is true that students who have good eye-foot coordination are also good at dribbling skills (Prasetyo 2019). It seems that this needs to be questioned again, because the ability of soccer dribbling is not only influenced by eye-foot coordination, but there are other factors for example, physical conditions (flexibility, speed, agility), length of dribbling practice time training every day and so forth. The factors that determine and support success in playing soccer, among others, namely: physical condition, technique, tactics, training intensity, and mentality (Mustofa, Mansur & Burhaein 2019).

A survey by a previous study revealed a problem conducted on students aged 12 – 13 years (Phytanza, Burhaein, Sukoco & Ghautama 2018; Tarista & Jayadi 2017), the problems experienced are: (1) the foot is not aligned with the direction of the target or the tip of the foot toward the target, (2) the students is not accustomed to bending the knee, so that the knee is not perpendicular to the top of the finger, (3) the part of the student's foot that hits the ball is not the inside but the sole of the foot, and the imposition on the ball is not in the middle-middle of the back of the ball but on the ball, (4) the position of the body is not balanced when dribbling. In soccer dribbling with the outer legs the problems found were: (1) the foot used by dribbling the ball was not lifted backward with the position of the foot perpendicular to the target with the foot supported, (2) the students had not made a bowing motion forward, (3) students do not see the ball being herded. Solving problems faced by students, researchers will apply the method of dribbling sprinting and sprint interval training, because they see weaknesses that occur during the training process.

If you want to be a good soccer player, then the player must put a lot of emphasis on the moving speed, because in this modern soccer era the speed of movement plays a very important role in determining the outcome and course of the game, to move quickly must be trained quickly too (Purnomo, Tomoliyus & Burhaein 2019). Given the importance of moving speed when dribbling in order to outwit and break through the opponent's defence, so that the opportunity to create goals to the opponent's goal is more open, then in providing training must put a lot of emphasis on the element of speed by not ignoring other important elements that support in soccer. Many methods or training methods that can be used by the coach to develop the moving speed of the players, one of them is the method of acceleration sprint training and the method of sprint interval training, where both of these training methods are very good for developing speed, because in the acceleration sprint type exercise is almost the same as dribbling until it really leads to the training goal (Burhaein 2017a; Stone & Oliver 2009). Movement starts from slow running progressively increasing speed, in slow running motion the player can control the ball tightly so that the ball remains sticky to the feet. Practice dribbling with acceleration sprints can improve the ability of dribbling speed with tight ball control, with the ability to control the ball when dribbling, players can change direction quickly to get through obstacles or opponents while carrying the ball (Mustofa et al. 2019; Taskin 2008). Likewise with interval running exercises (interval sprints) players are required to make a run with the maximum speed repeatedly, so that the running speed of students can increase. When a player runs dribbling with maximum speed forward, an increase in dribbling speed can be achieved.

Methods

Participant

Participants in this study were 37 soccer students aged 12 – 13 years ($M = 12.38$; $SD = 0.49$) taken by ordinal pairing technique from a population of 52 students.

Research methods

This research method is an experiment with a 2x2 factorial design (Biddle, Markland, Gilbourne, Chatzisarantis & Sparkes 2001). This experimental study used two groups that received different treatments, namely the provision of training methods for acceleration dribbling and interval running. Here is a research design in this experimental research.

Table 1
Factorial Research Design 2x2

Exercise Method (A) Coordination Eye-Foot (B)	Run Acceleration (A1)	Interval Running (A2)
High (B1)	A1. B1	A2. B1
Low (B2)	A1. B2	A2. B2

Information:

A1B1: Group of students who are trained using the acceleration dribbling exercise method with high ankle coordination.

A2B1: Group of students trained using the interval dribbling exercise method with high ankle coordination.

A1B2: Group of students who are trained using the acceleration dribbling exercise method with low ankle coordination.

A2B2: Group of students who are trained using the interval dribbling exercise method with low ankle coordination.

