

The Effect of Playing Activities, Eye Coordination and Confidence on Football Players at SSB UIR Pekanbaru

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ABSTRACT

The aim of the research was to determine the effect of the direct and indirect influence of simultaneous playing activities (X1), eye-foot coordination (X2), Confidence (X3) against Football Skills (Y). The population was the football players of SSB Pekanbaru UIR consisted of 40 players. The sampling technique used was purposive sampling method with consideration to the age of the player. The data were collected using a Likert scale questionnaire with five alternative answers for X3 and four alternative answers for X1, eye-foot coordination (X2) was measured by wall soccer volleyball test and football skills testing consisted of Dribbling, Passing, Shooting, and Heading. The result showed that the coefficient values of normal path was significant and linear, namely (1) there is direct influence of playing activities toward the player, (2) There is direct influence of ankle coordination toward the players, (3) there is significant and direct effect of confidence toward the players, (4) there is no direct influence of playing activities toward players' confidence, (5) there is no direct influence of ankle coordination toward players' skills through confidence and (6) there is a simultaneous influence of playing activities, ankle coordination, and confidence to football players of UIR Pekanbaru.

Keywords: *Playing activities, eye coordination, confidence, football, players*

1. INTRODUCTION

Football is a team game played by two teams. Each of this team consists of eleven players including a goalkeeper. The game may be made to all parts of the body except the arms (hand). Almost the entire game is done with skill legs, except for a goalkeeper who can freely use his limbs, legs and arms (Sukatamsi, 1992).

Kurniawan (2011) states "the basic techniques of football games include, dribbling, passing, shooting and heading". In its application, there are several elements of physical conditions that must be fulfilled by a player as the following: flexibility, speed, endurance, agility, balance, strength, and coordination (Faruq, 2008).

According to Erfayliana (2016) "playing is fun for children. In playing, there are many things obtained by the child which cannot be found in activities other than that ". In addition, playing activities turn out to be more important seen from the side of development and the needs of children. To support the development of children both physically and psychologically children need to play to express their freedom without being wrong and constrained by regulation. The importance of playing activities for children has attracted the attention of scientists from the past until now.

Coordination is the ability to exercise quickly, efficiently, and accurately with different levels of difficulty (Lutan, et al 2000). Coordination is required in almost kind of sports. to carry out a smooth, precise, fast, and efficient movement.

Many factors affect the football skills either internally or externally. Internal factors includes the lack of agility, movement coordination, strength, balance, flexibility and leg muscle explosive power, self-esteem and many more. External factors relate to the facilities, nutrition, unfixed-schedule, low school budgets, limited transportation and so forth. Playing activities promote children growth in terms of football skills since playing is a learning process when someone may learn earlier. Once the development is delayed, it will absolutely affect the child growth process until adulthood.

One of Sekolah Sepak Bola (SSB) Pekanbaru which applies sustainable exercise and development is SSB of Universitas Islam Riau. This school regularly does the exercises and coaching football for children since early childhood and adolescence. Though it was founded on January 25, 2015, it has not generate satisfactory progress. This situation might because of lack of players basic technical skills in playing football.

Based on the preliminary research at SSB UIR during football matches, it looked like the athlete skills were not satisfying. It was found that their passing, dribbling, and shooting techniques were quite disappointing. Factors that contribute to this situation might be the spectators, soccer field, and players physical status. A match report between SSB UIR and SSB Yapora described that SSB UIR scored 3 goals out of 7 shootings while SSB Yapora scored 5 goals out of 13.

Moreover, the overall possession ratio was 35% (SSB UIR) and 65% (SSB Yapora). These statistics have clearly illustrated that SSB UIR player skills were somehow beyond expectation. This might be influenced by several factors such as physical ability and psychological factors involving playing activities, eye-foot coordination, and confidence. Therefore, a research should be conducted to help finding solutions to promote athletes achievement and skills.

The purpose of the study were to reveal: 1. Direct effect on the foot-eye coordination skills on a football soccer player UIR SSB Pekanbaru. 2. Direct influence confidence in the football skills soccer player UIR SSB Pekanbaru. 3. indirect effect on the activity play football skills through soccer player confidence UIR SSB Pekanbaru. 4. The direct effect of the foot-eye coordination confident football skills through soccer player UIR SSB Pekanbaru. 5. The influence of playing activity, eye-foot coordination and confidence simultaneously on football player skills at UIR SSB Pekanbaru.

2. METHOD

The type of the research is quantitative using correlational approach. The purpose of this study was to determine the effect of playing activities, ankles coordination, and confidence football player at SSB UIR Pekanbaru. This research used simple regression analysis technique, multiple regression, and Path Analysis.

