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The Relationship of Educability Motorcycles to Basic Technical Skills of Playing Futsal

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Abstract

This study analyzed the relationship between motor educability and basic technical skills in playing futsal. This research was conducted at a futsal academy in the city of Bandung with a sample of students aged 15-18 years. The research method used is quantitative research using descriptive correlation analysis. The results of the study show that (1) there is a significant relationship between motor educability and the essential technical skills of passing in playing futsal; (2) There is a significant relationship between motor educability and basic dribbling technical skills in playing futsal; (3) There is no significant relationship between motor educability and basic shooting technique skills in playing futsal.

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INTRODUCTION

Training is a process carried out repeatedly and systematically to achieve specific goals (Halbatullah et al., 2019). In general, the components of training in each sport are technique, tactics, physical, and mental. Technical training is the main thing that must be mastered by an athlete in order to excel. No exception in futsal, which is a team sport with a high intensity of play, needs an athlete to master basic techniques. Basic technical training is generally given when athletes are in early-age coaching. In Indonesia, especially in Bandung, several futsal academies continue to exist to coach futsal athletes. Bandung is a futsal parameter for all players in Indonesia; many professional players come from Bandung. It is all inseparable from the existence of various futsal academies or schools in the city. However, there are still some athletes aged 15-18 years who lack in mastering basic futsal techniques because of that age according to (Balyi et al., 2013) in their book "*Long Term Athlete Development*" is the *Training to Compete* stage where that, stage athletes must be ready to compete so that basic techniques must be mastered correctly in order to continue to the stage of training game tactics. Each child also has different movement learning abilities, these abilities can affect other abilities in motion activities (Ridlo, 2016).

The ability to learn motion is an asset in order to be able to follow basic futsal technique training. In a previous study conducted by Azi Faiz Ridlo in 2016, entitled *The relationship between motor educability and shooting skills*

in futsal games at the Universitas Islam 45 Bekasi Futsal UKM team, stated that there was no significant contribution which meant that the ability to learn motion did not contribute to *shooting* skills. In this study, the ability to learn motion did not significantly impact the shooting skills of futsal players at UKM Universitas Islam 45 Bekasi. The following research was conducted in 2019 by Bangki Gala Persada titled "*The Relationship of Motor Ability with Basic Technical Skills of Playing Futsal at the Semarang Futsal Youth Atlas Club in 2019*". The results of the study show that there is a good relationship between motor ability and basic technical skills in playing futsal.

Furthermore, the results of a research conducted by Septi Nur Widarto in 2022 entitled *The Effect of Motor Educability on Basic Technical Abilities in Futsal Extracurricular Activities of Junior High School Students* show a significant influence of *motor educability* with the ability of basic techniques to play futsal. Of the three studies with different results, one shows no significant relationship between motor educability and essential technical ability. In contrast, the second and third studies say a significant influence or relationship exists between *motor educability* and basic technical skills in playing futsal. It happens because all studies are done in different places, and the samples used differ.

For this reason, it is necessary to re-establish research on the relationship between *motor educability* and the ability of essential technical skills to play futsal in futsal academy students in Bandung at the age of 15-18 years.

Because that age is the phase, children are training to compete, whereas, in that phase, children are prepared to be ready to compete.

Futsal is a sports game with aspects of simplicity from football (Al-Fadirohimi & Pambudi, 2022; Hadiana et al., 2020). Futsal is also an indoor football game played by five people, officially regulated by FIFA (Karavelioglu et al., 2016; Oppici et al., 2018; Pardiman & Ulum, 2022). The futsal game is played by two teams of 5 players, each consisting of a goalkeeper, defender, left-wing, right-wing, and *pivot*. (Borges et al., 2022), Who have fast game techniques compared to football (Pardiman & Ulum, 2022). Futsal players must pick up the ball's arrival and not only wait for the ball; the chances of creating goals increase (Hawindri, 2016). From this definition, futsal is a fast game that requires high technical skills so players can play optimally.

Mastery of basic technical skills is essential because it is very supportive of the purpose of the futsal game itself, which is to put the ball into the opponent's goal as much as possible and prevent the opponent from entering our goal ball. In a futsal game situation, a player will come into contact with the ball as often as possible; if the player does not master the basic techniques, then the opponent will quickly seize and master the game. Futsal players must master several basic techniques (Irawan, 2009); futsal players must have qualified basic techniques, such as *passing*, *receiving*, *dribbling*, and *shooting*. Furthermore, the author will explain in the following description:

1) Passing technique

The technique is the first technique that a futsal player must master. The passing technique in the futsal game is different from the passing technique in the football game. In the futsal game, a good pass must be flat along the ground and robust so that friends can readily accept it.

2) Receiving technique (receiving)

This technique continues the passing technique; when the player can master the automatic passing technique, the receiving technique must also be mastered. This technique is done to receive a friend's pass using the lower leg (sole), unlike the receiving technique in football, which is done with the inner foot. Using the feet soles, futsal players can easily control the ball and are ready for the next movement, whether *passing*, *dribbling* or *shooting*.

