



## The Relationship Between Self-Efficacy And The Performance Of Male Students' Dribbling Techniques In Futsal Extracurricular

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### ABSTRACT

Futsal is a sport that requires not only physical and technical abilities but also psychological factors that support performance, one of which is self-efficacy. Self-efficacy reflects an individual's belief in their ability to successfully perform specific tasks and overcome challenges encountered during sports activities. In futsal extracurricular programs, confidence is considered an important factor that may influence students' technical performance, particularly in dribbling skills. Therefore, this study aimed to determine the relationship between self-efficacy and the dribbling technique performance of male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. This study employed a quantitative method with a correlational approach. The sample consisted of 30 male students selected using a total sampling technique. Data were collected using a self-efficacy questionnaire and a zig-zag dribbling test. The collected data were analyzed through descriptive statistics, Pearson Product Moment correlation analysis, and simple linear regression. The findings revealed that the majority of students possessed high levels of self-efficacy and demonstrated good dribbling performance. The Pearson Product Moment correlation analysis showed a correlation coefficient of  $r = -0.904$ , which was greater than the critical value ( $r$  calculated  $> r$  table;  $0.904 > 0.361$ ), with a significance value of  $0.000 < 0.05$ . These results indicate a very strong and statistically significant relationship between self-efficacy and dribbling technique performance. The negative correlation suggests that students with higher self-efficacy required less time to complete the dribbling test, indicating better performance. In conclusion, self-efficacy has a very strong and significant relationship with the dribbling technique performance of male students in futsal extracurricular activities. Enhancing students' confidence may contribute positively to improving their technical performance in futsal.

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## INTRODUCTION

Futsal has become one of the most popular sports among adolescents due to its dynamic characteristics, fast tempo, and high technical demands. Although futsal



shares similarities with football, it differs significantly in terms of playing area, duration, rules, and technical execution (Kurniawan et al., 2023). Unlike football, futsal restricts several forms of physical contact such as sliding tackles, excessive body charges, and aggressive challenges, thereby emphasizing speed, agility, technical precision, decision-making, and tactical awareness (Novia Mapriscka Utami & Ardipal, 2024). Consequently, successful performance in futsal requires not only physical fitness but also psychological readiness and technical mastery.

In the educational setting, extracurricular sports activities play an important role in promoting students' physical, social, emotional, and cognitive development (Harvey & Jarrett, 2019). Futsal extracurricular programs provide opportunities for students to develop teamwork, discipline, leadership, and sportsmanship while simultaneously improving sport-specific skills (Putra et al., 2022). At SMA Negeri 12 Bandar Lampung, futsal extracurricular activities have become one of the most favored programs among male students. Besides serving as a platform for talent development, these activities contribute significantly to students' overall personal growth and athletic achievement.

Among the fundamental technical skills required in futsal, dribbling is considered one of the most essential. Dribbling enables players to maintain ball possession, evade opponents, create scoring opportunities, and facilitate offensive transitions (Pratama et al., 2021). Effective dribbling performance depends on a combination of motor coordination, agility, balance, reaction speed, and psychological confidence (Maksum et al., 2022). However, observations conducted during preliminary research at SMA Negeri 12 Bandar Lampung revealed substantial variations in dribbling performance among students participating in futsal extracurricular activities.

Some students demonstrated excellent ball control and confidence while performing dribbling tasks, whereas others exhibited hesitation, anxiety, and inconsistent execution despite having similar training exposure. These differences suggest that technical proficiency alone may not fully explain performance disparities. Psychological factors, particularly self-efficacy, may play a crucial role in determining students' ability to perform technical skills effectively under training and competition conditions (Bandura, 1997; Kolang Nauli & Ci Bui, 2022).

Self-efficacy refers to an individual's belief in his or her capability to organize and execute actions required to achieve specific goals (Bandura, 1997). In sports contexts, self-efficacy influences motivation, persistence, emotional regulation, and performance outcomes (Moritz et al., 2020). Athletes with high self-efficacy tend to demonstrate greater resilience, concentration, and confidence when facing challenging situations, whereas those with lower self-efficacy often experience anxiety and reduced performance consistency (Feltz et al., 2019). Therefore, understanding the relationship between self-efficacy and dribbling performance is essential for developing more effective futsal training programs among high school students.

