

Survey of Basic Skills of Sepak Takraw Games In Grade V Students of SD BK Bolobia

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ABSTRACT

This study aims to determine the level of basic soccer skills in fifth-grade male students at BK Bolobia Elementary School. The method used was a descriptive survey with a sample of 9 students. The instrument used was a consecutive soccer practice test, which counted the number of consecutive kicks without the ball touching the ground. The measurement results were categorized into five skill levels: Very Poor, Less, Sufficient, Good, and Very Good. The results showed that the majority of students were in the Very Poor (22.22%), Less (22.22%), Sufficient (22.22%), and Good (22.22%) categories, while only 11.11% of students were included in the Very Good category. Based on these results, it can be concluded that students' basic soccer skills are generally in the Sufficient category with an uneven distribution of abilities. These results indicate the need for a targeted and sustainable improvement of basic technique training programs in physical education learning in elementary schools.

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A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
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INTRODUCTION

Exercise is an integral and inseparable part of human life. The body requires physical activity to maintain its health, including physical, developmental, spiritual, and social well-being. Exercise also plays a crucial role as a stress-reducing method. The public needs to recognize the importance of exercise for maintaining physical health, tailored to each individual's ability and preferences. There is no discrimination in exercise—whether based on race, religion, economic status, or gender—everyone has the right to exercise according to their needs. According to Idricha (2019:9), exercise is a physical need that must be met to maintain a healthy body.

Various forms of exercise can be practiced, ranging from light activities such as walking to competitive sports such as soccer, volleyball, or sepak takraw. In the context

of developing achievement, sport also serves as a tool to uphold the nation's reputation. Achieving sporting success is not achieved instantly, but through a systematic, planned training process using a scientific approach. In this process, the role of the coach is crucial as a creative and responsible training facilitator. One sport originating from traditional culture is sepak takraw, originally known as sepak raga, played traditionally using a rattan ball. Sepak takraw has now been modernized and competed internationally. This game is unique because it only uses the feet, head, chest, and shoulders, with the main rule not to touch the ball with the hands. According to Tampubolon in Hanif (2015:27), sepak takraw is a modification of sepak raga and is played by three people in one team: one tekong and two apit.

This game demands high technical skills. Some important basic techniques include kicking, horse kicking, gouging, heading, and mendada. Among all these techniques, sila soccer is the basic technique most often used in matches because it functions as the main ball control technique. Therefore, mastering the technique of sepak takraw is an important foundation in developing early-age sepak takraw players.

However, based on initial observations at BK Bolobia Elementary School, it was found that most students lacked a good understanding and mastery of sepak takraw techniques. Available sports facilities were still limited, particularly training facilities such as takraw balls that were appropriate for children's ages. Furthermore, the training conducted by the Physical Education (PJOK) teachers was still general in nature and did not focus on systematically developing sepak takraw techniques. The learning process predominantly used a general approach (overall drilling), without any emphasis on specific basic technical skills. Teachers also stated that there was no specific skills test instrument available to measure students' mastery of basic sepak takraw techniques. To date, evaluations were conducted only visually and were subjective. This resulted in the selection process and sepak takraw skills development being less than optimal and objective.

This condition is reinforced by statements from several students who admitted to often feeling bored when asked to do the same tests or exercises repeatedly without variation, thus reducing their motivation and enthusiasm for learning. As expressed by Budiwanto (2012:22), boredom in training can occur if the trainer is unable to create a creative and varied training atmosphere.

METHODS

Types of research

This research is a quantitative descriptive study, aiming to describe phenomena or situations as they exist without manipulating variables. In this case, the focus of the study was to determine the level of basic soccer skills among fifth-grade students at BK Bolobia Elementary School. The study did not aim to test a hypothesis, but rather simply to describe the students' skill levels based on actual field data (Wahyuni, 2018; Mulyana, 2020).

Location and Time of Research

The research will be conducted at BK Bolobia Elementary School, specifically on the school field, where soccer skills are practiced. The implementation date will be adjusted after the research proposal is approved and is expected to take place in the even semester of the 2024/2025 academic year.

Population, Sample, and Sampling Techniques

The population in this study was all fifth-grade students at BK Bolobia Elementary School, totaling six students. Due to the small number, total sampling was used, meaning the entire population was sampled. According to Sugiyono (2016), sample selection must be representative for valid results. Therefore, these six students served as the primary data source for this study.

Operational Definition of Variables

This study used a single variable, namely the level of basic sepak sila skills. This variable is defined as the student's ability to effectively execute sepak sila techniques, including ball control, movement accuracy, and technical consistency. Assessment was based on the students' actual performance during practice (Wahyuni, 2018; Mulyana, 2020).

Research Instruments

The instrument used was a soccer skills test based on the guidelines from Nurhasan (2007). The tools used included:

- 1) Takraw ball
- 2) Assessment score sheet
- 3) Camera (for documentation)
- 4) Practice field

Test steps:

- 1) Students do a cross-legged kick from a designated point.
- 2) Use one or two feet without dropping the ball
- 3) Two chances, highest score taken
- 4) The score is calculated from the number of consecutive kicks.

