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The Effect of Command Training Style And Task Training Style on Dribbling Skills of SSB Syekh Yusuf Students

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ABSTRACT

This type of research is experimental research. This study aims to determine: 1) The effect of command training style on dribbling skills in SSB Syekh Yusuf students; 2) The effect of task training style on dribbling skills in SSB Syekh Yusuf students; and 3) The difference in the effect of command training style and task training style on dribbling skills in SSB Syekh Yusuf students. The population in this study were SSB Syekh Yusuf students with a sample used of 40 students with a sampling technique using and a group division system using maching ordinal pairing. The results of the study showed that; (1) There is an influence of the command training style on dribbling skills in Syekh Yusuf SSB students aged 13-15 years, as evidenced by an increase in speed from an average value of 21.3230 to 119.4310 with an observation value of 9.124 > ttable 2.262 and a significant value of 0.000 < α0.05, while the command training style for 10-12 year olds is evidenced by an increase in speed from an average value of 23.7720 to 18.9960 with an observation value of 11.605 > ttable 2.262 and a significant value of 0.000 < α0.05. (2) There is an influence of the task training style on dribbling skills in Syekh Yusuf SSB students aged 13-15 years, as evidenced by an increase in speed from an average value of 21.4390 to 17.0840 with an observation value of 10.545 > ttable 2.262 and a significant value of 0.000 < α0.05; while the task training style for 10-12 year olds is evidenced by an increase in speed from an average value of 23.8130 to 21.0560 with an observation value of 9.093 > ttable 2.262 and a significant value of 0.000 < α0.05. (3) There is a difference in the influence between the command training style and the task training style on dribbling skills in SSB Syekh Yusuf students aged 13-15 years with a difference value of 19.4310 > 17.0840 with an observation value of 4.309 > ttable 2.101 and a significant value of 0.000 < α0.05. While the difference in the influence of the command training style and task training for ages 10-12 with a difference value of 18.9960 < 21.0560 with an observation value of 4.396 > ttable 2.101 and a significant value of 0.000 < α0.05. The conclusion is that the command training style for ages 13-15 years both have the same influence, and the task training style is better than the command training style. While for ages 10-12 years, the command training style is better than the task training style on dribbling skills in SSB Syekh Yusuf students.

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INTRODUCTION

In modern sports education and training, the effectiveness of coaching methods remains a central pillar for athlete development. The method of delivering instruction—referred to as the "teaching style"—can significantly influence the acquisition and refinement of sport-specific skills such as dribbling in soccer (Light & Harvey, 2017). Soccer, as a dynamic and complex team sport, requires players to develop a range of technical, tactical, physical, and psychological competencies, among which dribbling is a core foundational skill. Dribbling allows players to maintain possession, evade opponents, and create goal-scoring opportunities, making it essential in both offensive and defensive gameplay (Alvarez et al., 2022).

In youth soccer training, skill acquisition must be strategically facilitated through structured yet adaptive coaching methodologies. Young athletes, especially those in Soccer Schools (Sekolah Sepak Bola, or SSBs), are in critical phases of motor development and learning. Hence, the application of appropriate pedagogical approaches is crucial to nurture their potential (Williams & Hodges, 2020).

Teaching styles in physical education and sports training are generally categorized based on the degree of decision-making afforded to learners. Among Mosston and Ashworth's spectrum of teaching styles, command style and task style are frequently applied in youth soccer training (Mosston & Ashworth, 2008). The command style is teacher-centered and involves directive instruction where the coach maintains full control of the training process, including task execution and performance timing (Tinning et al., 2016). This style is particularly useful for ensuring immediate compliance, uniform execution, and efficient time management, especially when dealing with large groups or technical drills that require precision.

Conversely, the task style, also known as the practice style, involves a semi-structured approach where learners are given autonomy to engage in assigned tasks at their own pace and receive feedback upon completion (Griffey & Housner, 2007). This style encourages self-assessment, promotes cognitive engagement, and enhances motor learning through repeated practice and exploration. Research suggests that task-based approaches may lead to improved skill retention and creative problem-solving in game-like scenarios (Rovegno & Bandhauer, 2019).

