

Profile of Basic Football Skills among 10–12-Year-Old Students at SDN 1 Girimarto

Adi Pamungkas¹, Arif Kustoro²

^{1,2} Universitas Kahuripan Kediri, Indonesia

correspondence: adi.pam1705@gmail.com

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ABSTRACT

This study described the basic football skills of 10–12-year-old students at SDN 1 Girimarto. A quantitative descriptive survey design using performance tests and measurement was employed. The population comprised 58 fourth- and fifth-grade students, while the analyzed sample consisted of all 34 male students aged 10–12 years within those grades, selected through a non-probability criterion-based approach consistent with the study scope. Data were collected using the football skill test battery developed by Daral Fauzi, consisting of the Short Pass Test, Dribbling Test, and Shooting at the Goal Test. Scores were standardized and classified using the instrument norms, and the distributions were summarized with frequencies and percentages. Dribbling was dominated by the moderate category (52.9%), as was passing (61.8%), whereas shooting was most frequently classified as poor (35.3%). These findings indicated an uneven skill profile: students generally demonstrated functional dribbling and passing competence, but shooting accuracy remained comparatively weaker. The results provide a descriptive basis for teachers to plan age-appropriate football learning activities, particularly practice that gives adequate attention to shooting without neglecting dribbling and passing.



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INTRODUCTION

Football is one of the most widely practiced team sports and is also a common component of physical education at school. At the primary-school level, football offers students opportunities to combine movement, coordination, decision making, and cooperation through activities that are familiar and engaging. The quality of participation, however, depends in part on the mastery of basic technical skills. Passing, dribbling, shooting, controlling, and movement with the ball form the technical foundation that enables a player to participate effectively in simple game situations. Accordingly, football learning in physical education should not only introduce the rules of the game but should also give students repeated opportunities to develop fundamental movement patterns and ball-control skills.

The importance of basic technique becomes especially relevant during the 10–12-year age range because students are moving toward more structured forms of practice while still requiring learning experiences that are appropriate to their stage of physical and motor development. A training model specifically designed for children aged 10–12 has been developed in previous work, illustrating the need for age-sensitive progression in teaching football technique (Mikail & Suharjana, 2019). At the school level, football learning has also been examined through instructional approaches and technology-supported media, including the application of a scientific learning approach to passing (Wicaksono et al., 2020), Android-based passing instruction (Setiawan et al., 2022), and video-feedback applications directed at passing development (Aldar & Iskandar, 2025). These studies show that basic football skills remain an important area of physical education practice and instructional innovation. In elementary education, the learning context differs from that of a football school or competitive club. Students in ordinary schools may have very different levels of prior experience, frequency of practice, physical confidence, and access to structured coaching. Nur et al. (2022), for example, addressed the introduction of football rules and basic techniques among elementary-school students, indicating the relevance of fundamental football content within school-based settings. Research on students from other educational levels likewise continues to examine the profile of basic football skills, including studies of junior-secondary players (Zaharah et al., 2026), secondary-school students (Fakhrur, 2024), and

university-level players (Rufi & Asshagab, 2023). The variety of settings suggests that skill profiles are context dependent and should be described for the particular student group being taught.

Previous empirical work also demonstrates that the three skills examined in the present study do not necessarily develop at the same rate. Ferdiansyah and Sari (2021) surveyed 33 male players aged 10–12 years at the Postab Football School in Saentis Village using the Daral Fauzi football skill test. Their study reported that 57.6% of participants were in the moderate category and 42.4% were in the poor category, with no participants in the good, very good, or very poor categories in the overall classification. More recent work by Harahap and Hendryanto (2025) reported a differentiated pattern among extracurricular junior-secondary students, with passing classified as good, dribbling as fair, and shooting as poor. Budiono et al. (2025) similarly surveyed basic football skills among players at SSB Putra Sunda Palembang and reported that dribbling, passing, and shooting were largely in the moderate category. Together, these findings indicate that descriptive profiles can identify which technical components are relatively established and which remain in need of pedagogical attention.