Over the last decade, sport psychology researchers have increasingly recognized self-efficacy as a key predictor of athletic performance. Numerous studies have reported positive associations between self-efficacy and performance across various

sports disciplines, including soccer, basketball, volleyball, badminton, and martial arts (Guillén & Laborde, 2018; Lochbaum et al., 2022). Self-efficacy affects athletes' perceptions of competence, effort expenditure, persistence during difficulties, and recovery from failure (Jackson et al., 2021).

Within football and futsal contexts, self-efficacy has been shown to influence technical execution, tactical decision-making, and match performance (Machida et al., 2018). Players with stronger self-beliefs generally perform better in skill-based tasks such as passing accuracy, shooting precision, and ball control (Miller et al., 2020). Furthermore, psychological confidence enables athletes to maintain composure under pressure and execute learned motor skills more efficiently (Beauchamp et al., 2021).

Research conducted in youth sports settings indicates that self-efficacy significantly contributes to motor skill acquisition and performance development (Babic et al., 2019). Students who possess higher confidence in their abilities are more likely to engage actively in practice, accept challenging tasks, and persist despite setbacks (Ntoumanis et al., 2021). In physical education environments, self-efficacy has been associated with increased participation, improved learning outcomes, and enhanced skill mastery (Li et al., 2020).

Several studies conducted in Indonesia have also highlighted the importance of psychological factors in sports performance. For instance, Hidayat et al. (2021) found that self-confidence significantly influenced football skill execution among adolescent athletes. Similarly, Rahman et al. (2022) reported that psychological readiness positively affected technical performance in school-based futsal competitions. Research by Suryadi and Nugraha (2023) further demonstrated that students with higher self-efficacy exhibited superior performance during futsal skill assessments.

From a theoretical perspective, Social Cognitive Theory emphasizes that behavior, cognition, and environmental influences interact reciprocally to shape performance outcomes (Bandura, 1997). Self-efficacy functions as a central cognitive mechanism that determines how individuals think, feel, motivate themselves, and behave. Therefore, investigating self-efficacy within futsal extracurricular programs provides valuable insights into students' technical development and psychological adaptation.

Despite the growing body of literature examining self-efficacy and sports performance, several gaps remain evident. First, many previous studies have focused on elite athletes, university students, or professional sports contexts, while limited attention has been given to high school extracurricular participants (Lochbaum et al., 2022). Adolescents represent a unique developmental stage characterized by significant psychological and social changes that may influence self-efficacy formation and performance outcomes. Second, existing studies often investigate general athletic performance rather than specific technical skills. Few studies have specifically explored the relationship between self-efficacy and dribbling performance in futsal, despite dribbling being a fundamental skill directly related to individual effectiveness during gameplay (Machida et al., 2018). Third, Indonesian studies examining psychological determinants of futsal performance remain relatively scarce, particularly within

secondary school environments. Most local research emphasizes physical conditioning, agility, speed, and technical training interventions while overlooking psychological variables such as self-efficacy (Rahman et al., 2022). Fourth, no previous study has specifically investigated the relationship between self-efficacy and dribbling technique performance among male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. Consequently, empirical evidence addressing this context remains unavailable. These gaps highlight the necessity of conducting research that examines the association between self-efficacy and futsal dribbling performance among adolescent students within extracurricular sports settings.

Based on the identified problems and research gaps, this study aims to determine the relationship between self-efficacy and dribbling technique performance among male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. The novelty of this research lies in several aspects. First, it integrates sport psychology and technical performance analysis within the context of school-based futsal extracurricular programs. Second, it specifically focuses on dribbling performance, a fundamental yet underexplored technical skill in relation to self-efficacy. Third, the study provides empirical evidence from Indonesian high school students, contributing to the limited literature concerning psychological determinants of futsal performance in educational settings. Finally, the findings are expected to offer practical implications for coaches, physical education teachers, and sports practitioners in designing training programs that simultaneously develop technical competence and psychological confidence.

In conclusion, self-efficacy is theoretically and empirically recognized as an important determinant of sports performance. Nevertheless, limited evidence exists regarding its relationship with dribbling technique performance among high school futsal participants in Indonesia. Therefore, this study seeks to fill this gap by examining whether self-efficacy significantly relates to the dribbling performance of male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. The proposed hypothesis is that there is a significant positive relationship between self-efficacy and students' dribbling technique performance. Such findings are expected to enrich sport psychology literature and support the development of more holistic athlete development programs within school sports environments.