Assessment Category:

Number of Consecutive Kicks	Category
1 – 2 times	Less than once
3 – 4 times	Not enough
5 – 6 times	Enough
7 – 9 times	Good
≥ 10 times	Very good

(Source: Nurhasan, 2007)

Data collection technique

Data collection was conducted through direct observation, where students were tested on their soccer skills, and the results were observed and recorded by the researcher. Observation was chosen because it is suitable for directly assessing behavior, work processes, and motor skills (Sugiyono, 2017). The researcher was assisted by a physical education teacher in conducting the assessment to ensure objectivity.

RESULTS AND DISCUSSION

Result

This study was conducted to determine the level of basic soccer skills in fifth-grade male students at BK Bolobia Elementary School. The sample size for this study was 9 male students. The instrument used in the study was a soccer test conducted by Nurhasan using the consecutive kick method, which counts the number of consecutive kicks without the ball hitting the ground. The collected data was then analyzed using statistical calculations. The following is a description of the results of the soccer test conducted:

Table 1.

Data on the Results of Football Skills at SD BK Bolobia

NO	Student Initials	Number of consecutive kicks	Category
1	AR	2	Less than once
2	BM	5	Enough
3	DS	7	Good
4	FL	3	Not enough
5	HK	6	Enough
6	JN	1	Less than once
7	LT	8	Good
8	MR	10	Very good
9	SP	4	Not enough

Descriptive Analysis Results of the Football Skills Test

The level of soccer skills was described in the test. The raw data obtained were converted into t-scores and summed to categorize the research results into excellent, good, sufficient, poor, and very poor. To determine these categories, the mean was first calculated. The descriptive analysis data for basic soccer skills are as follows:

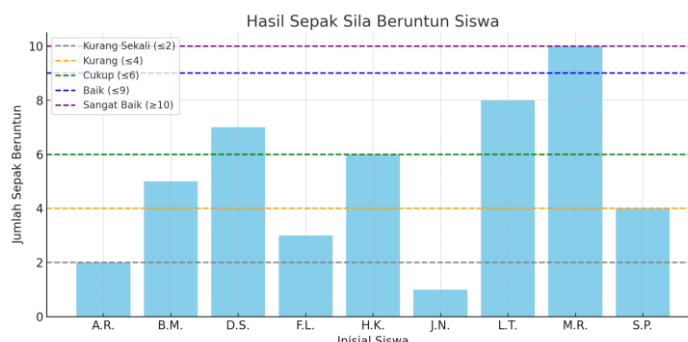
Table 2.

Frequency Distribution of Football Skill Levels

Category	Frequency	Percentage
Not enough	2	22.22%
Not enough	2	22.22%
Enough	2	22.22%
Good	2	22.22%
Very good	1	11.11%
Amount	9	100%

The table above shows that the basic skills of sila football of fifth grade students of BK Bolobia Elementary School are as follows: Very Poor category of 22.22% (2 students), Less category of 22.22% (2 students), Sufficient category of 22.22% (2 students), Good category of 22.22% (2 students), and Very Good category of 11.11% (1 student). Based on these results, it can be concluded that the basic skills of sila football of fifth grade male students of BK Bolobia Elementary School are in the Sufficient category, with the largest percentage divided equally across the four main categories (Very Poor, Less, Sufficient, and Good), each 22.22%, while the Very Good category is still relatively low. This shows that the majority of students are in the middle category, and there needs to be increased

coaching and training to encourage more students to reach the Good or Very Good category. to make it easier, it can be seen in the following diagram:



Discussion

Based on the results of a study of nine male students at BK Bolobia Elementary School, it was found that the students' basic soccer skills varied, with a fairly even distribution across almost all categories. The results showed that each category had the same proportion of Very Poor, Poor, Sufficient, and Good, at 22.22%, while the Very Good category only reached 11.11%. This indicates that the majority of students were at the lower-intermediate skill level.

The low proportion of students in the Very Good category indicates a need to improve soccer learning and training methods in schools. As explained by Supriyono (2018), basic motor skills can only develop optimally if supported by sufficient practice frequency and teaching methods appropriate to the student's ability level. Furthermore, research by Makarova et al. (2021) confirms that an integrative approach combining technical training, physical strengthening, and fun learning methods can significantly improve the basic skills performance of school-age children.

This research also aligns with the findings of Lestari, Saptani, and Alif (2025), who stated that the use of modified training can significantly improve ball control skills in elementary school students. Fun and ability-appropriate training is believed to increase student motivation and participation in physical education learning. Therefore, it can be concluded that improving elementary school students' soccer skills requires a comprehensive coaching approach, including the use of varied and enjoyable training methods, increased training frequency, and regular evaluation of students' skill development.

The application of simple technology such as video analysis can also be used to help students visually understand technical errors, as suggested by Thomas, Reilly, & Williams (2021). Therefore, the results of this study provide important implications for physical education teachers and extracurricular coaches in designing structured, adaptive, and student-centered training programs to encourage optimal achievement of basic soccer skills in elementary school settings.

CONCLUSION

The basic volleyball skills of fifth-grade students at SD Inpres 3 Lamasi are generally considered adequate. Some students have demonstrated good mastery of basic techniques such as serving and passing, but some students still have weaknesses in smashing. This indicates the need for comprehensive improvement in basic volleyball skills instruction.

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