Despite the availability of studies in football schools and extracurricular programs, a practical gap remains in understanding the skill profile of ordinary primary-school students who do not necessarily have a football-school background. The distinction is important because extracurricular and football-school participants may receive more frequent practice and more specialized coaching than students whose exposure is primarily through school physical education or informal play. The present study therefore focused on students at SDN 1 Girimarto and examined dribbling, short passing, and shooting separately rather than presenting only a single composite skill score. This approach provides teachers with a more usable description of which technical domains are relatively stronger and which require greater instructional emphasis.

The novelty of this study lies not in proposing a new football skill instrument, but in applying an established test battery to a specific regular elementary-school population and interpreting the results as a three-component skill profile. By focusing on fourth- and fifth-grade male students aged 10–12 years at SDN 1 Girimarto, the study provides local evidence that can be used as a baseline for lesson planning and subsequent evaluation. The objective was therefore to describe the levels of dribbling, passing, and shooting skills among these students and to discuss the pedagogical implications of the resulting distribution. The study was descriptive; consequently, it was not designed to test causal relationships or to establish the effectiveness of a particular training intervention.

RESEARCH METHOD

This study employed a quantitative descriptive design with a survey approach based on performance tests and measurement. The design was selected because the purpose was to describe the observed level of basic football skills at the time of data collection rather than to manipulate an intervention or test a causal hypothesis. The measured variable was the level of basic football skill represented by three technical components: short passing, dribbling, and shooting. Each component was operationalized through the score obtained from the corresponding item in the football skill test battery used in the study.

The research population consisted of 58 students aged 10–12 years in grades 4 and 5 at SDN 1 Girimarto. The population included 34 boys and 24 girls. Grade 6 students were not included in the field population because the data collection was conducted when the grade had entered the completion period and the students had been declared graduated. The analyzed sample consisted of all 34 male students in grades 4 and 5 who were aged 10–12 years: 18 students from grade 4 and 16 from grade 5. The sampling procedure was non-probability and criterion based because the analyzed group was restricted to male students who met the stated age and grade criteria. The original field protocol did not document a separate empirical rationale for excluding female students; therefore, this sex-based restriction is treated as a study limitation rather than generalized to all students at the school.

Data were collected using an established football skill test for children aged 10–12 years developed by Daral Fauzi (2009). The battery consisted of three items: the Dribbling Test, Short Pass Test, and Shooting at the Goal Test. The source instrument reported validity coefficients of 0.72 for dribbling, 0.66 for short passing, and 0.82 for shooting, with reliability coefficients of 0.61, 0.69, and 0.76, respectively. Although more recent work has continued to examine the validity and reliability of

football passing measures in school settings (Hadiana, 2025), the present study retained Fauzi's test because its procedures and classification norms matched the age group and the data already collected.

For short passing, the participant kicked the ball using the inside of the foot toward designated 1×1 m targets within a test area approximately 16 m long and 4 m wide. Performance was recorded using the time required to complete the sequence and the number of successful balls entering the targets, in accordance with the instrument procedure. For dribbling, the participant started behind the start line and dribbled the ball as quickly as possible through a zig-zag course. The test course was 6 m long, with 1 m between successive obstacles. The recorded outcome was the time needed to move from start to finish while completing the prescribed course. For shooting, the participant attempted six shots at a target-marked goal from a distance of 10 m. Two balls were positioned on the right, two on the left, and two in the center. The student took two kicks with the right foot, two with the left foot, and two with the preferred foot. The final shooting score was the total target value from the six attempts.

The raw test results were entered into the recording form and then standardized using the transformation procedure specified in Fauzi's test manual. Because the three test items used different units of measurement, the transformed scores were matched to the classification norms for each skill before the frequency distribution was calculated. The classifications were very good, good, moderate, poor, and very poor. Frequencies were converted into percentages using $P = (f/N) \times 100$, where P is the percentage, f is the frequency in a category, and N is the total number of analyzed participants. This descriptive procedure made it possible to compare the distribution of categories across dribbling, passing, and shooting without claiming causal effects.