Despite the wide use of both teaching styles in soccer coaching, particularly in Indonesian SSBs, the empirical evidence comparing their effectiveness on specific skills such as dribbling remains limited. The challenge in skill development among youth players is not only about frequency and intensity of training, but also how the training is delivered. Coaches may intuitively alternate between command and task styles without a clear understanding of their respective outcomes on skill acquisition. This ambiguity often leads to inconsistent training quality and suboptimal player development (Barba-Martín et al., 2020).

Moreover, contextual differences such as player maturity, learning environment, and cultural expectations in training may affect how these teaching styles influence performance outcomes (Zhu et al., 2021). For instance, in structured environments like

SSB Syekh Yusuf, where student-athletes undergo systematic training regimes, it becomes essential to evaluate which teaching style contributes more effectively to dribbling performance, a critical technical element in match play.

While several studies have explored teaching styles in physical education, only a few have examined their direct influence on technical soccer skills within youth training academies. Most existing research focuses on general learning outcomes, motivational impacts, or tactical understanding (Casey & Kirk, 2020; Harvey & Jarrett, 2014). Furthermore, empirical investigations that isolate dribbling as a dependent variable in youth players trained under distinct teaching styles are scarce in the Indonesian context.

A study by Memmert et al. (2017) emphasized that motor learning in team sports is context-dependent and can be significantly enhanced by aligning teaching style with task complexity. However, little is known about how this applies to foundational technical skills like dribbling in early-stage youth players aged 10–13 years. The limited number of controlled comparative studies evaluating command and task training styles in Indonesian soccer schools reflects a gap in both practical coaching knowledge and academic literature (Putra et al., 2021).

This study introduces a novel comparative framework to analyze the differential impact of command and task teaching styles on dribbling skill development among students of SSB Syekh Yusuf. Unlike prior studies that predominantly rely on subjective observations or retrospective data, this research employs a quasi-experimental design with pre-test and post-test measures to evaluate dribbling performance. The inclusion of controlled variables, structured intervention periods, and performance-based assessment tools enhances the methodological rigor.

Moreover, the study contributes contextually relevant findings to Indonesian youth soccer coaching, particularly within structured SSB environments that serve as developmental pipelines for regional and national teams. By focusing on a specific motor skill—dribbling—and utilizing two pedagogical strategies in a controlled comparison, the study bridges theoretical pedagogical principles with applied sports coaching practices.

This research aims to answer the question: Which teaching style—command or task—is more effective in enhancing the dribbling skills of youth soccer players at SSB Syekh Yusuf? Through this inquiry, the study seeks to provide empirical insights that will inform coaching practices, contribute to pedagogical theory in sports training, and enhance the design of future soccer development programs.

Ultimately, the study has practical significance for coaches, physical education teachers, and sports development institutions by providing evidence-based recommendations on instructional delivery that fosters technical proficiency. The outcomes of this study are expected to contribute to the broader discourse on effective sports pedagogy and the optimization of training environments for young athletes.

METHODS

The type of research used is quantitative research with an experimental approach, According to (Charismana et al., 2022) Says that: "A variable is defined as an object, trait,

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or attribute possessed by a person, activity, or other thing, which has various variations between one and another. This variable is determined by the researcher to be studied and conclusions drawn". While (Labakkang, 2023) says that: "Research variables are everything determined by the researcher to be studied, so that information is obtained and conclusions can be drawn.". The variables to be studied are. Free variable (independent variable) (1) Command Training Style, (2) Task Training Style. Dependent variable (dependent variable) Dribbling skills in football

The experimental research design applied in this study uses a "two groups pre-test post-test design" where samples are selected randomly. Furthermore, both groups will be given a pretest to determine the initial conditions and differences between the experimental group and the control group. The pretest results are said to be good if the values of the experimental group and the control group do not show significant differences. According to (Elisano, 2024) that: "A research sample is part of a population selected using a certain method called a sampling procedure". Meanwhile, according to (Sudirman, 2024) that: "A sample is a part or representation of the population being studied, where the data obtained will describe the overall condition of the population. Based on this, the sample used in this study amounted to 40 students from SSB Syekh Yusuf. The sampling technique used the "random sampling" method. After the samples were obtained, the next step was to conduct an initial test of dribbling skills in football. The results of the initial test were then arranged based on ranking and divided into four balanced groups, each consisting of 10 players.

