

## Development of Dribbling Learning Model in Football Games Through Playing Approach for Students of SMP PGRI 2 Cilongok Banyumas Regency in the 2023 Academic Year

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**Abstract.** Learning football is one of the lessons that seventh grade junior high school students must learn. However, the reality in the field is that there are still many obstacles faced by both teachers and students. One of them is the development of dribbling in playing violin and the lack of game practice in carrying out soccer lessons. In other words, students are only given theory and are not helped with playing practice. For this reason, the problem formulation can be drawn: How is the development of soccer dribbling learning after learning using a playing approach for class VII students at SMP PGRI 2 Cilongok? The aim of this research is to determine the development of dribbling learning in the game of soccer through a playing approach for class VII students at SMP PGRI 2 Cilongok. This research method is to use an experimental method with pretest and posttest. The total population was 25 people with data collection techniques through pre-test and post-test. Data analysis will be carried out using the morality test, homogeneity test and t test. The results of research on playing approaches can have a significant influence on improving dribbling abilities in students at PGRI 2 Cilongok Middle School, Banyumas Regency.

**Keywords:** Dribbling, Football, Learning.

### 1. INTRODUCTION

The development of physical education and health learning is able to improve the quality of learning in schools, so physical education and health learning has so far been considered not to have fulfilled the main objectives of learning.

Basically, physical education is a physical activity carried out through learning that is directed and encourages educators so that all potential students grow and develop to achieve a goal in a complete and comprehensive manner. In addition, the modern understanding of physical education is an educational process that uses physical activity and sports as a medium or learning tool according to Yudha Saputra, et al. (2018:40) physical education is education carried out through physical activity as the main medium to achieve goals. This is the same as expressed by Mahendra (2018:3) physical education is essentially an educational process that utilizes physical activity to produce holistic changes in the quality of individuals both in terms of physical, mental, and emotional.

The shortcomings in teaching physical education and health are caused by three factors, namely first teachers, second class hours, and third lack of learning materials. The reality in the field in teaching, teachers still do not understand the objectives of learning physical

education and health, so that they can support the success of learning. This is due to changes in the curriculum, as well as the lack of time for learning in schools.

Related to the teaching and learning process according to Toto Subroto: 2018, namely "in the implementation of the physical education teaching and learning process, these four factors cannot be separated from each other, namely; objectives, materials, methods, and evaluation". The physical education learning objectives formulated by teachers in the teaching and learning process must refer to the curriculum objectives, such as understanding various types of sports games and the application of basic techniques in playing, every time they teach, teachers are expected to be able to formulate specific learning objectives in the form of observed behavior, clearly describe the contents of the tasks given, and can be measured and evaluated for their level of success.

One of the games that must be mastered by junior high school students is soccer. This type of game is a team game with each team consisting of 11 people. The goal is as a mediator to educate children so that they will become intelligent, skilled, honest and sporty children. In addition, it can foster enthusiasm (comperation), cooperation (cooperation), social interaction (social interaction) moral education (moral education) (Sucipto, 2020: 7).

In the process of playing football there are so-called basic game techniques such as kicking, stopping, dribbling, heading, tackling, throw-in, and goalkeeping. (Sucipto, 2020: 17). These types of basic techniques must be learned by junior high school students. One of them is by SMP PGRI 2 Cilongok. This junior high school is one of the schools in Kendal Regency. Based on the results of a preliminary study, it is known that soccer dribbling learning for grade VII students is still not optimal. The learning provided is also not packaged in a modified form so that students are found to be less enthusiastic, bored and lazy to move.

## **2. LITERATURE REVIEW**

### **Understanding the Game of Football**

Football is the most popular team sport in the world, each team consists of eleven players on the field and one of them acts as a goalkeeper, most of whom use their legs except the goalkeeper is allowed to use their arms in the penalty area. As a collective game, football requires a relationship between individuals and not for individual interests alone. In addition, football is a team game that if a team wants to win a match, good cooperation is needed between all components to produce a real togetherness.