The analysis proceeded in four stages. First, all field-test results were entered into the scoring form. Second, scores were transformed according to the instrument scoring procedure so that outcomes from different measurement units could be interpreted using the relevant norms. Third, each transformed score was classified using the skill-specific category cutoffs. Fourth, the number and percentage of students in each category were calculated and interpreted descriptively. The discussion then compared the observed pattern with prior football-skill studies and considered implications for physical education practice.

Table 1. Distribution of the study population by grade and sex

No.	Grade	Male	Female	Total
1	Grade 4	18	10	28
2	Grade 5	16	14	30
Total		34	24	58

Source: Research population data, SDN 1 Girimarto

Table 2. Validity and reliability coefficients of the football skill tests

No.	Test item	Validity	Reliability
1	Dribbling	0.72	0.61
2	Short Pass	0.66	0.69
3	Shooting	0.82	0.76

Source: Fauzi (2009)

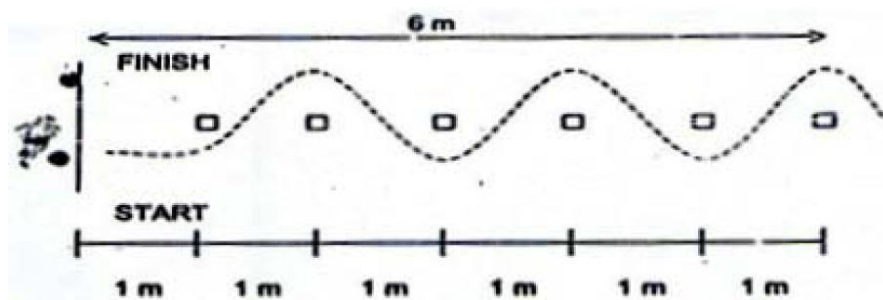


Figure 1. Dribbling test course

Source: Fauzi (2009), as reproduced in the original manuscript

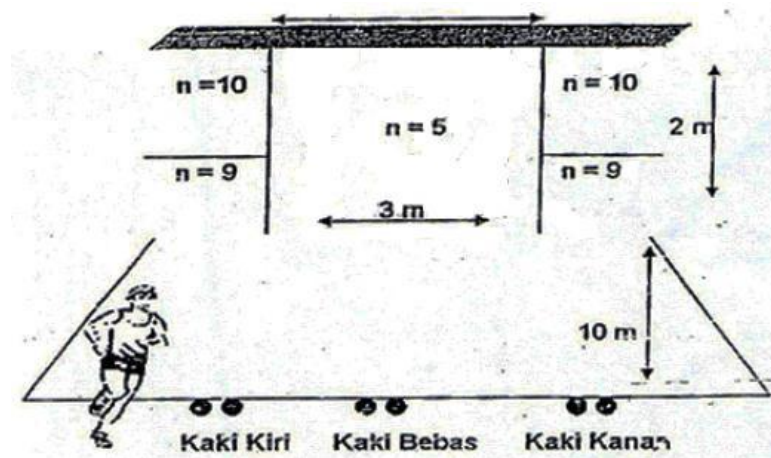


Figure 2. Shooting at the Goal test arrangement

Source: Fauzi (2009), as reproduced in the original manuscript

Table 3. Classification norms for the Dribbling Test

Classification	T-score
Very good	≥ 66
Good	53–65
Moderate	41–52
Poor	28–40
Very poor	≤ 27

Source: Fauzi (2009)

Table 4. Classification norms for the Short Pass Test

Classification	T-score
Very good	≥ 67
Good	55–66
Moderate	44–54
Poor	32–43
Very poor	≤ 31

Source: Fauzi (2009)

Table 5. Classification norms for the Shooting Test

Classification	T-score
Very good	≥ 124
Good	104–123
Moderate	85–103
Poor	65–84
Very poor	≤ 64

Source: Fauzi (2009)

RESULTS AND DISCUSSION

Results

The results are presented for each technical component so that the distribution of dribbling, passing, and shooting can be interpreted separately. No student was recorded in the very poor category in the three result tables. The most frequent category differed across the three skills, indicating that the students did not show a uniform level of technical mastery.