3) *Dribbling* technique

Futsal players rarely do this technique because the field is relatively narrower than the size of the football field so there is almost no opportunity for players to *dribble*. However, this technique must also be mastered by every player because, with this technique, the ball can always be mastered.

4) *Shooting* technique

The goal of the futsal game is to put the ball into the opponent's goal. By mastering the shooting technique, a player can have the opportunity to score. A good shot in a futsal game has a good direction and is also challenging. This technique can be done with the upper leg (instep) or *toe* (toe).

Motion learning is the basis for the process of implementing learning or training in movement skills. In this case, the definition of motion learning is beneficial to help physical education teachers and trainers. When a person learns a movement skill, the real change is an increase in the quality of that skill. This can be measured in several ways, for example, by looking at the scores produced or the success of doing movements that have yet to be mastered. However, what happens is not only that because additional changes or transfers of abilities underlie the appearance of mastering new skills. This improvement in ability is what makes the appearance better. As can be interpreted from the name, motion learning refers to efforts to change motion-related behaviour. Motion here is undoubtedly related to skills, which in a broad sense intends to develop one's mastery of movement skills.

According to (Schmidt & Wrisberg, 2000), motion learning is a process associated with motion practice or experience that leads to relatively permanent changes in a person's ability to display skilful movements. In general, it is expressed in three aspects of motion learning:

1. Learning is the Influence of Practice and Experience

The development of abilities can indeed develop without being trained. Such abilities develop, for example, due to the influence of maturity and growth. This kind of ability change will undoubtedly improve skills, even if only to a minimal extent. A simple example of this case is walking skills. With practice in the

true sense, the ability to walk will develop due to the influence of maturity. Any average child will master walking skills without having to practice. However, it is questionable whether this skill level can develop if not explicitly trained. Changes in children's skills due to child maturity factors obviously cannot be said to be the result of learning. This is due to such changes, not the results of the exercise. In the above definition, it is said that the changes must involve the existence of practice or the provision of specific experiences.

2. Learning is not directly observed.

As exercise progresses, there are many changes in the central nervous system. These changes occur due to the weaving of various abilities and experiences of motion in the brain's memory system. This process usually solidifies the changes that occur to being relatively sedentary. Such processes generally cannot be directly observed. What can be done is to see the changes that occur through the appearance of motion. Exercise causes changes in the "panel board" in the brain related to movement programs so that the movements displayed appear better.

3. The changes that occur are relatively inherent

For changes that occur in appearance to be considered the result of learning, they must be inherent. This needs to be emphasized because simply adhering to visible changes in appearance can be misleading. Many changes in appearance occur by other causes that are only temporary, such as fatigue, medications, or environmental conditions

Two potential factors in basic motion are influenced by profitability, namely motor ability (ability to move) and motor educability (ability to learn motion) (Aryanti, 2019). Therefore, to learn practical and efficient motion, the direction is needed from teachers or trainers through the learning process and training. One of the training principles is the individual principle, where each individual has different essential motion characteristics. A child will go through a learning process in the process of growth and development. The process of learning motion is called motor education. Motor educability is the basis for the movement of each individual in daily activities, but in the development of sports abilities and skills so that they can become a directed motion (Sahabuddin et al., 2020). According to Widiastuti (Mahardhika, 2016), motor educability is a person's ability to learn a new movement; the high or low of a person's motor educability will affect learning a new movement. (Widarto et al., 2022), They stated that teaching futsal skills to children requires motor education skills. The higher the motor educability possessed by the child, the easier it will be for him to learn new basic motions.

METHODS

This study uses the collerational method, which is research conducted to determine whether a relationship exists between two or several variables (Sugiyono, 2021; Ramadan & Juniarti, 2020). The method used is a survey method with data collection techniques using tests and measurements. This study aims to determine whether there is a

relationship between *Motor educability* ability and the ability of basic Futsal technical skills of Mayasari academy students.

The population is a generalized area consisting of objects or subjects with specific quantities and characteristics determined by researchers to be studied and then inferred. (Sugiyono, 2021; Ramadan et al., 2020) The population used in this study was students from the Mayasari Futsal Academy which amounted to 40 people. While the sample, according to Arikunto, is part of the population in the study. (Unaradjan, 2019). The ampelous sample used by the authors in this study used purposive sampling, which only used samples aged 15-18 years, totalling 1.8 people.

Data collection tools or instruments are needed to produce data in this study. Instruments measure an object or collect data from a variable (Matondang, 2009). The instruments used in this study were the IOWA Brace test to measure *students' motor educability* ability and the futsal essential technique skill test instrument to measure the ability of basic passing, *receiving, dribbling, and shooting* techniques.

This instrument has a validity value of 0.69 and a reliability of 0.88. (Nurhasan & Cholil, 2007). The purpose of this test is to determine the test's high and low *motor educability*. This test consists of 21 test items in which each item is given twice the opportunity for the test to perform the movement. If successful on the first try, you will get 2 points, if you succeed on the second try, you will get 1 point, and if you fail on 1 and 2 occasions, you will not get points.