The statement above is in line with the statement expressed by Handoko (2018) as follows:

“Football is a game played by kicking the ball, with the aim of getting the ball into the opponent's goal and keeping the goal from being scored on. In playing the ball, each player is allowed to use all parts of the body except the hands and arms. Only the goalkeeper is allowed to play the ball with his feet and hands.”

The aim of the game of football according to Sucipto, et al (2019: 8) states that: "players put as many balls into their opponent's goal as possible and try to guard their own goal, so as not to concede." A team is declared victorious if the team can put the most balls into its opponent's goal, and if they are the same, then the game is declared a draw."

### **Learning the Game of Football**

Modern football is played with running skills and passing the ball with simple movements accompanied by speed and accuracy, therefore football is included in the classification of investor games (attacks), which of course the emphasis of the learning objectives is different from the emphasis on learning skills. However, both have similarities, namely involving modification and development to comply with the principles of Developmentally Appropriate Practice (DAP) and "body scaling", including the size of physical abilities.

Education that is carried out should be adjusted to the child's developmental stage in the learning stage. So that the educational process for children does not mean a "forcing" program for children to do something or to have an ability according to the wishes of adults without considering the child's condition. One concept that is relevant to the child's learning approach is the concept of Developmentally Appropriate Practice (DAP) or in Indonesian means "Education that is appropriate according to the child's developmental stage".

### **Definition of Dribbling (Dribbling the Ball)**

According to Sardjono, rolling the ball continuously on the ground while running. Meanwhile, Luxbacher (2018:47) stated that

“Dribbling in soccer has the same function as in basketball, namely allowing players to maintain the ball while running past opponents or advancing into open space. A good dribbler must always pay attention to the game situation, friends or opponents.”

## **Principles of Dribbling the Ball**

The technique of dribbling the ball is not always done by football players, but only done at an advantageous time, namely when free from opponents. (Sunarta, quoted from: Gifford (2019:11)), dribbling the ball must use the following principles:

- 1) The ball is under the player's control, not easily taken by the opponent and the ball is always under control,
- 2) In front of the player there is an empty area which means it is free from opponents.
- 3) The ball is dribbled with the right or left foot, each step the right or left foot pushes the ball forward, so the ball is pushed not kicked. The rhythm of the touch on the ball does not change the rhythm of the steps
- 4) When dribbling the ball, your eyes should not always be on the ball, but you should also pay attention to or observe the situation around you and the field or the position of your opponent or your friend.
- 5) The body leans slightly forward, the hand movements are free as when running normally.

## **Utility Dribble**

The usefulness of dribbling techniques in football games is very important for times of difficult situations. Dribbling aims to, among others, approach the distance to the target, pass opponents, and hinder the game. Players can be famous for having good dribbling skills, (Sucipto et al., 2020: 28).

According to Engkos Kosasih (2014: 95), the aim of dribbling the ball is as follows:

1. Passing the opponent,
2. Break through the enemy's defenses,
3. Make it easier for your teammates or yourself to score goals,
4. Opening up space to make attacks or strategize,
5. Master the game.

The purpose of dribbling the ball is to, among other things, close the distance to the target, pass the opponent, and hinder the game. The method of dribbling quoted from Herwin (2014: 36) is as follows:

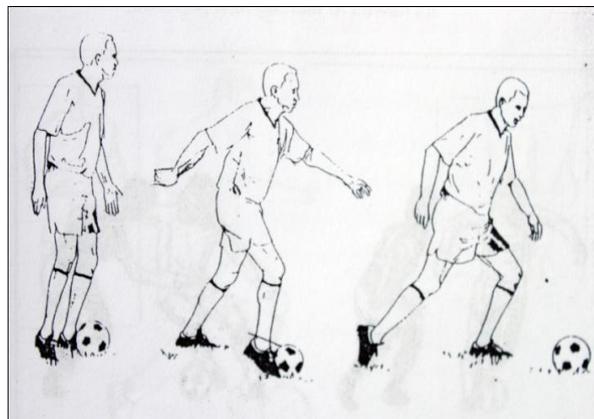
- 1) Dribbling against pressure from the opponent, the ball must be close to the swinging foot or the foot that will be dribbling, meaning touching the ball as often as possible or many touches.