Data collection technique

The instrument to measure ankle coordination is the soccer wall test and to measure the ability of dribbling is the short dribbling test. Soccer wall volley test has a validity of 0.778 and a reliability of 0.860 (Ismaryati 2008). Short dribbling test emphasizes the speed of dribble time (AFC 2012). Data collection techniques used in this study were tests and measurements. Before the pretest and posttest measurements were taken, the samples were firstly measured for ankle coordination, to determine the coordination of high and low ankles. The initial test (pre-test) was carried out in order to find out preliminary data from research subjects about soccer dribbling. The test in this study used the Short Dribbling Test instrument. An initial test (pretest) is carried out to determine the ability of dribbling before any treatment or training. The implementation of the final test or post-test in this study is the same as the implementation of the initial test, namely by using the Short Dribbling Test, the purpose of the final test (posttest) to determine the difference in dribbling scores after treatment or practice. The difference in dribbling scores can be seen from the comparison of scores between before (pretest) and after (posttest). Treatment is carried out following a training program that has been prepared. Before being used for research, first the exercise program was validated by two experts namely Prof. In the field of physical training and PhD in the field of Soccer, so this training program is suitable for use in research. This experimental research was conducted during 16 meetings not including pretest and posttest.

Data analysis

Data analysis technique in this research, used was two-way ANOVA at the significance level $\alpha = 0.05$.

Results

A. The hypothesis of the difference in the effect of the method of dribbling sprint and interval sprint training on the ability of dribbling soccer.

The first hypothesis reads "There is a significant difference in effect between the method of dribbling sprinting and interval sprint training on the dribbling ability of soccer students aged 12-13 years". If the results of the analysis show a significant difference, then the training method gives a different effect on the ability of soccer dribbling. Based on the analysis results obtained by the data in Table 2 as follows.

Table 2

Two-Way ANOVA Results of Experiment Groups Using the Dribbling Exercise Method for Acceleration and Interval Running

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Exercise Method	3.050	1	3.050	14.032	0.002

From the two-way ANOVA test results Table 2 above can be seen that the significance value of p is 0.002. Because the significance value of p is $0.002 < 0.05$, and an F count of 14.032 means that H_0 is rejected. Thus there is a significant difference in the effect of acceleration and interval dribbling training methods on soccer dribbling skills of students aged 12 – 13 years. Based on the results of the analysis it turns out that the interval dribbling training method is higher (good) with an average posttest score of 11.827 seconds compared to the acceleration dribbling exercise method with an average posttest score of 12,608. This means that the research hypothesis, which states that "there is a significant difference in effect between the method of dribbling sprinting and sprint interval training on the ability of dribbling soccer for students aged 12 – 13 years", has been proven.

B. The difference in the influence of the ability of high eye-foot coordination and low-eye eye coordination on the ability of soccer dribbling.

The second hypothesis which reads "There is a significant difference in effect between the ability of high-eye coordination and low-foot coordination on the ability of soccer dribbling of students aged 12-13 years". If the results of the analysis show significant differences, then high ankle coordination and low ankle coordination have an influence on the ability of soccer dribbling. The calculation results are presented in Table 3 as follows.

Table 3. Two-Way ANAVA Results High Differences in Coordination and Low Coordination in Soccer Dribbling Ability

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Coordination	6.017	1	6.017	27.685	0.000

From the two-way ANAVA test results in Table 3 above, it can be seen that the significance value of p is 0,000. Because the significance value of p is $0,000 < 0.05$, and an F count of 27.668 means that H_0 is rejected. Based on this, it means that there is a significant difference between the ability of high-foot and low-foot coordination on soccer dribbling skills. Based on the analysis results it turns out students with high ankle coordination ability is higher (good) with an average posttest score of 11,669 seconds compared to students with low ankle coordination with an average posttest score of 12,766 seconds. This means the research hypothesis which states that "there is a significant difference in effect between high-eye coordination and low-foot coordination on the soccer dribbling ability of students aged 12 – 13 years", has been proven.

C. Interaction between training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) with soccer dribbling skills.

The third hypothesis reads "There is a significant interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the soccer dribbling ability of students aged 12 – 13 years". The calculation results are presented in Table 4 as follows.

Table 4

Two-Way ANOVA Results Interactions between Training Methods (Dribbling Running Acceleration and Interval Running) and Eye-Foot Coordination (High and Low) on Soccer Dribbling Abilities

Source	Type III Sum of Squares	df	Mean Square	F	Sig
Training Method *	4.734	1	4.734	21.780	0.000

Coordination					
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From the two-way ANOVA test results in Table 4 above it can be seen that the significance value of p is 0,000. Because the significance value of p is $0,000 < 0.05$, and an F count of 94.340 means that H_0 is rejected. Based on this means the hypothesis stating "there is a significant interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the soccer dribbling ability of students aged 12-13 years", has been proven.