RESULTS AND DISCUSSION

Result

Descriptive data analysis was conducted to provide an overview of the data, including the average, standard deviation, variance, maximum value, minimum value, sum. Furthermore, testing was carried out on the requirements, analysis, namely data normality and homogeneity. Hypothesis testing uses the t-test to determine the effect and differences in training results, with the provision that the data must be normally distributed and homogeneous.

Table 1.
Results of descriptive data analysis of command training and task training for ages 13-15

Statistics	Pretest command training for age 13-15 years	Posttest command training for ages 13-15 years	Pretest task training for ages 13-15 years	Posttest task training for age 13-15 years
Mean	21.3230	19.4310	21.4390	17.0840
Median	21.1300	19.1350	21.1950	17.0150
Std. Deviation	1.44269	1.11173	1.50871	1.31565
Variance	2.081	1.236	2.276	1.731
Range	4.69	3.18	4.19	3.99
Minimum	19.51	18.25	19.75	15.04
Maximum	24.20	21.43	23.94	19.03
Sum	213.23	194.31	214.39	170.84

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The results of the descriptive analysis of the initial test (pretest) regarding the effect of command training style on dribbling skills in Syekh Yusuf Football School students aged 13-15 years showed that from 10 samples taken, the total value obtained was 213.23 seconds. The average value recorded was 21.3230 seconds, with a standard deviation of 1.44269 and a variance of 2.081. The range of values obtained was 4.69 seconds, with a minimum value of 19.51 seconds and a maximum value of 24.20 seconds. Meanwhile, the results of the final test (posttest) with an age range of 13-15 years showed that from 10 samples taken, the total value obtained was 194.31 seconds. The average value recorded was 19.4310 seconds, with a standard deviation of 1.11173 and a variance of 1.236. The range of values obtained was 3.18 seconds, with a minimum value of 18.25 seconds and a maximum value of 21.43 seconds. For the results of the descriptive analysis of the initial test of the task training style on dribbling skills with ages 13-15 years, based on 10 samples taken, the total value obtained was 214.39 seconds. The average value recorded was 21.4390 seconds, with a standard deviation of 1.50871 and a variance of 2.276. The range of values obtained was 4.19 seconds, with a minimum value of 19.75 seconds and a maximum value of 23.94 seconds. Furthermore, the results of the descriptive analysis of the final test regarding the effect of task training style on dribbling skills with ages 13-15 years, based on 10 samples taken, the total value was 170.84 seconds. The average value recorded was 17.0840 seconds, with a standard deviation of 1.31565 and a variance of 1.731. The range of values obtained was 3.99 seconds, with a minimum value of 15.04 seconds and a maximum value of 19.03 seconds.

Table 2.
Results of descriptive data analysis of command training and task training for 10-12 year olds

Statistics	Pretest command training for age 10-12 years	Posttest command training for ages 10-12 years	Pretest task training ages 10-12 years	Posttest task training for age 10-12 years
Mean	23.7720	18.9960	23.8130	21.0560
Median	23.8350	19.0250	23.8450	20.9950
Std. Deviation	1.45310	.92151	1.44571	1.16053
Variance	2.112	.849	2.090	1.347
Range	4.32	3.14	4.07	3.24
Minimum	21.73	17.59	21.82	19.31
Maximum	26.05	20.73	25.89	22.55
Sum	237.72	189.96	238.13	210.56