- 2) While in a free area without any opponent pressure, then touch the ball a little followed by a fast running movement. The use of dribbling techniques in football games is very important for times of difficult situations.

### **How to Dribble the Ball**

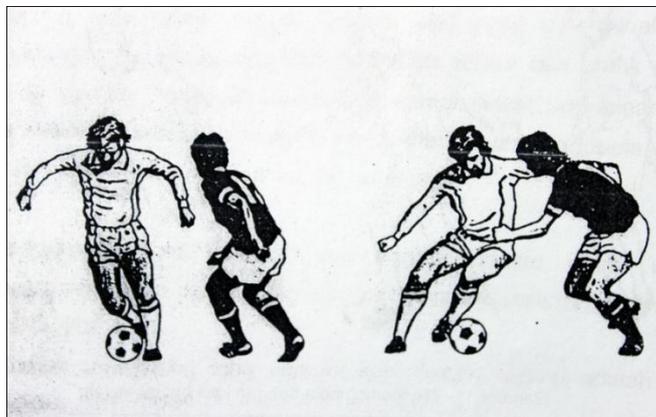
One of the interesting spectacles in football is the ability of a player who has good ball control techniques and is able to dribble the ball to pass his opponent. The ball dribbling techniques according to the Ministry of National Education (2010:28) include:

- 1) Dribbling the ball with the inside of the foot. In general, dribbling the ball with the inside of the foot is used to pass or trick the opponent. Analysis of dribbling the ball with the inside of the foot is as follows:
  - a. The position of the feet when dribbling the ball is the same as the position when kicking the ball.
  - b. The foot used to dribble the ball is not pulled back, it is only swung forward.
  - c. Try to make sure that with every step you take, the ball is regularly touched or pushed forward.
  - d. The rolling ball must always be close to the feet so that the ball remains under control.
  - e. When dribbling the ball, both knees are slightly bent to make it easier to control the ball.
  - f. When the foot touches the ball, look towards the ball and then look at the situation on the field.
  - g. Both arms maintain balance next to the body.



**Figure 1. Dribbling the ball with the toe of the foot  
in (Sucipto et al., 2020:29)**

- 2) Dribbling with the outside of the foot. Dribbling with the outside of the foot is generally used to pass opponents. Analysis of dribbling with the outside of the foot is as follows:
- The position of the foot when dribbling the ball is the same as the position of the foot when kicking the ball with the outside of the instep.
  - The foot used to dribble the ball only touches or pushes the ball forward.
  - Every time you take a step, your feet regularly touch the ball.
  - The ball is always close to the feet to maintain control.
  - Both knees are slightly bent to make it easier to control the ball.
  - When the foot touches the ball, look towards the ball, then look at the situation.
  - Both arms maintain balance beside the body.

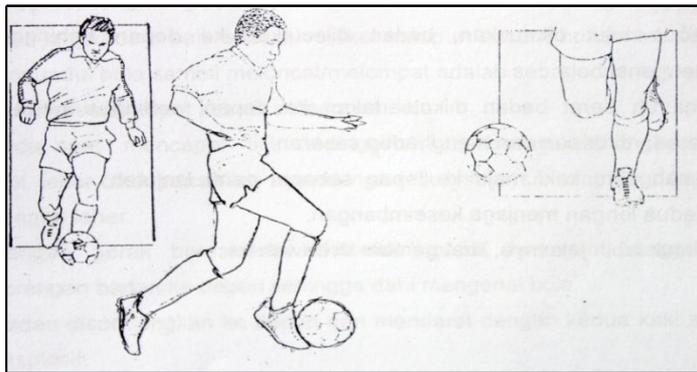


Source: (Setyawan, 2013)

**Figure 2. Dribbling the ball with the outside of the foot**

- 3) Dribbling the ball with the instep Dribbling the ball with the instep is generally used to close the distance and is the fastest compared to other parts of the foot. Analysis of dribbling the ball with the instep is as follows:
- The position of the foot when dribbling the ball is the same as the position when kicking with the back of the foot.
  - The foot used to dribble the ball only touches or pushes the ball without first pulling it back and swinging it forward.
  - With each step your feet regularly touch the ball.
  - The rolling ball must always be close to the feet so that the ball remains under control.
  - Both knees are slightly bent to make it easier to control the ball.
  - The rolling ball must always be close to the feet so that the ball remains under control.