## **METHODS**

This study employed a quantitative research approach using an ex post facto correlational design to examine the relationship between self-efficacy and dribbling technique performance among male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. Quantitative correlational research is widely used in sports science and educational research to identify the degree and direction of relationships between psychological and performance-related variables without manipulating the research setting (Creswell & Creswell, 2018; Thomas et al., 2022). The

ex post facto approach was selected because the variables under investigation had naturally occurred and could not be experimentally manipulated (Fraenkel et al., 2019).

The population of this study consisted of all male students who participated in the futsal extracurricular program at SMA Negeri 12 Bandar Lampung during the 2025 academic year. Based on official extracurricular records, the total population comprised 30 students. Because the population size was relatively small, this study applied a total sampling technique, whereby all members of the population were included as research participants (Sugiyono, 2021). Consequently, the sample consisted of 30 male futsal extracurricular students.

Data collection was conducted through two stages. First, participants completed a self-efficacy questionnaire designed to assess their confidence in performing futsal-related activities and technical skills. Self-efficacy has been recognized as a significant psychological construct influencing motivation, persistence, and athletic performance (Moritz et al., 2020; Lochbaum et al., 2022). The questionnaire consisted of 40 statements measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument was developed based on Bandura's Social Cognitive Theory and previous studies examining self-efficacy in sports settings (Bandura, 1997; Feltz et al., 2019).

Second, participants completed a futsal dribbling performance test. The test was administered on a standard futsal court using eight cones arranged at intervals of two meters. Participants were instructed to dribble the ball through the cone course as quickly as possible while maintaining ball control. Performance scores were determined based on the total completion time recorded in seconds using a digital stopwatch. Dribbling tests are commonly used to evaluate technical proficiency, coordination, agility, and ball-control skills in futsal and soccer athletes (Machado et al., 2021; Pratama et al., 2023).

Prior to data analysis, the research instruments underwent validity and reliability testing to ensure measurement accuracy and consistency. Instrument validity is essential for determining whether an instrument accurately measures the intended construct, while reliability reflects the consistency of measurement results across administrations (Hair et al., 2022). Validity testing was conducted using Pearson Product Moment correlation analysis, whereas reliability was assessed using Cronbach's Alpha coefficient.

Descriptive statistical analysis was employed to provide an overview of participants' self-efficacy levels and dribbling performance. The descriptive statistics included mean, standard deviation, minimum score, and maximum score. According to Field (2022), descriptive statistics provide important information regarding data distribution and participant characteristics before inferential analysis is conducted.

Furthermore, prerequisite tests were performed before hypothesis testing. The normality of the data distribution was examined using the Shapiro-Wilk test, which is recommended for small sample sizes below 50 participants (Ghasemi & Zahediasl, 2021). A significance value greater than 0.05 indicated that the data were normally distributed. In addition, a linearity test was conducted using the Test for Linearity procedure within SPSS Statistics version 26. A significance value above 0.05 indicated a linear relationship between variables (Pallant, 2021).

The research hypothesis was tested using Pearson Product Moment correlation analysis. This statistical technique was selected because both variables were measured on interval scales and fulfilled the assumptions of normality and linearity (Tabachnick & Fidell, 2019). The Pearson correlation coefficient (r) was used to determine the direction and strength of the relationship between self-efficacy (X) and dribbling technique performance (Y). Correlation values range from -1 to +1, where values approaching +1 indicate a strong positive relationship, values approaching -1 indicate a strong negative relationship, and values near zero indicate no relationship (Field, 2022). All statistical analyses were performed using IBM SPSS Statistics version 26 with a significance level of  $\alpha = 0.05$ .

## RESULTS AND DISCUSSION

### Result

#### Descriptive Analysis of Self-Efficacy

This study involved 30 male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung during the 2025 academic year. The first variable analyzed was self-efficacy, which reflects students' confidence in their ability to perform futsal-related tasks and overcome challenges during training and competition.

**Table 1.**

Descriptive Statistics of Self-Efficacy Scores

No	Statistics	Self-Efficacy (X)
1	Mean	178.30
2	Median	177.00
3	Mode	168.00
4	Standard Deviation	7.818
5	Minimum	168.00
6	Maximum	193.00

Based on Table 1, the mean self-efficacy score was 178.30, with a standard deviation of 7.818. The relatively small standard deviation indicates that students' self-efficacy scores were distributed quite evenly around the mean value. Furthermore, the difference between the minimum score (168) and maximum score (193) was relatively small, suggesting that most participants possessed similar levels of confidence regarding their futsal abilities. These findings indicate that the majority of students demonstrated a relatively high level of self-belief and confidence in performing futsal-related activities.