Table 6. Dribbling skill results

Category	Frequency (n)	Percentage (%)
Very good	2	5.9
Good	10	29.4
Moderate	18	52.9
Poor	4	11.8
Total	34	100.0

The dribbling distribution was centered on the moderate category. Eighteen students (52.9%) were classified as moderate, 10 students (29.4%) as good, four students (11.8%) as poor, and two students (5.9%) as very good. Thus, 30 of the 34 students were at least moderate in dribbling, while a smaller group still showed difficulty reaching the minimum technical standard represented by the moderate category. The data support a descriptive conclusion that basic ball-carrying ability had developed to a functional level for most students, although the distribution still showed meaningful variation within the group.

Table 7. Passing skill results

Category	Frequency (n)	Percentage (%)
Very good	2	5.9
Good	8	23.5
Moderate	21	61.8
Poor	3	8.8
Total	34	100.0

Passing showed the largest concentration in the moderate category: 21 students (61.8%). Eight students (23.5%) were classified as good, three students (8.8%) as poor, and two students (5.9%) as very good. The relatively small proportion in the poor category suggests that most students could complete the short-passing task at a basic functional level. However, the concentration in the moderate category also indicates that accuracy, timing, and consistency were not yet strong enough for most students to move into the good or very good classifications.

Table 8. Shooting skill results

Category	Frequency (n)	Percentage (%)
Very good	2	5.9
Good	10	29.4
Moderate	10	29.4
Poor	12	35.3
Total	34	100.0

Shooting differed from the other two skills. The largest single category was poor, comprising 12 students (35.3%). Ten students (29.4%) were moderate, another 10 (29.4%) were good, and two (5.9%) were very good. This more dispersed distribution shows that shooting performance varied substantially across students and that a larger proportion experienced difficulty with the target-based shooting task than with dribbling or passing. The result does not demonstrate the cause of the difficulty, but it clearly identifies shooting as the skill requiring the greatest pedagogical attention in this particular group.

Discussion

The three distributions show a distinct skill profile. Dribbling and passing were both dominated by the moderate category, whereas shooting was dominated by the poor category. This pattern should not be interpreted as a direct ranking of mean performance because the study reported categorical distributions rather than comparable mean T-scores for the three tests. Nevertheless, the distributions provide a useful pedagogical signal: most students could perform the repeated ball-control and short-passing tasks at a moderate level, while target-oriented shooting presented greater difficulty for a substantial subgroup. This revised interpretation avoids the earlier overstatement that passing was categorically the 'best' skill solely because it had the highest percentage in the moderate category.

For dribbling, the moderate classification of 52.9% of students suggests that most participants could move the ball through the test course with an acceptable combination of speed and control, although the performance was not consistently strong. Dribbling requires students to regulate stride length, foot contact, direction changes, and ball distance while moving through obstacles. At the elementary-school level, these actions can be learned through repeated practice that emphasizes control before speed. The fact that 29.4% of students reached the good category and 5.9% reached the very good category also shows that some students had already developed stronger coordination and ball familiarity, possibly reflecting differences in prior playing experience. Because the survey did not measure practice history, this interpretation remains a plausible explanation rather than a tested causal conclusion.

The dribbling result is broadly compatible with prior descriptive studies reporting moderate levels of basic football skill. Budiono et al. (2025) found that the basic skills of players at SSB Putra Sunda Palembang were largely in the moderate category, while Ferdiansyah and Sari (2021) reported a concentration in the moderate category among 10–12-year-old football-school participants. The present study is distinctive because the participants came from a regular elementary-school context rather than a specialist football school. Similarity in the broad category pattern does not mean the settings are equivalent; instead, it suggests that moderate performance is a common profile that may appear across different developmental contexts. The school setting therefore still needs structured opportunities for students to refine control and efficiency, rather than assuming that familiarity with football automatically produces advanced dribbling skill.