A diagram of the results of the interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the soccer dribbling ability of students aged 12 – 13 years can be seen in Figure 1 as follows.

Figure 1
Interaction Results between Exercise and Coordination Methods

After testing the interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the soccer dribbling ability of students aged 12 – 13 years, it is necessary to conduct further tests using the Tukey test. The results of further tests can be seen in Table 5 below.

Table 5
Summary of Post Hoc Test Results

Group	Interaction	Mean Difference	Std. Error	Sig.
A1B1	A2B1	1.7540*	.29485	.000
	A1B2	-.1240	.29485	.974
	A2B2	-.3160	.29485	.711
A2B1	A1B1	-1.7540*	.29485	.000
	A1B2	-1.8780*	.29485	.000
	A2B2	-2.0700*	.29485	.000

A1B2	A1B1	.1240	.29485	.974
	A2B1	1.8780*	.29485	.000
	A2B2	-.1920	.29485	.914
A2B2	A1B1	.3160	.29485	.711
	A2B1	2.0700*	.29485	.000
	A1B2	.1920	.29485	.914

Based on Table 5 the Tukey test results on the Sig. (*) show that the pairs that have significantly different interactions or pairs are: (1) A1B1-A2B1, (2) A2B1-A1B2, (3) A2B1 - A2B2. Thus it can be concluded that:

- 1) If a group of students trained using the acceleration dribbling exercise method with high ankle coordination is paired with a group of students who are trained using the interval dribbling exercise method with high ankle coordination there is a significant difference in influence. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with high ankle coordination, with a significance value of $0,000 < 0.05$.
- 2) If a group of students trained using the interval dribbling training method with high ankle coordination is paired with a group of students trained using the acceleration dribbling training method with low ankle coordination there is a significant difference in influence. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$.
- 3) If a group of students who are trained using the interval dribbling exercise method with high ankle coordination are paired with a group of students who are trained using the interval dribbling exercise method with low ankle coordination there is a significant difference in influence. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained using the interval dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$.

Whereas the other pairs stated do not have different effects are: (1) A1B1-A1B2, (2) A1B1-A2B2, (3) A1B2-A2B2. Thus it can be concluded that:

1. If the group of students trained using the acceleration dribbling exercise method with high ankle coordination is paired with the group of students trained using the acceleration

dribbling exercise method with low ankle coordination there is no significant difference in influence, with a significance value of $0.974 > 0.05$.

2. If a group of students trained using the acceleration dribbling exercise method with high ankle coordination is paired with a group of students trained using the acceleration dribbling exercise method with high ankle coordination there is no significant difference in influence, with a significance value of $0.711 > 0.05$.
3. If a group of students trained using the acceleration dribbling exercise method with low ankle coordination is paired with a group of students trained using the interval dribbling exercise method with low ankle coordination there is no significant difference in influence, with a significance value of $0.914 > 0.05$.

The results of paired variance analysis with Tukey's further tests showed that there were significantly different pairs, namely: (1) A1B1-A1B2, (2) A1B1-A2B2 pairs, while the other pairs stated no difference, namely: (1) A1B1-A1B2, (2) A1B1-A2B2, (3) A1B2-A2B2.

Discussion

1. Differences in the effect of the method of dribbling sprint and acceleration sprint training on the ability of dribbling soccer.

Based on hypothesis testing, it is known that there are significant differences in the effect of the method of dribbling sprinting and interval sprint training on the dribbling ability of soccer students aged 12 – 13 years. The interval dribbling training method is higher (better) than the acceleration dribbling training method for soccer dribbling abilities. As the name implies, interval running training (sprint interval) is a running exercise that is carried out interspersed with breaks between repetitions (repetition). Progressive interval training is a series of running exercises that are given a certain break and controlled intervals (Fox, Klinzing & Ragg 1977). Interval running training is a running training system interspersed with intervals in the form of periods of rest (Bravo et al. 2008). Where if the short work interval will involve the participation of anaerobic metabolism, so that programmed interval training will increase leg muscle power and result in increased running speed (Powers & Edward 2007).

