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Eye and Foot Coordination Relationship to Passing and Stopping Football At Uptd SD Negeri Langkap 02 Burneh

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ABSTRACT

This study aims to determine the relationship between eye-foot coordination and the passing and stopping skills in football at UPTD SD Negeri Langkap 02 Burneh. The research used a descriptive quantitative method with a survey approach. The population consisted of 25 male students aged 10–12 years from grade VI of SDN Langkap 02 Burneh. The instruments used were an eye-foot coordination test and a football passing and stopping skill test. Data analysis was conducted using the Pearson Product Moment correlation formula to determine the strength of the relationship between the two variables. The results showed a significant relationship between eye-foot coordination and the ability to perform passing and stopping. Based on test scores categorized as "very good" in the initial, contact, and final phases of both passing and stopping, it can be concluded that the better the eye-foot coordination, the better the passing and stopping skills of students in football.

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A. Conception and design of the study;
B. Acquisition of data;
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INTRODUCTION

Sport is an important part of personality building, physical fitness, and children's motor skills. Sport is an activity that involves physical strength and thinking skills, with the main goal of achieving achievements in certain branches (Zalikal Ilham, 2021). To achieve these achievements, a comprehensive coaching process is needed for athletes, both from a physical and mental perspective. Mental development is strongly influenced by the psychological condition of athletes, so that psychological aspects play an important role in supporting the success of training and performance in the field. One of the most popular and popular sports around the world, including in Indonesia, is football. Football is one of the most popular and favored sports by the world community, including in Indonesia. The game is not only competitive and recreational, but also plays an important role in developing the physical, psychomotor, social, and emotional aspects of learners. In the context of physical

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education at the primary school level, football is introduced as one of the main materials that aims to train basic movement skills, teamwork, and sportsmanship. Football not only provides physical fitness benefits, but also trains teamwork, discipline, and complex movement coordination skills. The game of football requires each player to be able to control the ball, score goals against the opponent's goal, and protect their own goal from being conceded. To be able to master the game well, each player must have mastery of the basic techniques of football as the main provision in playing (Fajrin et al., 2021). In a football game, various basic skills are needed, including passing (passing the ball) and stopping (stopping the ball). These two skills are fundamental components that determine the smoothness and effectiveness of the game in the team.

In a football game there are various basic techniques that need to be mastered by players, one of which is the technique of passing the ball or what is known as passing. Passing serves to flow the ball to teammates in an accurate and controlled manner, while stopping serves to control the ball so that it can be controlled properly before making the next move. The ability to pass and stop effectively determines the quality of the game, both in practice and in actual matches. Passing and stopping are not just ordinary physical movements, but a form of motor skill that involves cooperation between the sensory and motor systems, especially coordination between the eyes and feet. To control the ball, a player must be in a safe position and be able to control the ball completely. The ball can be stopped with the sole of the foot, instep, chest, and thigh (Ridlo & Saifulloh, 2019). Eye-foot coordination is the ability to synchronize vision with foot movements to perform an activity effectively. In the context of football, this coordination is very important because players must be able to see the target, predict the movement of the ball, and adjust their foot movements to pass or stop the ball appropriately. Without good eye-foot coordination, passing and stopping skills cannot be performed optimally.

At primary school age, especially upper grade students (grades IV to VI), fine and gross motor development is at an optimal stage. Therefore, this phase is the right time to instill and train basic skills in various sports, including football. At UPTD SD Negeri Langkap 02 Burneh, Physical Education, Sports and Health (PJOK) learning includes the introduction and training of basic football techniques. In these learning activities, there are variations in students' ability to pass and stop, which are thought to be closely related to the level of eye and foot coordination possessed by each student. For some time, the concept of coordination was considered the same as the words skill and motor ability. Agility is a type of game where players must move quickly, agilely, and change direction (Mappaompo et al., 2015). passing and stopping abilities of students at the school. This is important to research considering that a good understanding of the factors that influence the success of basic skills in football can help PJOK teachers in designing learning strategies that are more targeted and effective. Through this research, the author wants to know whether there is a significant relationship between eye and foot coordination on passing and stopping skills in students at UPTD SD Negeri Langkap 02 Burneh. This research is expected to contribute to the field of physical education, especially in improving the quality of learning basic football techniques at the elementary

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school level. In addition, the results of this study can also be a reference for teachers, trainers, and schools in evaluating and developing more targeted sports training programs in accordance with the abilities and potential of students.