Passing had the strongest concentration in one category, with 61.8% of students classified as moderate. Short passing is commonly used in small-sided games and routine learning tasks because it allows students to cooperate with a partner or teammate and maintain possession. Repetition in ordinary play may therefore give students frequent exposure to the basic action. The present results indicate that most participants had acquired the fundamental ability to direct the ball toward a short-distance target, but the predominance of the moderate category suggests that accuracy and consistency still need improvement. This finding supports the continued pedagogical relevance of passing-focused instruction and evaluation in physical education.

A number of recent studies have focused on how passing may be taught or assessed more effectively. Wicaksono et al. (2020) examined the use of a scientific approach in physical education learning for basic football passing. Setiawan et al. (2022) explored Android-based instructional media for basic passing, and Aldar and Iskandar (2025) investigated video-feedback applications in relation to passing development. These studies do not directly establish the explanation for the present distribution because the current survey did not test any of those interventions. However, they

demonstrate that passing is a skill that can be deliberately supported through varied instructional strategies. For SDN 1 Girimarto, the descriptive data provide a baseline against which teachers could later evaluate whether a chosen instructional approach is associated with changes in passing performance.

The shooting distribution requires more careful attention. Unlike dribbling and passing, the largest group of students was classified as poor (35.3%). Shooting at a target requires the student to coordinate approach, body position, support-foot placement, contact surface, force, and direction while attempting to hit a designated scoring area. The test used in this study also required shots using the right foot, left foot, and preferred foot, thereby demanding control across different movement conditions. A student may therefore be able to participate successfully in passing and dribbling activities yet still experience difficulty when accuracy and force must be combined in a single goal-directed action.

The present pattern is consistent with the finding reported by Harahap and Hendryanto (2025), in which shooting was the weakest of the three basic skills among extracurricular students, while passing was classified more strongly and dribbling was at an intermediate level. The similarity is particularly useful because it suggests that shooting may remain challenging even in contexts where students have extracurricular exposure. It should not, however, be taken as evidence that the same causal factors operated in both studies. The current survey did not measure leg strength, confidence, frequency of shooting practice, or prior coaching, so these factors cannot be claimed as established determinants of the result.

From a learning perspective, the result points to the need for a balanced sequence of shooting activities. Rather than increasing shooting volume indiscriminately, teachers can organize tasks that progress from stationary accuracy to controlled approach steps and then to simple game situations. The target can initially be enlarged or placed at manageable distances, after which the task can gradually become more demanding. This type of progression is consistent with the general principle that age-appropriate basic-skill training should move from manageable technique practice toward more integrated use of the skill (Mikail & Suharjana, 2019). The present study did not test such a program, so this implication should be understood as a practical direction for future teaching rather than a demonstrated treatment effect.

The comparison among skills also highlights the importance of using component-level assessment. If the study had reported only an overall football-skill label, the weakness in shooting could have been obscured by moderate performance in dribbling and passing. Separate measurement allows a teacher to allocate instructional attention more precisely. For example, students in the poor dribbling group may need additional ball-control practice, while those in the poor shooting group may need tasks emphasizing support-foot position and target accuracy. Students already in the good or very good categories can be challenged with more complex tasks so that instruction remains differentiated rather than uniform.

This component-based interpretation is also relevant to assessment quality. Hadiana (2025) emphasized the continuing importance of validity and reliability in instruments used to assess football passing in school contexts. The current study relied on an established instrument with reported coefficients for the three test items, which supports the internal consistency of the descriptive procedure used. Nevertheless, the use of an older instrument is a methodological limitation that should encourage future research to examine whether contemporary school-based norms or updated validation studies produce similar classifications for children of the same age.

The findings also have implications for how physical education teachers interpret performance categories. A moderate category should not be read as either failure or mastery. It indicates that the student can perform the skill at a functional level according to the instrument norm but still has room for refinement. In a classroom context, the purpose of the assessment is therefore diagnostic and formative: it helps identify the distribution of current ability so that subsequent learning tasks can be aligned with student needs. The present data support such use because they reveal different proportions across three technical domains instead of presenting a single undifferentiated judgment.