- g. Both knees are slightly bent to make it easier to control the ball.
- h. The view looks at the ball when the foot touches it.



**Figure 3. Dribbling the ball with the instep:**  
(Setyawan, 2013)

### **3. RESEARCH METHODS**

The problem to be studied and the objectives to be achieved in a study will determine the use of football playing methods in developing dribbling skills. There are several types of research methods that can be used in a study, including historical, descriptive and experimental methods. The purpose of this study is for the author to find the influence of certain variables on other variables, so the research method used is the experimental method. Regarding Arikunto (2022:82) that "the experimental method deliberately seeks the emergence of variables and continues to be controlled to see their influence".

Based on this opinion, it can be concluded that the experimental method is a method in which there is a causal relationship between two groups of variables that arise through research. The variables that are the main focus of this research are:

1. The independent variable is the use of a play approach.
2. The dependent variable is the ability to dribble the ball

#### **Population and Sample**

The definition of population according to Arikunto (2022:115), population is the entire research subject. The population in this study were male students who participated in the Futsal Extracurricular in Class VII of SMP PGRI 2 Cilongok, totaling 25 people.

Arikunto (2022 :117) states that, "A sample is a portion or representative of the population being studied". Regarding the size of a sample that is sufficient for a population, Arikunto (2022: 120) says that:

"If the subjects are less than 100, it is better to take all of them so that the research is a population study. Furthermore, if the number of subjects is large, it can be taken between 10 - 20%, or 20 - 25% or more, depending on at least: a) The researcher's ability in terms of time, energy and funds. b) The narrowness of the observation of each subject, because this concerns the amount of data. c) The size of the risk borne."

Based on the description above, the sampling technique used in this study was the total sampling technique, namely 25 students who participated in the futsal extracurricular in Class VII of SMP PGRI 2 Cilongok.

#### **4. RESEARCH RESULTS AND DISCUSSION**

##### **Research result**

The data collected and analyzed were dribbling test result data, obtained from 25 research subjects who were given training treatment using a game model. Before being given treatment, an initial test was conducted to determine the students' initial dribbling technique skills before being trained, after that they were given treatment for approximately 3 times a week for 16 meetings, then a final test was conducted to determine whether there was an increase in dribbling skills or not.

In order to make the research easier to do, the two variables are symbolized in X1 for the PreTest group, X2 for the Post Test group. The results of the descriptive analysis of the research data can be presented as follows:

##### 1) Pretest

**Table 1. Category Value Norms**

<b>NO</b>	<b>Interval</b>	<b>Category</b>
1	$M - 1.5 SD > X$	Very well
2	$M - 1.5 SD - M - 0.5 SD$	Good
3	$M - 0.5 SD - M + 0.5 SD$	Enough
4	$M + 0.5 SD - M + 1.5 SD$	Not enough
5	$M + 1.5 SD < X$	Less than once

Source: Anas Sudijono (2009:453)

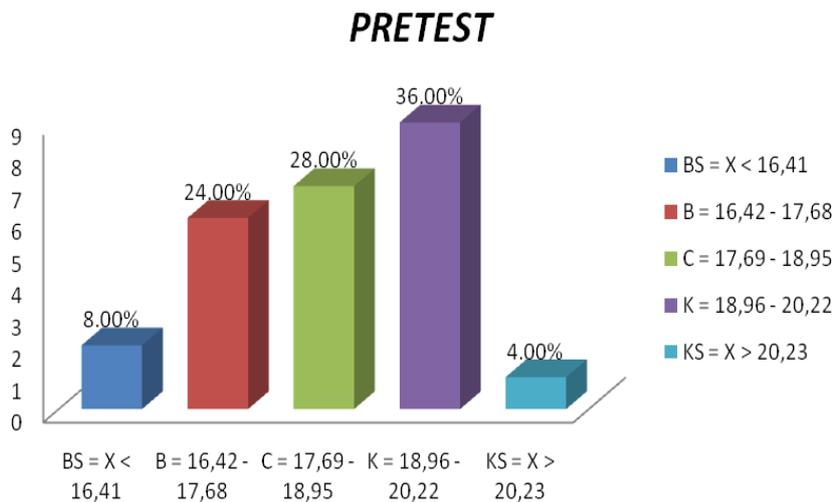
Symbolized by X1. The results of descriptive analysis of pre-test data before being given training treatment using a play approach. Descriptive analysis obtained a maximum value of 21.13, minimum 16.13, mean 18.32, median 18.19, mode 16.13 and standard deviation value of 1.27. Furthermore, the data is presented in a pre-test frequency distribution. Furthermore, the data is presented in a frequency distribution