Thus, this introduction is a strong basis for further study of the relationship between eye and foot coordination with football passing and stopping skills. Understanding this relationship is expected to open new insights in the development of training methods based on students' coordinative abilities, in order to support the improvement of sports achievements from an early age. This research not only has academic value, but is also very relevant practically, especially in the context of developing more effective PJOK learning methods and based on student needs. The results of this study are expected to provide concrete input for PJOK teachers in designing training programs that are more focused on developing coordinative abilities, so that student achievement in football can increase as a whole. Therefore, this research is important and relevant to be carried out, especially in an effort to improve the quality of physical education and early childhood sports coaching in the elementary school environment.

METHODS

This study uses quantitative research with the type of research used correlation. Quantitative research is a research approach that utilizes numerical data and statistical analysis to test hypotheses or explain a symptom objectively. The main purpose of this research is to obtain accurate measurements of certain variables, reveal the relationship between variables, and make generalizable conclusions based on samples that represent the population (Muhajirin et al., 2024). Meanwhile, this type of correlation has a number of assumptions that must be met, including the variables analyzed must be interval or ratio data, the relationship between variables is linear, the data is normally distributed, the data used is paired data, and there are no outlier values or data that deviate to the extreme (Akbar et al., 2023). The population in this study were all 6th grade students of UPTD SD Negeri Langkap 02 Burneh with a total of 25 students. The sample used in this study was purposive sampling, namely members of UPTD SDN Langkap 02 Burneh students (age: 10-12 years and male), with if the subject is less than 100 it is better for the population to take all so that the research is population research. furthermore, if the subject is greater, it can be taken between 10-15% or more so that this study is 12 people.

The instruments used in this study were observation sheets and tools such as football balls, stopwatches, obstacles, and skill assessment sheets. The test used is a standard skill test in elementary school football and has been validated by experts. Data collection techniques are carried out through several stages: (1) eye and foot coordination test, (2) football passing test, (3) football stopping test. The data obtained from the eye and foot coordination test results as well as the passing and stopping skill tests were analyzed using the Pearson Product Moment correlation statistical technique. Before the correlation analysis is carried out, a prerequisite test is first carried out in the form of a normality test and a data linearity test. The analysis was carried out with the help of statistical programs such as SPSS or manual statistical calculation tools as needed.

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The data analysis technique used is the product moment contribution made by Irianto (2003: 137) as follows:

Pearson formula:

$$r = \frac{\sum xy - \frac{(\sum x \sum y)}{n}}{\sqrt{\left(\sum x^2 - \frac{(\sum x)^2}{n}\right)\left(\sum y^2 - \frac{(\sum y)^2}{n}\right)}}$$

Description:

r = Product Moment Correlation index number

N = sample

∑XY = the sum of the results of the multiplication between the X score and the Y score

∑X = the sum of all X scores

∑Y = the sum of all Y scores

Then given the interpretation of the magnitude of the correlation of foot-eye coordination on passing and stopping in the football game of langkap 02 public elementary school students.

RESULTS AND DISCUSSION

Result

The results of this study were conducted to describe the data on the improvement of the ability of eye and foot coordination relations to passing and stopping at SDN Langkap 02 and each student conducted a predetermined exercise program, then a final assessment was carried out by the researcher. Students' eye and foot coordination skills are assessed based on the prefix stage, the moment of impact and the end, the normality test results are as follows.

Table 1.
Eye and foot coordination test data & student passing and stopping tests

No.	Results	Norms	Classification	Results	Norms	Classification
1	6	3	Good	8	5	Good
2	6	3	Good	9	5	Good
3	7	3	Good	8	7	Good
4	8	4	Excellent	7	8	Good
5	8	4	Excellent	9	6	Good
6	9	4	Excellent	9	6	Excellent
7	7	3	Good	7	4	Good
8	8	4	Excellent	7	5	Good
9	8	4	Excellent	4	5	Fair
10	9	4	Excellent	4	8	Good
11	9	4	Excellent	8	8	Excellent
12	8	4	Excellent	6	9	Good
13	5	3	Good	5	4	Fair
14	4	3	Good	3	6	Good
15	4	2	Fair	3	7	Good
16	6	3	Good	8	7	Good
17	3	2	Fair	6	9	Excellent
18	4	3	Good	6	5	Good

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Table 2.
Normality test results of eye and foot coordination student abilities

One-Sample Kolmogorov-Smirnov Test		Eye Coordination
N		18
Normal Parameters[a,b]	Mean	6.61
	Std. Deviation	1.944
Most Extreme Differences	Absolute	.207
	Positive	.133
	Negative	-.207
Test Statistic		.207

Based on Table 2 above, it can be seen that in each aspect assessed starting from the prefix, the imposition and the end of the eye and foot coordination ability obtained a final score in the "Very Good" category.