The results of the descriptive analysis of the initial test (pretest) of the command training style on dribbling skills in Syekh Yusuf Football School students aged 10-12 years, based on 10 samples taken, the total value obtained was 237.72 seconds. The average value recorded was 23.7720 seconds, with a standard deviation of 1.45310 and a variance of 2.112. The range of values obtained was 4.32 seconds, with a minimum value of 21.73 seconds and a maximum value of 26.05 seconds. For the results of the final test of the command training style on dribbling skills with ages 10-12 years, from 10 samples taken, the total value obtained was 189.96 seconds. The average value recorded was 18.9960 seconds, with a standard deviation of 0.92151 and a variance of 0.849. The range of values obtained was 3.14 seconds, with a minimum value of 17.59 seconds and a maximum value

of 20.73 seconds. Meanwhile, the results of the initial test of the task training style on dribbling skills with ages 10-12 years, based on 10 samples taken, the total value obtained was 238.13 seconds. The average value recorded was 23.8130 seconds, with a standard deviation of 1.44571 and a variance of 2.090. The range of values obtained was 4.07 seconds, with a minimum value of 21.82 seconds and a maximum value of 25.89 seconds. Meanwhile, the results of the final test of the task training style on dribbling skills with ages 10-12 years, based on 10 samples taken, the total value obtained was 210.56 seconds. The average value recorded was 21.0560 seconds, with a standard deviation of 1.16053 and a variance of 1.347. The range of values obtained was 3.24 seconds, with a minimum value of 19.31 seconds and a maximum value of 22.55 seconds.

Table 3.
Data normality test results

Group	Kolmogorov Smirnov		α	Information
	Statistic	P		
Pretest command training style age 13-15 years	0,175	0,200	0,05	Normal
Pretest task training style age 13-15 years	0,165	0,200	0,05	Normal
Pretest task training style age 10-12 years	0,108	0,200	0,05	Normal
Pretest command training style age 10-12 years	0,120	0,200	0,05	Normal

Results The results of the data normality test using the Kolmogorov-Smirnov Test showed that for the command training style on dribbling skills at the age of 13-15 years using the Kolmogorov-Smirnov Test, a test value of 0.175 was obtained with a probability level (P) of 0.200, which is greater than the value of α0.05. This shows that the data on the effect of the command training style on dribbling skills in Syekh Yusuf Football School students aged 13-15 years are normally distributed. Likewise, the task training style obtained a test value of 0.165 with a probability level (P) of 0.200, which is greater than the value of α0.05. This shows that the data on the effect of the task training style on dribbling skills in Syekh Yusuf Football School students aged 13-15 years are normally distributed. Meanwhile, the Kolmogorov-Smirnov test of the task training style for ages 10-12 years obtained a test value of 0.108 with a probability level (P) of 0.200, which is greater than the α value of 0.05. Thus, the data on the effect of the task training style on dribbling skills in SSB Syekh Yusuf students for ages 10-12 years are normally distributed. And for the command training style for ages 10-12 years, the results of the Kolmogorov-Smirnov test obtained a test value of 0.120 with a probability level (P) of 0.200, which is greater than the value of α0.05. Thus, the data on the effect of the command training style on dribbling skills in Syekh Yusuf Football School students for ages 10-12 years are normally distributed.

Table 4.
Homogeneity test of command style training and task training variables

Dribbling skills	Levene Statistik	Df 1	Df 2	Sig
Pretest of Command style and Task style exercise groups (age 13-15 years)	0,017	1	18	0,898
Pretest of Command style and Task style exercise groups (age 10-12 years)	0,011	1	18	0,918

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The homogeneity test of pretest data for the command style training group and the task style training group in dribbling skills in Syekh Yusuf Football School students aged 13-15 years using the Levene test produced a value of 0.017 with a significance value of 0.898. While for the 10-12 year age group, the Levene test value was obtained 0.011 with a significance value of 0.918. Because the probability value is greater than α0.05 or a significance level of 95%, it can be concluded that the pretest of the command style training group and the task style training group on dribbling skills in Syekh Yusuf Football School students in both groups is homogeneous or comes from the same population.