with category norms (Anas Sudijana, 2009: 453) with categories, very good, good, sufficient, lacking, and very lacking. The following is the pre-test frequency distribution

**Table 2. Frequency Distribution of Pre-Test Group Data**

Interval Class	Category	Frequency	Percentage
$X < 16.41$	Very well	2	8.00%
16.42 - 17.68	Good	6	24.00%
17.69 - 18.95	Enough	7	28.00%
18.96 - 20.22	Not enough	9	36.00%
$X > 20.23$	Less than once	1	4.00%
Amount		25	100.00%

The following is a histogram of the pretest group data based on frequency distribution:



**Figure 4. Histogram of Pre-Test Group Data**

**2) Post Test**

**Table 3. Value Norms Category**

NO	Interval	Category
1	$M - 1.5 SD > X$	Very well
2	$M - 1.5 SD - M - 0.5 SD$	Good
3	$M - 0.5 SD - M + 0.5 SD$	Enough
4	$M + 0.5 SD - M + 1.5 SD$	Not enough
5	$M + 1.5 SD < X$	Less than once

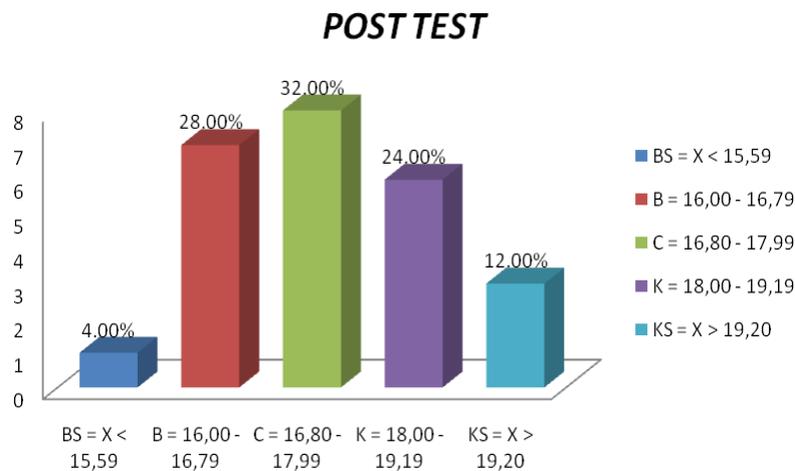
Source: Anas Sudijono (2009:453)

Symbolized by X2. The results of descriptive analysis of post-test data after being given training treatment using a play approach. Descriptive analysis obtained a maximum value of 19.87, minimum 15.24, mean 17.39, median 17.19, mode 17.19 and standard deviation value of 1.20. Furthermore, the data is presented in the post-test frequency distribution. Furthermore, the data is presented in a frequency distribution with category norms (Anas Sudijana, 2009: 453) with categories, very good, good, sufficient, lacking, and very lacking. The following is the post-test frequency distribution.