Table 3.
Normality test results of passing and stopping ability tests

One-Sample Kolmogorov-Smirnov Test		PASSING_STOP
N		18
Normal Parameters[a,b]	Mean	6.50
	Std. Deviation	2.007
Most Extreme Differences	Absolute	.161
	Positive	.116
	Negative	-.161
Test Statistic		.161
Asymp. Sig. (2-tailed)		.200[c,d]

Based on Table 3 above, it can be seen that in each aspect assessed both the prefix, the imposition and the end in smash ability obtained a final score in the "Very Good" category. The results of the assessment based on each aspect by each student can be seen in the following table.

Table 4.
Moment correlation test results

Correlations		EYE COORDINATION	PASSING_STOP
EYE COORDINATION	Pearson Correlation	1	.384
	Sig. (2-tailed)		.115
	N	18	18
PASSING_STOP	Pearson Correlation	.384	1
	Sig. (2-tailed)	.115	
	N	18	18

Discussion

Based on the results of research conducted at UPTD SD Negeri Langkap 02 Burneh, it was found that there is a positive and significant relationship between eye and foot coordination with passing and stopping skills in football games. This finding shows that the better the coordination between the eyes and feet possessed by students, the better their ability to pass and stop the ball. Eye and foot coordination is a very important motor

aspect in sports activities, especially in football games. In passing, players must be able to direct the ball to teammates precisely and measuredly. This process requires the ability to observe a partner's position, estimate distance and speed, and make the right foot movements to kick the ball. Similarly, in stopping, players must be able to stop balls coming at various speeds and directions, which requires visual concentration and a fast and coordinated foot motor response.

The results of this study support the theory that motor skills in sports depend not only on physical strength, but are also largely determined by coordinative ability. According to motor development theory, coordination between the sensory system (vision) and the motor system (movement) is the basis of effective and efficient movement. In the context of football, eye-foot coordination helps players to process visual information (such as the direction the ball is coming from, the position of opponents, and teammates), and then translate it into appropriate movements such as passing or stopping the ball. Practically, the results of this study also show that students who have a high level of eye and foot coordination tend to excel in basic football skills. This can be seen from the higher passing and stopping test scores in the group of students with a good level of coordination. These students were able to pass more accurately and stop the ball more effectively compared to students who had low coordination.

Age and stage of development are also important aspects in explaining this finding. Primary school students, especially grades V and VI, are at a relatively stable stage of motor development, where coordination of the limbs begins to develop well. Therefore, targeted training in developing coordination, such as balance training, agility, and reactive movements to visual stimuli, will be very influential in improving basic game skills such as passing and stopping. Furthermore, these findings also imply that physical education teachers and sports coaches in primary schools need to pay more attention to motor coordination training as part of learning football techniques. So far, basic technique training often emphasizes repetition without paying attention to students' coordinative readiness. In fact, with good coordination training, students will be faster and more precise in mastering the basic techniques of the game. These results are also in line with several previous studies that show that eye-foot coordination has a significant influence on sports performance, especially those related to manipulative movement skills such as kicking and catching the ball. In this context, the research conducted at SD Negeri Langkap 02 Burneh contributes to strengthening empirical evidence regarding the importance of motor coordination in sports learning at the school level.

However, it should be recognized that there are still limitations in this study, such as the limited sample size and only involving one school, as well as measurements focused on certain basic techniques. Therefore, it is hoped that in the future there will be further research with a wider scope and more varied methods, including the use of learning models or coordination training interventions to see a direct effect on football playing skills. This discussion leads to the conclusion that eye and foot coordination

plays an important role in improving passing and stopping skills in elementary school students. Thus, the development of coordinative abilities needs to be an integral part of football skills training, especially at an early age. With the right training approach, students will not only be more skillful in the game, but also have a strong motor foundation for future higher sports development.

CONCLUSION

Based on the results of data analysis entitled "The relationship between eye and foot coordination on passing and stopping in football at SD negeri 02 langkap and discussion, it can be concluded that the ability to pass down grade VI students at SDN langkap 02 in an assessment based on the prefix stage is in the "very good" category of 87.5; the imposition stage is in the "very good" category of 87.5; and in the final stage the category is "very good" of 85. Meanwhile, the smash of grade VI students at SDN Langkap 02 in the assessment based on the prefix stage is in the "very good" category of 89.2; the imposition stage is in the "very good" category of 92.5; and in the final stage the category is "very good" of 93.3. Thus there is an increase in the ability to connect eye and foot coordination to passing and stopping at SDN langkap 02.

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