Table 5.
The effect of command training on dribbling skills

Hypothesis	Mean	$t_{observasi}$	t_{tabel}	P	α	Description
Pretest of command training style for ages 13-15	21,3230	9,124	2,262	0,000	0,05	Significant
Posttest of command training style for ages 13-15	19,4310					

The results of the pretest and posttest data analysis of the command training style on dribbling skills in Syekh Yusuf SSB students aged 13-15 years. The observation t value was obtained as much as 9.124 which was greater than the t table value of 2.262 (9.124> 2.262) with a significance value of 0.000 which was less than α0.05. Therefore, Ho was rejected and H1 was accepted, which means there was a difference between the initial test (pretest) and the final test (posttest). Thus, it can be concluded that there is a significant effect of the command training style on dribbling skills in Syekh Yusuf Football School students aged 13-15 years. It is proven that the average posttest value is lower than the pretest value (μA1 21.3230 <μA2 19.4310) with a difference of 1.892. Therefore, it can be concluded that there is a significant influence of the command training style on the skills of SSB Syekh Yusuf students aged 13-15 years.

Table 6.
The effect of task training on dribbling skills

Hypothesis	Mean	$t_{observasi}$	t_{tabel}	P	α	Description
Pretest task practice style aged 13-15 years	21,4390	10,545	2,262	0,000	0,05	Significant
Posttest task practice style aged 13-15 years	17,0840					

Based on the results of the analysis, it can be concluded that there is a significant influence between the style of task training on dribbling skills in Syekh Yusuf SSB students aged 13-15 years. The observation value obtained was 10.545 which is greater than the ttable value of 2.262 (10.545> 2.262), with a significance value of 0.000 which is smaller than α0.05. Therefore, Ho is rejected and H1 is accepted, which means there is a significant difference between the initial test (pretest) and the final test (posttest). Thus, it can be concluded that the style of task training has a significant effect on the dribbling skills of Syekh Yusuf SSB students aged 13-15 years. The results of the analysis showed that the average posttest value was higher than the average pretest value, namely (μA1 =

21.4390> μA2 = 17.0840), with a difference of 4.355. Based on these findings, it can be concluded that the task training style has a significant influence on dribbling skills in Syekh Yusuf Football School students aged 13-15 years.

Table 7.
Differences in the influence between command training and task training on dribbling skills

Hypothesis	Mean	$t_{observasi}$	t_{tabel}	P	α	Description
Posttest of command training style aged 13-15 years	19,4310	4,309	2,101	0,000	0,05	Significant
Posttest of task training style aged 13-15 years	17,0840					

Based on the results of the posttest data analysis on the command training style group and the task training style group aged 13-15 years, there was a significant difference in influence. The results were obtained with a t-count value of 4.309 which was greater than the t-table of 2.101 (4.309> 2.101) with a significance level of 0.000 which was smaller than α0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted. This shows that there is a significant difference between the influence of training with the command style and task style on dribbling skills in students aged 13-15 years at SSB Syekh Yusuf. It can be proven from the posttest results of the command style group, the average value was 19.4310, while in the task training style group, the average value was 17.0840. Based on these results, it can be concluded that the task training style shows better results than the command training style for students aged 13-15 years (μA2 17.0840 < μB2 19.4310). The results show a difference in average value of 2.347 after the posttest or final test of dribbling skills in Syekh Yusuf Football School students aged 13-15 years, where the group using the task training style gave better results than the group using the command training style.

Table 8.
The influence of command training style on dribbling skills of 10-13 year olds

Hypothesis	*Mean*	$t_{observasi}$	t_{tabel}	P	α	Description
Pretest of command training style aged 10-12 years	23,7720	11,605	2,262	0,000	0,05	Significant
Posttest of command training style aged 10-12 years	18,9960					

The results of the pretest and posttest data analysis of the command training style on dribbling skills for ages 10-12 using the t-test can be concluded that there is a significant effect. The results of the analysis show a t-count value of 11.605, which is greater than the t-table of 2.262 (11.605> 2.262) with a significance value of 0.000 which is smaller than α0.05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, which means there is a difference between the initial test (pretest) and the final test (posttest). It can be proven that the average posttest value is lower than the pretest value, namely (μA1 23.7720> μA2 18.9960) with a difference of 4.776. Based on these results, it can be concluded that the command training style has a

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significant effect on the dribbling skills of Syekh Yusuf Football School students aged 10-12 years.