**Table 4. Frequency Distribution of Post-Test Group Data**

Interval Class	Category	Frequency	Percentage
X<15.59	Very well	1	4.00%
16.00 -16.79	Good	7	28.00%
16.80 -17.99	Enough	8	32.00%
18.00 -19.19	Not enough	6	24.00%
X>19.20	Less than once	3	12.00%
Amount		25	100.00%

The following is a histogram of the posttest group data based on frequency distribution:



**Figure 5. Histogram of PostTest Group Data**

### 3) Prerequisite Test

Before data analysis is carried out, a data analysis prerequisite test will be carried out, including a normality test and a homogeneity test. The prerequisite test is intended to determine whether the data obtained can be analyzed using parametric statistics or not. If it meets the requirements, then parametric statistical analysis can be carried out, but if it does not meet the hyperrequirements, then the data analysis used is

nonparametric statistics. The results of the analysis prerequisite test are presented below.

a. Normality Test

Normality testing using the Chi Square test. In this test, the sample hypothesis will be tested from a normally distributed population, to accept or reject the hypothesis by comparing the Asymp.Sig price with 0.05. The criteria are to accept the hypothesis if the Asymp Sig is greater than 0.05, if it does not meet these criteria, the hypothesis is rejected.

**Table 5. Results of Normality Test Calculation**

No	Variable s	<i>Asymp.Sig</i>	Conclusion
1	<i>Pretest Dribbling</i>	1,000	Normal
2	<i>Post Test Dribbling</i>	1,000	Normal

Based on the table above, the Asymp. Sig value of the pre-test variable 1 dribbling is 1,000 and the post-test tdribbling is 1,000. Because the Asymp. Sig value of both variables are all greater than 0.05, the hypothesis stating that the sample is based on a normally distributed population is accepted.

b. Homogeneity Test

Homogeneity test uses F Test. In this test, the hypothesis that the variance of the variables is the same will be tested, to accept or reject the hypothesis by comparing the calculated F value (Fcount) with F from the table (Ftable) at a significance level of  $\alpha = 0.05$  and the degrees of freedom used. The criterion is to reject the hypothesis if the calculated F value is greater than or equal to the Ftable value at the significance level used, in other cases reject the hypothesis.

Another way to reject or accept a hypothesis is to compare the calculated significance value with 0.05. The criterion is to accept the hypothesis if the calculated significance value is greater than 0.05. The results of the homogeneity test can be seen in the table below:

**Table 6. Results of Homogeneity Test Calculation**

Fcount	F(0.05)(1.48)	Sig.	Conclusion
1.81	4.03	0.678	Homogeneous

Based on the calculation, the Fcount value is 1.81, while the Ftable ( $\alpha = 0.05$ ) (1/48) is 4.03. Because the Fcount value is smaller than the Ftable value, the hypothesis stating that the variance of the existing variables is the same is accepted. The second way is to compare the significance value with 0.05, the significance value is 0.678 ( $> 0.05$ ). Thus, it can be concluded that the population variance is homogeneous.

c. T-Test Results

Data analysis was conducted using t-test on pre-test group data and post-test group data of dribbling measurement results. This test will test the hypothesis. There is an influence of playing approach on dribbling technique skills in football games in students of SMP PGRI 2 Cilongok, Banyumas Regency.

To accept or reject the hypothesis by comparing the calculated t value with the t table value. The criterion is to accept the hypothesis if the calculated t value lies between the negative and positive of the t table ( $-t_{1-1/2\alpha} < t < t_{1-1/2\alpha}$ ), or if the calculation significance is less than 0.05.

To determine the influence of the playing approach on the level of dribbling ability in football games in students of SMP PGRI 2 Cilongok, Banyumas Regency, a two-sample t-test or Paired Sample t-test was used. The results of the t-test are shown in the following table.

**Table 7. Summary of t-Test Results**

<b>Group</b>	<b>Average</b>	<b>count</b>	<b>table</b>	<b>Sig</b>
<i>Pretest Dribbling</i>	18.32	9,252	1,711	0,000
<i>PostTestDribbling</i>	17.39			

The results of the t-test obtained a calculated t value of 9.252 and a t table value at dk (0.05) (24) of 1.711 with a significance level of 0.000. Because the calculated t value is greater than the t table  $9.252 > 1.711$ , it can be concluded that there is an influence of the playing approach on the level of dribbling ability in football games for students of SMP PGRI 2 Cilongok, Banyumas Regency.

Based on the table above, it can be seen that the average value of the dribbling pretest is 18.32, while the average value of the dribbling posttest is 17.39. The magnitude of the increase or effectiveness of the playing approach is as follows:

**Table 8. Percentage Increase**

Group	Mean	Mean deferens	Ascension percentage
<i>Dribbling Pretest</i>	18.32	0.93	5.08%
<i>Posttest Dribbling</i>	17.39		

Based on the table above, the difference between the post-test and pre-test averages is 0.93. From this average difference, a percentage increase of 5.08% can be seen.