**Table 2.**

Distribution of Self-Efficacy Categories

No	Category	Frequency (f)	Percentage (%)
1	Very High	8	26.7
2	High	20	66.7
3	Moderate	2	6.6
4	Low	0	0
5	Very Low	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

The results presented in Table 2 show that most students (66.7%) were classified in the high self-efficacy category, while 26.7% were categorized as having very high self-efficacy. Only 6.6% of students fell into the moderate category, and none were classified as low or very low. These findings indicate that the overall level of self-efficacy among futsal extracurricular students was generally high.

### Descriptive Analysis of Dribbling Technique Performance

The second variable examined in this study was dribbling technique performance. Dribbling performance was assessed through a standardized dribbling test in which participants were required to maneuver a futsal ball through a series of cones in the shortest possible time.

**Table 3.**  
Descriptive Statistics of Dribbling Performance

No	Statistics	Dribbling Performance (Y)
1	Mean	1258.77
2	Median	1250.50
3	Mode	1247.00
4	Standard Deviation	71.371
5	Minimum	1159.00
6	Maximum	1433.00

As shown in Table 3, the average dribbling performance score was 1258.77 with a standard deviation of 71.371. The relatively broad range between the minimum and maximum scores indicates variations in students' dribbling abilities. Such variations may be influenced by differences in physical capacities such as agility, coordination, and speed, as well as psychological factors including concentration and confidence.

**Table 4.**  
Distribution of Dribbling Performance Categories

No	Category	Frequency (f)	Percentage (%)
1	Excellent	6	20.0
2	Good	18	60.0
3	Fair	6	20.0
4	Poor	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

Table 4 indicates that the majority of students (60%) demonstrated good dribbling performance, while 20% achieved excellent performance and another 20% were categorized as fair. No students were classified in the poor category. These findings suggest that, overall, the dribbling performance of futsal extracurricular students was at a good level.

### Normality Test

The normality test was conducted using the Shapiro-Wilk procedure to determine whether the data were normally distributed.

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

Variable	Sig.	Interpretation
Self-Efficacy	0.060	Normal
Dribbling Performance	0.128	Normal

The significance value for self-efficacy was 0.060, while the significance value for dribbling performance was 0.128. Since both values were greater than 0.05, the data for both variables were normally distributed. Therefore, the assumptions required for Pearson correlation analysis were fulfilled.

### Linearity Test

The linearity test was conducted to determine whether the relationship between self-efficacy and dribbling performance followed a linear pattern.

**Table 6.**

Results of the Linearity Test

Variables	Sig. Deviation from Linearity	Interpretation
Self-Efficacy – Dribbling Performance	0.054	Linear

The significance value of Deviation from Linearity was 0.054, which is greater than 0.05. Therefore, the relationship between self-efficacy and dribbling performance can be considered linear, allowing further analysis using Pearson Product Moment correlation.

### Pearson Product Moment Correlation Test

The Pearson correlation test was conducted to determine the direction, strength, and significance of the relationship between self-efficacy and dribbling performance.

**Table 7.**

Pearson Correlation Analysis

Variables	Correlation (r)	Sig.	Interpretation	Strength
Self-Efficacy – Dribbling Performance	-0.904	0.000	Significant	Very Strong

The results of the Pearson Product Moment correlation analysis revealed a correlation coefficient (r) of -0.904 with a significance value of 0.000. Since the significance value was lower than 0.05, the relationship between self-efficacy and dribbling performance was statistically significant.

The correlation coefficient of -0.904 indicates a very strong relationship between the two variables. The negative sign indicates an inverse relationship. In this study, dribbling performance was measured using completion time; therefore, lower scores indicate better performance. Consequently, students with higher levels of self-efficacy tended to complete the dribbling test in less time, demonstrating superior dribbling performance.

These findings support the research hypothesis ( $H_1$ ), which states that there is a significant relationship between self-efficacy and dribbling technique performance among male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. Therefore, the null hypothesis ( $H_0$ ) was rejected.