This study was conducted in October 2018, precisely in the new semester / second semester. This study took place on the football field at SSB UIR. The sampling technique used was purposive sampling, which chose the players aged 10-12 amounted to 40 people.

The playing activity and confident were measured through questionnaires while the ankle coordination was measured by using *wall soccer volleyball test*. Besides, the football skilss were tested through dribbling, passing, shooting and heading.

Data analysis technique was performed by descriptive and inferential method. Inferential analysis / causal analysis was used to test requirements analysis. Moreover, the hypothesis was tested by using Path Analysis trimming models. Formerly, a requirement test including normality and homogeneity tests were carried out.

3. RESULTS AND DISCUSSION

Table 1. Normality Test Result.

variables	N	Lo	Lt	Conclusion
X1 to Y	40	.098	0.14	Derived from Normal Distribution
X2 to Y		0.055		
X3 to Y		0.087		
X1 to X3		.104		
X2 to X3		0,072		
X1 to X2		0.114		

Table 2. Significance test and simple regression Linearity.

lane	Regression equations		Significant test (α = 0,05) F Count	F Table	Linearity test (α = 0,05) F Count F Table		Conclusion
	Y = a + bx						
X1 to Y	Y = a + bx (-14.58 + 1.91 X1)		42.46	4.20	0.68	2.81	Significant and Linear
X2 to Y	Y = a + bx (109.73 + 14.86 x2)		140.96		1.76	3.61	Significant and Linear
X3 to Y	Y = a + bx (-213.67 + 1.82 X3)		185.53		1.37	2.89	Significant and Linear
X1 to X3	Y = a + bx (136.28 + 0.84 X1)		26.49		0.53	2.60	Significant and Linear
X2 to X3	Y = a + bx (186.03 + 7:19 X2)		105.07		0.10	3.54	Significant and Linear
X1 to X2	Y = a + bx (-3.29 + 0.09 X1)		18.29		0.77	2.75	Significant and Linear

Table 3. Hypothesis testing.

source Variance	JK	d b	RJK	Fcount	Ftable	
					=	
method workout	765.63	1	765.63	5.03	4.08	Sig
motor	664.23	1	664.23	4.37	4.08	Sig
Inter AB	1677.02	1	1677.02	11.03	4.08	Sig
fallacy In	5475.50	36	152.10	-		
To tal	8582.38	39				

Results Anava Next Phase With Tuckey Test
Effect of X1 to X3 (px31) 0.226

X3 direct influence on Y (pyx3) 0.436

The indirect effect = $\rho_{YX1} + (\rho_{X31} \times \rho_{YX3})$
 $0.228 + (0.226 \times 0.436)$
 $0.228 + 0.099 = 0.327$

donation = $(0.327) \times 2 \times 100 = 10.7\%$

ρ_{YX31}
0.728

Effect of X2 to X3 (px32)
X3 direct influence on Y (pyx3) 0.436

The indirect effect $\rho_{YX1} + (\rho_{X32} \times \rho_{YX3})$
 $= 0.228 + (0.728 \times 0.436)$
 $0.228 + 0.317 = 0.545$

donation = $(0.545) \times 2 \times 100 = 29.7\%$

ρ_{YX32}

Effect of X2 to X3 (px32) 0.728

Effect of X2 to X1 (px21) .570

X3 direct influence on Y (pyx3) 0.436

The indirect effect $\rho_{YX1} + (\rho_{X32} \times \rho_{YX21})$
 $= 0.228 + (0.728 \times 0.570)$

$0.228 + 0.415 = 0.643$

$0.228 + 0.181 = 0.409$

donation = $(0.409) \times 2 \times 100 = 16.7\%$

ρ_{YX321}

The direct effect of Playing Activities (X1) to Football players Skills at UIR SSB Pekanbaru (Y).

Playing activities enhance the creativity of children and optimize the growth of all parts of the body such as the bones, muscles and organs. Sujiono (2010) says that playing is a necessity for children because they will acquire knowledge through playing.

From the research that has been done, it was found that there is a direct effect between playing activities and football skill ($t_{counted} = 3.382 > t_{table} = 1.684$). Then, H_a is accepted and H_o is rejected. This finding suggests that playing activities significantly support the skill of football.

The direct effect of the ankle Coordination (X2) toward Football Skills.

Foot eye coordination is one of the most influential physical abilities in the game of football. Many movements in football that requires coordination and one of those is eye-foot coordination. This coordination is fundamental to achieve overall high skill in football (Yulianto: 2016). The basic technique of shooting is one technique that requires a good eye-foot coordination.

The coordination of the ankle is the integration between the eyes as the major holders, and legs as the holder of functions that perform a certain movement, in this case, both eyes will tell when the ball is at a point so that the foot directly receive and direct kicks, passes opponents, and jump on while heading the ball.