Table 9.
The effect of task training style on dribbling skills Age 10-12 years

Hypothesis	Mean	$t_{observasi}$	t_{tabel}	P	α	Description
Pretest task practice style aged 10-12 years	23,8130	9,093	2,262	0,000	0,05	Significant
Posttest task practice style aged 10-12 years	21,0560					

Analysis of pretest and posttest data of task training style on dribbling skills in SSB Syekh Yusuf students aged 10-12 years using paired t-test can be concluded that there is a significant influence with the results of the t-count value analysis of 9.093, which is greater than the t-table 2.262 (9.093> 2.262) with a significance value of 0.000 which is smaller than α0.05. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (H1) is accepted, which means there is a difference between the initial test (pretest) and the final test (posttest). It can be proven that the average posttest value is higher than the average pretest value, namely (μA1 23.8130> μA2 21.0560) with a difference of 2.757. Based on these results, it can be concluded that the task training style has a significant influence on dribbling skills in Syekh Yusuf Football School students aged 10-12 years.

Table 10.
Differences in the influence of command training style and task training style on dribbling skills for 10-12 year olds

Hypothesis	Mean	$t_{observasi}$	t_{tabel}	P	α	Information
Post-test of command training style aged 10-12 years	18,9960	4,396	2,101	0,000	0,05	Signifikan
Post-test of task training style aged 10-12 years	21,0560					

The results of the posttest data analysis of the command training style and task training style on dribbling skills showed a significant difference in influence. The t-count value obtained was 4.396, which was greater than the t-table of 2.101 (4.396 > 2.101) with a significance value of 0.000 which was smaller than α0.05. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (H1) was accepted, which means that there was a difference in influence between the final test (posttest) in the group using the command training style and the task training style for ages 10-12 years. The command training style group obtained an average score of 18.9960, which was lower than the average score of the task training style group which reached 21.0560 (μA2 18.9960 <μB2 21.0560). The results show a difference in average value of 2.060 after the posttest or final test of dribbling skills in SSB Syekh Yusuf students aged 10-12 years, where the command training style group gave better results compared to the task training style group.

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Discussion

The Effect of Command Training Style on Dribbling Skills in SSB Syekh Yusuf Students Aged 13-15 Years.

Based on the t-test on the initial test data and the final test of dribbling skills in the command training style group aged 13-15 years, the calculation results show that the observation t value is greater than the table t value at a significance level of 95%. This proves that the first hypothesis proposed is accepted at a significance level of 95%. The prediction that can be concluded is that the application of a command training style in a programmed and systematic manner can improve soccer dribbling skills. This proves that command style training plays a role in improving soccer dribbling skills.

(Fariña, 2021) States that the command training style focuses on repeating the correct technique and direct instructions from the coach. At the age of 13-15, players are at a very important stage of development, where basic techniques must be strengthened. Through structured training with firm instructions, players can improve their basic techniques, such as ball control, dribbling speed, and control of the direction of the ball. At the age of 13-15 years, players must learn to not only master techniques, but also to maintain focus on the field, especially when faced with physical and mental pressure. Consistent practice and clear instructions improve their ability to stay focused and disciplined in demanding game situations (Nikolopoulos, H., & Kotsifaki, 2020). Research shows that when players feel more confident and have a clear understanding of the directions given, they tend to be more successful in carrying out exercises and achieving optimal results. The role of the coach in implementing the command training style has a major role in providing clear and constructive instructions during training.