Furthermore, the coefficient of determination ( $r^2 = 0.817$ ) indicates that approximately 81.7% of the variance in dribbling performance can be explained by differences in self-efficacy levels, while the remaining 18.3% may be influenced by other factors such as agility, speed, technical proficiency, training experience, and physical fitness.

## Discussion

performance among male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. The findings revealed three important outcomes. First, students generally demonstrated a high level of self-efficacy. Second, their dribbling technique performance was categorized as good. Third, a very strong and statistically significant relationship was identified between self-efficacy and dribbling performance ( $r = 0.929$ ;  $p < 0.05$ ). These findings provide important evidence regarding the contribution of psychological factors to technical performance in school-based futsal activities.

### Self-Efficacy Level of Students in Futsal Extracurricular Activities

The results showed that most students possessed high levels of self-efficacy, with 66.7% categorized as high and 26.7% categorized as very high. This finding indicates that students generally have strong confidence in their ability to perform futsal-related tasks and overcome challenges during practice and competition. According to Bandura's Social Cognitive Theory, self-efficacy influences how individuals think, feel, motivate themselves, and behave when facing demanding situations (Bandura, 1997). Students with higher self-efficacy tend to approach difficult tasks as challenges rather than threats, resulting in greater persistence and effort (Feltz et al., 2019).

The high level of self-efficacy observed in this study may be attributed to several factors, including repeated training experiences, mastery experiences, social persuasion from coaches, and positive interactions among teammates. Previous studies have demonstrated that successful performance experiences significantly strengthen athletes' confidence and perceptions of competence (Lochbaum et al., 2022; Moritz et al., 2020). In the context of school sports, students who regularly participate in training sessions and competitive activities gradually develop stronger beliefs regarding their abilities (Ntoumanis et al., 2021).

Moreover, coaches play a crucial role in shaping athletes' self-efficacy through constructive feedback, encouragement, and motivational support (Boardley & Kavussanu, 2021). Positive coaching behaviors have been associated with increased confidence, motivation, and enjoyment among adolescent athletes (Appleton et al., 2020). Similar findings were reported by Hidayat et al. (2021), who found that football players receiving consistent motivational support from coaches demonstrated higher levels of confidence and performance consistency. Therefore, the high self-efficacy levels found in this study indicate that the extracurricular environment at SMA Negeri 12 Bandar Lampung may provide favorable psychological conditions for students' development.

### Students' Dribbling Technique Performance

The descriptive analysis of dribbling performance indicated that most students achieved good performance levels, with 60% classified as good and 20% classified as excellent. These findings suggest that students have generally mastered the basic components of dribbling, including ball control, directional changes, and movement coordination. Dribbling is recognized as one of the most fundamental technical skills in

futsal because it enables players to maintain possession, evade defenders, and create attacking opportunities (Travassos et al., 2018).

The relatively good performance observed among participants may be explained by the regular training activities conducted within the futsal extracurricular program. Technical skills develop through repeated practice and motor learning processes, allowing athletes to improve movement efficiency and ball control over time (Williams & Hodges, 2020). Consistent training also contributes to neuromuscular adaptations that enhance coordination, agility, and reaction speed, all of which are essential for successful dribbling performance (Ramirez-Campillo et al., 2021).

However, the results also revealed that some students remained in the fair category. This finding suggests that not all participants have achieved optimal technical proficiency. Previous research has indicated that dribbling performance is influenced by multiple factors, including agility, balance, lower-limb power, coordination, perceptual abilities, and decision-making skills (Sarmiento et al., 2020; Machado et al., 2021). In addition, psychological factors such as concentration, confidence, and emotional control have been shown to affect technical execution during sports performance (Guillén & Laborde, 2018).

Students with limited playing experience may struggle to maintain ball control while simultaneously processing environmental information and making tactical decisions. This explanation is consistent with findings reported by Pratama et al. (2023), who observed that futsal players with greater competitive experience exhibited superior dribbling performance compared to less experienced players. Therefore, technical development should be accompanied by psychological preparation and game-based learning experiences to optimize performance outcomes.

### **Relationship Between Self-Efficacy and Dribbling Technique Performance**

The most important finding of this study was the existence of a very strong and significant relationship between self-efficacy and dribbling technique performance. The Pearson Product Moment correlation analysis produced a correlation coefficient of  $r = 0.929$  with a significance level of  $p = 0.000$ . This result indicates that students with higher self-efficacy tend to demonstrate better dribbling performance than students with lower self-efficacy.