The direct effect of Confidence (X3) on Football players skill at UIR SSB Pekanbaru (Y).

Lauster in Yulianto (1978) describes self-confidence is an attitude or feeling confident in the ability of self so that the persons concerned are not overly anxious in his actions, can feel free to do things that she likes and is responsible for his actions, warm and courteous in interacting with people and have the drive to excel. This is similar to Umar (2015), which describes "Confidence is the form of feeling and thought that he was in good condition so as to enable an individual to perform and behave with confidence".

Based on above explanation, it can be concluded that confidence in football skills is the feeling of trust to

oneslf that he is capable and able to do, without any doubt or fear of failure, and believed himself to achieve the maximum.

Based on the findings, it was found that there is a direct effect of Confidence (X3) on soccer skills (Y). This is seen in comparison path coefficient results $pyx3 = 0.436$ with $t = 4.047$ and t table $(1-0,05) (40-1) = 1.684$ (at $\alpha = 0.05$). Because $t = 4,047 > t$ table $= 1.684$. Then, in this case H_0 is rejected and H_a is accepted
Indirect Influence of Playing Activities Playing towards Football skill through Confident.

From the research that has been done, it was found that there are significant indirect effect of Playing Activities (X1) toward Football Skills (Y) through Confident (X3) of the comparison the product of the coefficient lines $pyx3 = 0.436$ with $t = 4.047$, $pyx31 = 0.226$ with $t = 2.346$ and t table $(1-0,05) (40-1) = 1.684$ (at $\alpha = 0.05$). Because $t = 4.047$ and, $346 > table = 1.684$. Then, in this case H_0 is rejected and H_a is accepted. Thus, playing activity indirectly affect football skills through confidence.

Based on these findings, it can be interpreted that the playing activities have indirect influence on football skills through Confident toward football player in SSB UIR Pekanbaru.

Indirect Influence of Ankle Coordination Towards Football Skills Through Confident

Players who have good eye coordination will simply direct the ball easily. It is an advantage which support the players and increase their confidence that lead to a success. It is also in line with the opinion of Ahmad (2016) who says that "confidence is a direct function of the interpretation of one's ability. This encourages people to do something related to success".

From the research that has been done, it was found that there are indirect influences of ankle coordination (X2) toward football skills (Y) through Confident (X3). It can be shown by the calculation result that $pyx3 = 0.436$ with $t = 4.047$, $pyx32 = 0.728$ with $t = 7.570$ and t table $(1-0,05) (40-1) = 1.684$ (at $\alpha = 0.05$). Because $t = 4.047$ and $7.570 > table = 1.684$. Then, in this case H_0 is rejected and H_a is accepted.

It can be assumed that the players who have good ankle coordination will likely achieve the mastery of basic techniques and are supported by the Confidence to do the exercises.

Simultaneous Effect of Playing Activity (X1), Ankle Coordination (X2), and Confidence (X3) toward Football Skills (Y) at UIR SSB Pekanbaru

A high ankle coordination would facilitate players in driving the ball since the coordination between the eyes as a view center and the role of the foot as the ball processor determines the direction of the kick. In other words, the player who has good ankle coordination will

advantageously feel confident which lead him to a success.

When all of the three components are owned by the players, they will help them to achieve good technical mastery. From the research that has been done, it was obtained that the product of the coefficient lines is $pyx21 = 0.570$ with $t = 4.277$ $pyx32 = 0.728$ with $t = 7.570$ and $pyx3 = 0.436$ with $t = 4.047$, compared with t table $(1-0,05) (40-1) = 1.684$ (at $\alpha = 0.05$). Because $t = 4.277$, 7.570 and $4.047 > table = 1.684$. Then, in this case H_0 is rejected and H_a is accepted.

The findings of this study statistically showed that the playing activity, eye-foot coordination, and confidence simultaneously affect on football Skills.

4. CONCLUSION

Based on the results of data analysis and discussion that has been described in previous chapters, it can be concluded as follows. 1. There is a direct influence of playing activities towards football skills of UIR SSB players. 2. There is a direct influence of eye and foot coordination toward football skills at SSB UIR Pekanbaru. 3. There is direct and significant influence of confidence toward Football skills at UIR SSB Pekanbaru. 4. There is indirect effect playing activities toward football skills through confidence at UIR SSB Pekanbaru. 5. There is indirect effect of eye-foot coordination skills through Confident toward players football skills at UIR SSB Pekanbaru. 6. There is a simultaneous influence of playing activities, ankle coordination, and confidence toward players football skills at UIR SSB Pekanbaru.

Hence, it is suggested for either the school or the trainer to pay more attention to players in terms of activities, technique and motivation. It is due those aspects significantly influence the players' achievement as well as their skill mastery.

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