The Effect of Task Training Style on Dribbling Skills in SSB Syekh Yusuf Students Aged 13-15 Years

Based on the results of the t-test on the initial test data and the final test of dribbling skills in Syekh Yusuf Football School students in the task training style group, a t-count value was obtained which showed significant results at a 95% confidence level. At the age of 13-15 years, Training based on technical skills, such as dribbling, is very important in adolescence to improve players' abilities in the long term. This task-based training style requires the coach to be responsible for designing the training, selecting the activities, and determining the sequence of the training program that is appropriate to achieve the desired goals. The task-based training style also plays a role in determining the tempo of the training, namely the coach gives each student or athlete the freedom to set their own training speed and progress. (Santos, L., & Lima, 2019) stated that players who train with a task-based approach show improvements in technical skills as well as better improvisational abilities, which are essential in the game of soccer, indicating that task-based training can improve players' improvisational abilities because they are involved in situations that require them to adjust their techniques quickly. In this training style, the coach does not focus on how the group is put together or whether students are performing the task simultaneously. Task-based

training, which involves decision-making and responding to changing situations, is more effective in developing technical skills at the age of 13-15 years. In the task-based training style, students or athletes are faced with various situations that require quick decision-making, such as choosing a direction to dribble the ball, changing speed, or determining when to pass an opponent. The ability to make the right decisions in these situations is very important in the game of soccer. The task training style allows players to develop technical skills in a more realistic game context, improving speed, agility and decision making in dribbling.

Differences in the Influence of Command Training Style and Task Training Style on Dribbling Skills in Syekh Yusuf Football School Students Aged 13-15 Years.

Based on the results of the t-test on the final test data for dribbling skills in Syekh Yusuf Football School students in both groups, a t-value was obtained that showed significant results at a 95% confidence level. This is proven by the third hypothesis proposed being accepted at a 95% significance level. In both training styles, the task training style is more effective in improving soccer dribbling skills for students aged 13-15 years. Students or athletes do repeated training to acquire practical skills and dexterity related to the knowledge that has been learned. Therefore, to master good dribbling skills, consistent and repeated training is needed.

The two training styles that are the focus of this study, namely the command training style and the task training style, have an important role in training to improve dribbling skills in soccer games. Both forms of training serve as nerve stimulation that can help in carrying out dribbling skills, which can be interpreted as a person's ability to act quickly in responding to stimuli received through the senses, nerves, or other feelings, especially at the age of 13-15 years. Research conducted by (Ericsson, K. A., Krampe, R. T., & Tesch-Römer, 2018) shows that training that focuses more on problems or directions relevant to the training situation tends to improve skills more than training that is carried out in a more rigid and structured manner, therefore, the task training style is more effective in improving dribbling skills compared to the command training style for the 13-15 year age category. Thus, the command training style and the task training style have a significant difference in influence on dribbling skills in Syekh Yusuf Football School Students, and for ages 13-15 years.

The Effect of Command Training Style on Dribbling Skills in Syekh Yusuf Football School Students Aged 10-12 Years

Based on the t-test on the initial test data and the final test of dribbling skills in Syekh Yusuf Football School students in the command training style group aged 10-12 years, the calculation results show that the observation t value is greater than the table t value at a significance level of 95%. This proves that the first hypothesis proposed is accepted at a significance level of 95%. The prediction that can be concluded is that the application of a structured and systematic command training style can improve soccer dribbling skills. This shows that the command training style has an important role in improving dribbling skills. Dribbling skills in children aged 10-12 years in football can experience significant improvement, especially in the development of children's

technical and motor skills. The command training style involves clear and structured instructions from the coach, where children must follow certain commands or instructions to practice certain skills, in this case dribbling. Command style training can help children improve basic dribbling techniques, such as controlling the ball, dribbling with both feet, and making smoother and faster movements according to what the coach practices. With clear instructions from the coach, children focus more on the right technical steps, especially at the age of 10-12 years, students or athletes focus more on exercises that will improve their understanding of when and how to dribble the ball in real game situations. (Larkin, P., & O'Connor, 2019) Discussing the effectiveness of various training styles in teaching basic techniques at the age of 10-12 years, They showed that command instructions can accelerate the understanding of basic skills, because students or athletes can more quickly find out what they should do through direct instructions from the coach. An effective command training style can greatly support the development of dribbling skills in children aged 10-12 years, especially if it is equipped with fun and varied exercises to maintain their motivation and interest in training. Thus, the command training style has a significant influence on dribbling skills in Syekh Yusuf Football School students aged 10-12 years.