This finding supports Social Cognitive Theory, which proposes that self-efficacy directly influences performance through its effects on effort, persistence, emotional regulation, and cognitive processing (Bandura, 1997). Individuals who strongly believe in their capabilities are more likely to remain focused, persevere during difficulties, and execute learned skills effectively (Feltz et al., 2019). Conversely, individuals with low self-efficacy often experience self-doubt, anxiety, and hesitation, which may impair performance quality (Machida et al., 2018).

In futsal, dribbling requires not only technical competence but also confidence in decision-making and risk-taking. Players frequently encounter situations where they must rapidly assess opponents' movements, control the ball under pressure, and execute directional changes in confined spaces (Travassos et al., 2018). Students with high self-

efficacy are more willing to engage in these challenging situations because they trust their ability to perform successfully. As a result, they demonstrate greater fluency and effectiveness in dribbling execution.

The present findings are consistent with previous studies conducted in various sports contexts. Lochbaum et al. (2022) reported that self-efficacy is one of the strongest psychological predictors of athletic performance. Similarly, Jackson et al. (2021) found that athletes with higher self-efficacy exhibited superior technical execution and competitive performance. In football settings, Miller et al. (2020) demonstrated that confidence positively influenced passing accuracy, ball control, and tactical decision-making. Comparable results were also reported by Rahman et al. (2022), who found significant relationships between psychological readiness and futsal performance among Indonesian adolescents.

The strong relationship observed in this study also suggests that psychological training should be integrated into technical training programs. Traditionally, coaches emphasize physical conditioning and technical drills; however, contemporary sports science emphasizes the importance of psychological skill development as part of athlete preparation (Weinberg & Gould, 2019). Strategies such as goal setting, positive feedback, imagery training, mastery-oriented learning, and self-reflection exercises have been shown to enhance self-efficacy and performance simultaneously (Brown & Fletcher, 2017; Birrer & Morgan, 2020).

From a practical perspective, coaches at SMA Negeri 12 Bandar Lampung should implement interventions aimed at strengthening students' confidence alongside technical training. Creating positive training environments, providing constructive feedback, rewarding progress, and facilitating successful performance experiences may contribute significantly to improving both self-efficacy and dribbling performance. Such approaches align with contemporary athlete development models that emphasize the integration of psychological, technical, tactical, and social dimensions of performance (Côté & Vierimaa, 2018).

Overall, the findings of this study confirm that self-efficacy is not merely a psychological characteristic but a critical determinant of technical performance in futsal. Students who possess stronger confidence in their abilities are more likely to perform dribbling techniques effectively, thereby enhancing their overall playing performance. These results reinforce the growing body of evidence demonstrating that successful athlete development requires a holistic approach that addresses both psychological and technical competencies.

## **CONCLUSION**

This study aimed to examine the relationship between self-efficacy and the dribbling technique performance of male students participating in futsal extracurricular activities at SMA Negeri 12 Bandar Lampung. The findings revealed that the overall level of students' self-efficacy was categorized as high, indicating that most participants

possessed strong confidence in their ability to perform futsal-related skills and overcome challenges encountered during training and competition. Furthermore, the students' dribbling technique performance was generally classified as good, demonstrating an adequate level of technical mastery in ball control and maneuvering skills.

The results of the Pearson Product Moment correlation analysis showed a correlation coefficient of  $r = -0.904$  with a significance value of  $p = 0.000 (< 0.05)$ . These findings confirm the existence of a very strong and statistically significant relationship between self-efficacy and dribbling technique performance. The negative correlation indicates that students with higher levels of self-efficacy required less time to complete the dribbling test, reflecting superior dribbling performance. Therefore, the alternative hypothesis ( $H_1$ ) was accepted, while the null hypothesis ( $H_0$ ) was rejected.

Additionally, the simple linear regression analysis produced an R Square value of 0.818, indicating that 81.8% of the variance in dribbling performance could be explained by self-efficacy, whereas the remaining 18.2% was influenced by other factors such as physical fitness, playing experience, training motivation, and environmental conditions. These findings highlight that self-efficacy is a crucial psychological factor influencing futsal technical performance. Consequently, futsal coaching programs should integrate psychological development strategies alongside physical and technical training to enhance students' confidence, motivation, and overall performance.

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