## Discussion

This study aims to determine the effect of playing approaches on the level of dribbling ability in football games among students of SMP PGRI 2 Cilongok, Banyumas Regency.

The results of the study showed that there was an influence of the playing approach on the level of dribbling ability in football games in students of SMP PGRI 2 Cilongok, Banyumas Regency. This was proven by the significance value of the calculation in the t-test of the pretest and post-test groups of 0.000, which was smaller than 0.05 (Sig <0.05).

Motor skills are acquired through a learning process, namely by understanding the movement and performing repeated movements accompanied by awareness of the correctness or incorrectness of the movement that has been done. To achieve a certain level of skill, the length of time obtained by each individual varies. Some only need a short time, and some need quite a long time even though the procedure and learning intensity are the same. The playing approach is basically an introduction exercise to the ball or often known as full ball control in any situation. The ball is controlled and can remain within reach of a player during the game. The playing approach is a simple form of training that is done by directly using the ball. In the playing approach stage, each player is more emphasized on understanding the movement or bounce produced by the pattern. The contact with the ball must be felt and fully understood.

Dribbling activity in soccer games will certainly be very helpful in maintaining the ball. Dribbling is a technical element that a soccer player must have. Dribbling is an effort by a player to move the playing area from one place to another by running while making small touches to the ball (Cahyo Adi Priatno, 2014:29).

Dribbling is also meant to save the ball when there is no possibility of passing to share the ball by freeing oneself from the opponent's pressure and to break through the opponent's defense, the player must dribble the ball. According to Matkovich in (Ardi Nusri, 2019) "Dribbling is a key skill, if a player wants to succeed in a high-level game. Dribbling skills are

very important because soccer players must have fast and efficient dribbling skills to control the ball and make fake moves and pass opponents".

According to (Amir Supriadi, 2015) "In dribbling the ball, a player must be able to control the ball well in a narrow area, thus the ball must be able to be touched at every step as a necessity to protect the ball from the opponent. Dribbling the ball is also intended to save the ball if there is no possibility of passing by freeing oneself from the opponent's pressure".

Some types of games (including invasion games) have several types of activities that if observed will resemble target games, for example in a soccer test there is a target that is assessed. When playing soccer, the player who will kick the ball will direct the ball into the opponent's goal who is assessed to have the right shooting ability. Target games are included in the TGfu (tactical games for understanding) classification where this game provides students with the opportunity to experience the learning process by replacing their experiences with new experiences.

This is in line with the results of previous studies that revealed that with this tail collecting game will develop basic dribbling techniques, because in the tail collecting game there are elements of dribbling the ball and also protecting the ball from the opponent. While the black green game has elements to train the ability to dribble, listen and react when dribbling the ball and quickly change the direction of dribbling (Setyawan, I., 2013: 30). Thus, through dribbling training in football games by collecting tails and black green, it is hoped that athletes will be able to improve their dribbling quality when competing in addition to being able to take positive lessons contained therein. By using a playing approach, athletes will be more enthusiastic to learn it.

From the statement above, it is expected that athletes can improve their dribbling skills in soccer games to increase varied attacks for their team. So that there are no more problems in dribbling.

## **5. CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the results of data processing and analysis that the author presented in the previous chapter, the following conclusions can be drawn: the playing approach can have a significant influence on improving dribbling skills in students of SMP PGRI 2 Cilongok, Banyumas Regency.

## **Suggestion**

Based on the conclusions above, the author provides suggestions as a follow-up to the research, as follows:

- a) It would be good for physical education teachers, coaches and sports trainers, especially football, to use a playing approach to improve shooting skills.
- b) For fellow researchers, the author suggests that further research be conducted on dribbling ability in a larger sample size and the use of more appropriate statistics to obtain better results.

Hopefully the results of this study can be useful for the author, physical education teachers and sports coaches, especially in terms of improving shooting skills in soccer games.

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