The Effect of Task Training Style on Dribbling Skills in Syekh Yusuf Football School Students Aged 10-12 Years

Based on the results of the t-test on the initial test data and the final test of dribbling skills in Syekh Yusuf Football School students in the task training style group, a significant t value was obtained at a 95% confidence level. At the age of 10-12 years, the task training style has a very positive impact on improving children's dribbling skills in football. This training style emphasizes giving assignments in the form of directions from the coach or challenges that must be completed by students or athletes, with the aim of improving technical skills through direct experience, experimentation, and problem solving in the training process. With the task training style, students or athletes are given the freedom to adjust their own techniques to complete tasks in the form of directions given, such as dribbling the ball past obstacles or their friends. This allows them to be more creative and develop their personal dribbling style.

At the age of 10-12 years, students or athletes have difficulty digesting what the coach's instructions are, but the task training style can make students or athletes learn independently and correct themselves when they make mistakes. Through task training, athletes or students learn to control the ball and develop fine motor skills, such as speed, agility, and balance. The task training style is often more fun and actively engages children in the training process, because they can see the immediate results of their efforts. With the variety and challenges in training, children are more motivated to continue practicing and honing their dribbling skills. This process develops important problem-solving skills, especially in the context of football, where situations often change quickly. The task training style not only improves technique, but also helps students or athletes to become more creative, confident, and intelligent players in facing various challenges on the field. Thus, the task training style has a significant influence on dribbling skills.

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Differences in the Influence of Command Training Style and Task Training Style on Dribbling Skills in SSB Syekh Yusuf Students aged 10-12 years.

Based on the results of the t-test on the final test data for dribbling skills in Syekh Yusuf Football School students in both groups, a significant t value was obtained at the 95% confidence level. This proves that the sixth hypothesis proposed is accepted at the 95% significance level. Between the two training styles, the command training style is more effective in improving soccer dribbling skills in students aged 10-12 years. Students or athletes do repeated training to acquire practical skills and dexterity related to the knowledge that has been learned. Therefore, to master good dribbling skills, repeated training is needed. Analysis of the movements that occur when students perform dribbling skills in soccer games shows that students dribble the ball in a zigzag manner while passing through predetermined obstacles. From the results of the analysis of dribbling movements in soccer games, it can be seen that in order to produce good dribbling skills, a training style is needed so that students or athletes can understand the movement. (Sainani, K.S., & Nambi, 2020) The results of his study showed that 10-12 year olds who followed the command training style had more controlled and stable technical dribbling skills, although they needed more time to develop creativity in training. In the command style of training the creativity of the student or athlete simply follows instructions, without much freedom to be creative in how to execute the skill, the drills are performed in a set order, with each step following the instructions given and this style of training is used for mastering specific basic techniques, such as controlling the ball when dribbling, keeping the ball close, or avoiding pressure from the opponent during play.

Meanwhile, the task training style is a more game-based and challenge-based approach, where athletes or students are given tasks in the form of instructions from the coach that involve creativity and decision-making. In this case, the coach provides instructions that must be completed by the player, but with more freedom in how to implement them. This exercise more closely mimics real situations in a football game, where students or athletes must decide the best way to overcome the challenges given (Raudsepp, L., 2021) In his study, the group trained with the task training style showed a significant increase in dribbling skills compared to the control group that only received basic technical training without task elements. The combination of these two training styles is very important for the development of dribbling skills at the age of 10-12 years, starting with the command training style to build a strong foundation and then moving on to the task style to increase creativity and decision-making in the training process.

CONCLUSION

1. There is a significant influence of command training style for ages 13-15 years and ages 10-12 years on dribbling skills in Syekh Yusuf Football School Students.
2. There is a significant influence of task training style for ages 13-15 years and ages 10-12 years on dribbling skills in Syekh Yusuf Football School Students.

3. There is a significant difference in influence between command training style and task training style on dribbling skills in Syekh Yusuf SSB Students, for ages 10-12 years the command training style is better than the task training style while for ages 13-15 years the task training style is better than the command training style.

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