This test has been developed and tested for validity and reliability by Lalu Hulfian and Subakti in 2022 by showing that the level of validity has a high category while the level of reliability has a medium category so that this test instrument can be used to measure the performance of basic futsal techniques (Hulfian, 2022). This test aims to see basic techniques and abilities in playing futsal, including passing, controlling, dribbling, and shooting.

After all the data is obtained, the next step is data analysis techniques. The data analysis carried out includes (1) normality test

and homogeneity test, (2) correlation coefficient, and (3) correlation coefficient significance test.

FINDINGS AND DISCUSSION

After conducting from the results of data analysis, results obtained through the help of the SPSS application version 26, showed that the data were normally distributed and homogeneous, then carried out a correlation coefficient test, to see the results of the correlation coefficient test could be seen in the following table:

Table 3. SPSS Descriptive Output
Model Summary

R	R Square	Adjusted R Square	Std. The error in the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.805 ^a	.648	.573	5.0796	.648	8.594	3	14	.002

Judging from the table above shows that the probability value (Sig F Change) is $0.002 < 0.05$. This means that motor educability is significantly related to the basic futsal technique skill test results. The collation test table above shows the value of Sig. (2-tailed) passing to motor education has a value of 0.00. This value is less than 0.05, indicating a significant correlation between the educability motor and the basic passing technique. Furthermore, for the value of Sig. (2-tailed) dribbling technique on motor educability has a value of $0.030 < 0.05$. This means a significant correlation exists between motor education and basic dribbling techniques. Then the sig (2-

tailed) shooting value against the educability motor is $0.506 > 0.05$. This means there is no correlation between motor education and basic shooting techniques.

Basic passing techniques are one of the things that must be mastered by a player (Idris et al., 2020). This technique is a significant capital mastered by every player to become a professional player. Motor education is learning new movements (Mahardhika, 2016). In this case, the coach is instrumental in providing direction to learn a basic passing technique. According to the correlation test, this study shows a relationship between motor educability and the ability to basic passing

technique skills. Students with high motor educability can pass well, while students with low motor educability need to perform basic passing techniques. Then the motor educability ability of each student affects the ability of basic passing techniques.

Dribbling is a basic futsal technique to control the ball before it is given to teammates, and it can help in the occurrence of an opportunity to become a goal. (Lhaksana, 2011). The goal is to get past the opponent, open space, and escape the opponent's control. (Pertiwi & Rachman, 2022). Generally, a player is good if he has good dribbling skills. In this study, looking at the correlation test

conducted between motor educability and the ability to learn motion with basic dribbling techniques has a significance value of 0.030 which means there is A relationship between motor educability and basic dribbling techniques. If we observe, the dribbling movement is a combination of walking and running combined with the ability to dribble with the ball. Although walking and running are simple basic movements, when combined with dribbling, the ball requires the ability to learn motion (motor education). Learning motion is what the trainer gives. Then a person will have a good dribbling technique if he also has good motor educability skills

Correlations

		<i>Motor</i>			
		<i>Educability</i>	<i>Passing</i>	<i>Dribbling</i>	<i>Shooting</i>
<i>Motor Educability</i>	<i>Pearson Correlation</i>	1	.738**	-.512*	-.168
	<i>Sig. (2-tailed)</i>		.000	.030	.506
	<i>N</i>	18	18	18	18
<i>Passing</i>	<i>Pearson Correlation</i>	.738**	1	-.416	.169
	<i>Sig. (2-tailed)</i>	.000		.086	.502
	<i>N</i>	18	18	18	18
<i>Dribbling</i>	<i>Pearson Correlation</i>	-.512*	-.416	1	.256
	<i>Sig. (2-tailed)</i>	.030	.086		.305
	<i>N</i>	18	18	18	18
<i>Shooting</i>	<i>Pearson Correlation</i>	-.168	.169	.256	1
	<i>Sig. (2-tailed)</i>	.506	.502	.305	
	<i>N</i>	18	18	18	18

Shooting is one technique to kick the ball towards the goal. This technique is needed in futsal games to score as many goals as possible (Rifki Alamsyah & Dewi Endriani, 2021). In this study, the ability of motor educability has no relationship with the basic

shooting technique because the sig (2-tailed) value is 0.506, which means greater than 0.05. On the shooting skill test.

Based on the statistical data above, motor educability ability is significantly related to basic passing and dribbling technical skills.

While in the basic shooting technique, there is no significant relationship. This happens because the test shooting is carried out at the end after the passing and dribbling tests are carried out so that the test feels boring and cape when doing test shooting and at the time of the test shooting. Finally, the test carried out could have been more optimal. Facilities and infrastructure factors also affect the continuity of the test; the condition of the ball that is not good for shooting towards the goal makes the test less than optimal.

CONCLUSION

Based on the study results, it can be concluded that (1) There is a significant relationship between motor educability and the basic technique of passing; (2) There is a significant relationship between motor educability and basic dribbling techniques. (3). No significant relationship exists between motor educability and basic shooting techniques. So not all aspects of basic futsal playing techniques have anything to do with movement learning skills. Passing and dribbling techniques have a significant relationship with motor education. While the shooting technique has no significant relationship, the researcher advises future studies not to forget non-technical things that can make test results not optimal.

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