At intervals the rest is done is by jogging. The rest interval is due to the depletion of energy due to work intervals that use high intensity. A rest interval in the form of a jog will result in energy replenishment by activating a backup system called the phosphagen system

(ATP-PC). The phosphagen system is a system in which creatine phosphate, which is a high-energy phosphate bond, will be broken down to absorb ATP to be used as energy when ATP supply cannot be fulfilled by the tissue. Energy replenishment for 30 – 60 seconds will result in rapid recovery and limit the production of excessive lactic acid when the muscles relax, so that the next exercise will not experience significant fatigue (Powers & Edward 2007).

The method of running interval training is a form or form of running training where the determined distance is travelled repeatedly and interspersed with stoppages or periods of rest that do not reach full recovery and are carried out at high speed or near maximum load. This interval running exercise occurs gradually from the synchronization of work exercises, where the specified distance is not travelled at a constant speed, but the distance is divided into several short distances and travelled by sprinting and interspersed with periods of passive rest (walking in place) which is time-limited and controlled. This interval running training activity is carried out alternately precisely between work and rest and the way its development is influenced by previous work and rest.

The application of the interval running method process needs to understand the terms or elements that exist in interval running training. This is as a reference in the preparation of interval running training programs. Implementation of interval running training programs there are several elements that need attention, including distance, speed, repetition and rest (Bravo et al., 2008). The elements of the exercise above can be divided into two main elements, namely the work interval, namely the portion of the training interval consisting of heavy work, and the rest interval (relief interval), which is part of the training interval where the body is given a break. Determination of the above mentioned elements clearly and in detail makes it easy in the implementation of training, because this can provide clearer instructions for both students and coaches. The success of interval running training programs, among others, depends on the accuracy in determining, work intervals, breaks, determining the number of sets and the number of reps (Powers & Edward 2007). Interval training very much depends on the purpose of the exercise itself. If the purpose of the exercise is to increase speed, then a better and more effective rest interval for use in training is a passive rest interval (Young, Dawson & Henry 2015). The purpose of the rest interval is for recovery after work. Recovery is needed after high-intensity work during training. With the interval of rest or recovery carried out between work hours has several benefits or advantages. The benefits of this recovery include: "(a) Avoiding overtraining, and (b) Providing opportunities for the player's organism to adapt to the previous training load", with sufficient recovery, the body will be ready to return to carry out further training activities.

2. The difference in the influence of the ability of high eye-foot coordination and low-eye eye coordination on the ability of soccer dribbling.

The analysis showed that there was a significant difference in effect between high eye-foot coordination and low-eye eye coordination on the soccer dribbling ability of students aged 12 – 13 years. Students with high ankle coordination skills are higher (better) than students with low ankle coordination. Soccer dribbling ability is influenced by the coordination of eye and foot movements (Zago et al. 2015). Dribble is influenced by coordination, sensory acuity, speed of movement, feeling of movement and movement technique itself. Added in the Special Olympics Soccer Coaching Guide (Phytanza et al. 2018; Pramantik & Burhaein 2019) that when dribbling, the most important aspects are balance and coordination. To get around the player, the body must be flexible enough to change direction by shifting body weight quickly, while maintaining balance and the ability to think fast. When asking a player to run around the field to warm up, it is better to do this by using the ball at his feet to help increase confidence in ball control when running.

Eye-eye coordination as the main capital to dribble soccer. Eye-eye coordination is the ability that underlies the motion of a person. Eye-foot coordination is a very important element for players, because eye-foot coordination is the basis for forming player skills. Eye-foot coordination can support the success of soccer dribble achievement by controlling the movements of the techniques that are carried out to be more accurate. Players who have high eye-foot coordination have the ability to master soccer dribbling faster than players who have low-eye coordination. The success of soccer dribble achievement is influenced by the ability of players to carry out movements in an integrated and harmonious manner. Strengthened by the results of Hartanto's research that there are differences in the influence of high ankle coordination and low ankle coordination on improving dribbling skills in college students (Hartanto, 2015). Coordination has a harmonious relationship of various factors that occur in a movement without tension in the right order and make complex movements smoothly without excessive energy expenditure depending on the coordination owned by a player.

Coordination is a combination of movements of two or more joints, which are interrelated in producing one movement skill (Kristiawan & Sukadiyanto 2016). The more complex the motion carried out, the greater the level of coordination needed to carry out agility. Coordination is closely related to other motor skills, such as balance, speed, agility. Balance is defined as the ability to maintain the attitude and position of the body in the fulcrum when standing (static balance) or when making movements (dynamic balance).