Importantly, the study population and sample must be kept distinct when interpreting the results. The school population recorded for grades 4 and 5 included both boys and girls, but the analyzed sample was limited to 34 boys. Consequently, the percentages reported in this article describe the male participants only and should not be generalized to all students at SDN 1 Girimarto. Future work should include female students and, where possible, compare the distribution across sex, grade, prior football experience, and participation in extracurricular activities. Such extensions would help determine whether the present pattern reflects the wider school population or only the specific group assessed here.

The study's descriptive design also limits the conclusions that can be drawn about causes. It is plausible that differences in practice frequency, informal play, motor development, or instructional exposure contribute to the variation across students, but none of those factors were measured directly. The data therefore support statements about what the students' skill distribution looked like at the time of testing, not why the distribution occurred. This distinction is important because recommendations should remain proportionate to the evidence. A structured practice program may be appropriate to investigate in future research, but its effectiveness would require an experimental or quasi-experimental design with pretest and posttest measurement.

Overall, the revised analysis positions the study as a baseline profile rather than an intervention study. That framing is appropriate for a school context in which teachers may first need to know the current distribution before deciding how to adapt instruction. The results show a relatively stable moderate pattern in dribbling and passing together with a more concerning concentration of poor performance in shooting. As a local baseline, the data can guide the selection of learning tasks, the grouping of students for differentiated practice, and the design of future evaluations. They can also serve as a reference point for subsequent studies that test whether targeted instructional strategies produce measurable changes over time.

Future studies can address these limitations by including male and female students from multiple schools, documenting prior football experience, and reporting continuous test scores in addition to categorical classifications. Longitudinal or experimental research can then evaluate whether targeted instruction changes the distribution of skill levels over time. Such work would complement the present study, which should be understood as a baseline description of current performance rather than an evaluation of a training program.

Several methodological limitations should be considered. First, the participants came from one elementary school, so the findings are context specific. Second, only male students were analyzed even though the recorded grade population included girls. Third, the study relied on an established but relatively old test battery, which supports continuity with prior work but also highlights the need for contemporary validation and norming in school populations. Fourth, the design was cross-sectional and descriptive; no data were collected on training frequency, extracurricular participation, prior football-school experience, physical fitness, or motivation. Consequently, explanations for why one student performed better than another remain hypotheses for future research rather than conclusions of the present study.

The profile also suggests that technical learning should remain integrated. Passing, dribbling, shooting, and stopping are interrelated during actual play, even though they can be assessed separately. Studies have investigated paired passing and control exercises among young football-school students (Tri Nugroho & Rohadi, 2021), tactical approaches for learning stopping (Yamlean, 2025), and relationships between leg strength, eye-foot coordination, and passing performance (Pribadi, 2024). These works indicate that basic football performance can be examined from instructional, coordinative, and physical perspectives. The current survey did not measure those mechanisms, but its component-level results can help identify which area should be prioritized in subsequent assessment or intervention research.

For classroom practice, the descriptive profile can be translated into differentiated learning goals rather than a single uniform exercise for all students. Students classified as poor may require simplified tasks and additional feedback, whereas students classified as good or very good can be

challenged through smaller targets, increased movement, or more game-like constraints. This approach is consistent with the broader emphasis on structured practice, assessment, and rules in football instruction (Parulian & Fernando, 2025). It also recognizes that student engagement matters: interest in football among elementary-school students has itself been examined as an important educational context (Andi Rizal et al., 2024).

CONCLUSION

The study showed that the basic football skills of the 34 male students aged 10–12 years at SDN 1 Girimarto were not evenly distributed across the three tested components. Dribbling and passing were predominantly in the moderate category, while shooting had its largest proportion in the poor category. The component-level profile indicates that most students had developed functional control for dribbling and short passing, whereas shooting accuracy required greater instructional attention. For physical education practice, these findings can be used as a descriptive baseline for planning age-appropriate and differentiated learning activities, with additional emphasis on shooting while maintaining continued development of passing and dribbling. The study was limited to one school, male students, and a descriptive survey design; therefore, the findings do not establish causal relationships or the effectiveness of any particular training program. Future research should include a broader and more diverse sample and may use experimental or longitudinal designs to examine whether specific instructional interventions improve the identified skill components.

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