Eye-foot coordination is an integration between the eye as the holder of the main function in this case seeing the ball and the game situation encountered when kicking the ball and the foot as the holder of the function that performs a movement that is, touching or kicking the ball in order to move from its original place. Good soccer dribbling skills are influenced by eye-foot coordination. Integration that involves two parts of the motion namely the eyes and feet must be arranged into a pattern of good and harmonious movement to support soccer dribbling. Coordination is the ability to make movements with various levels of difficulty quickly and efficiently and with full accuracy. The level of good or bad coordination of one's movements is reflected in his ability to make a movement smoothly, precisely, quickly, and efficiently. Students with good coordination are not only able to perform a skill perfectly, but also easy and fast in doing skills that are still new to him. Good coordination can change and move quickly from one pattern of motion to another so that the movement becomes effective.

Soccer is a sport game that has quite complex elements of movement. Almost all soccer games require eye-foot coordination. This is because almost all soccer games require good eye coordination. Soccer dribbling is a form of soccer skill that demands good quality eye and foot coordination. In other words, whether or not good soccer eye-foot coordination will affect soccer dribbling (Huijgen et al. 2010)

Players who have high coordination, in doing soccer dribbling will differ greatly from players who have a low level of coordination. In this regard, Bompas suggests that children who coordinate well will always acquire expertise quickly and can do it smoothly, compared to children who move with rigidity and difficulty, a young students who coordinates well will spend energy less for the same performance, therefore good coordination results will be more effective in a skill (Bompas 1996).

3. Interaction between training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on soccer dribbling skills.

Based on the results stated in the results of this study, there is a significant interaction between the training methods (acceleration and interval running dribbling exercises) and eye-foot coordination (high and low) on the soccer dribbling ability of students aged 12 – 13 years. The results showed that the interval dribbling interval training exercise method was the most effective method used for students who had high ankle coordination and the acceleration dribbling exercise method was more effectively used for students who had low ankle coordination. From the results of the interaction form it appears that the main factors of

research in the form of two factors show significant interactions. In the results of this study the interaction which means that each cell or group there are differences in the influence of each group that is paired. Couples who have significantly different interactions or partners are as follows.

- a. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with high ankle coordination, with a significance value of $0,000 < 0.05$.
- b. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$.
- c. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained using the interval dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$.

Conclusion

The conclusions in this study are: (1) There is a significant difference in the effect of the method of dribbling sprint and acceleration sprint training on the dribbling ability of soccer students aged 12 – 13 years. The interval dribbling training method is higher (better) than the acceleration dribbling training method for soccer dribbling abilities. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with high ankle coordination, with a significance value of $0,000 < 0.05$; (2) There is a significant difference in effect between high eye-foot coordination and low-eye eye coordination on the dribbling ability of soccer students aged 12 – 13 years. Students with high ankle coordination skills are higher (better) than students with low ankle coordination. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained to use the acceleration dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$; (3) There is a significant interaction between training methods (acceleration and interval running dribbling exercises) and eye-foot coordination

(high and low) with the soccer dribbling ability of students aged 12 – 13 years. Couples who have significantly (significantly) different interactions or partners are as follows. The group of students who were trained using the interval dribbling exercise method with high ankle coordination was better than the group of students who were trained using the interval dribbling exercise method with low ankle coordination, with a significance value of $0,000 < 0.05$.

The implication of the results of this study is that the application of the method of dribbling sprinting and interval sprinting exercises has a significant effect on the ability of soccer dribbling. This gives a clue that in training soccer dribbling skills, the application of the method of instrual dribbling practice is more appropriate in improving soccer dribbling skills. From these implications, this study contributes as a consideration for coaches, in creating training programs that are suitable for improving soccer dribbling skills. Thus the training will be effective and will get results in accordance with what is expected by the trainer. This research is certainly not perfect because of the limitations in conducting research, namely; 1) During the exercise or application of treatment, all groups are not collected or quarantined so there is no control over what activities are carried out outside the training sample, but rather stay in their respective homes. This can indirectly affect the results of research; 2) Due to erratic weather conditions caused by rain, so at the time of the training it was less conducive because the field was flooded and muddy. Future similar studies should pay attention to the limitations of this study.

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