https://e-journal.hamzanwadi.ac.id/index.php/porkes
Vol. 9, No. 2, pp 967-977 June 2026
Doi: 10.29408/porkes.v9i2.34683

Analysis of Basic Soccer Skills: A Survey Study of Extracurricular Students

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Abstract

Background.Basic soccer technical skills are a fundamental component in the development of school-age players that determine the quality of their performance; however, the implementation of skill assessment in extracurricular activities remains suboptimal and tends to lack a data-driven approach. Objectives. This study aims to analyze the level of basic soccer technical skills among students participating in an extracurricular program, focusing on off-the-ball technical aspects and ball control as a basis for evaluating the training program. Methods. This study employs a quantitative approach with a descriptive design. The study sample consisted of 25 students selected using total sampling. Data were collected through tests and measurements using the David Lee Soccer Potential Circuit Test, which includes a 20-meter run, ball-less skills, and ball-handling skills. Data were analyzed using descriptive statistics, including mean values, standard deviations, frequency distributions, and percentages, with the assistance of SPSS software. Results. The results of the study indicate that the level of students' basic soccer technical skills was predominantly in the "good" category at 52%, followed by the "fair" and "poor" categories at 16% each, the "very poor" category at 12%, and the "excellent" category at 4%. Ball-handling and off-the-ball skills fell into the good to very good categories, while running speed remained in the fair category. Conclusion. This study indicates that the development of basic technical skills in extracurricular activities has been fairly effective; however, improvements are needed in physical aspects, particularly speed. These findings contribute as a basis for evaluating and developing training programs that strike a better balance between technical and physical aspects to enhance the quality of soccer training in schools.

Keywords: Basic technical skills; soccer; extracurricular activities; training evaluation.

Received: April 26, 2026 | Revised: May 14, 23, 25, 2026
Accepted: June 1, 2026 | Published: June 8, 2026

Introduction

Soccer is one of the most popular sports worldwide and plays an important role not only as a recreational activity but also as a medium for developing athletic achievement from an early age. In the context of physical education, mastery of basic technical skills is considered the fundamental basis for achieving optimal soccer performance (Kusuma et al., 2024). Basic techniques such as passing, dribbling, shooting, and heading are essential components that determine the quality of a player's performance during a match (Aquino et al., 2017). Globally, the development of basic technical skills during school age has become a major concern because this developmental phase is recognized as the golden age for motor skill acquisition and coordination improvement (Machado et al., 2024).

Consequently, school-based extracurricular soccer programs are expected to become strategic platforms for nurturing students' technical abilities systematically and sustainably. In Indonesia, soccer extracurricular activities are widely implemented in schools as part of student sports development programs. However, the implementation of these programs still faces several challenges, including limited training facilities, insufficient training intensity, and the absence of systematic evaluation instruments to measure students' technical development. Field observations indicate that many students participating in soccer extracurricular activities still demonstrate weaknesses in basic techniques, such as inaccurate passing, inadequate ball control, ineffective dribbling, and poor shooting accuracy.

Previous studies have shown that school-age players generally demonstrate moderate to low levels of technical proficiency when training programs are not conducted systematically (Irfan et al., 2020). Similarly, (Pratama & Amiq, 2025) emphasized that the lack of regular evaluation and structured training programs significantly contributes to students' low mastery of basic soccer techniques in extracurricular settings. Several previous studies have investigated the profile of basic soccer skills among young athletes. (Atiq & Budiyanto, 2020) reported that novice players still experience considerable difficulties in mastering fundamental soccer techniques and therefore require structured and continuous training programs.

(Erianti et al., 2020) also found that most students were categorized at an "adequate" level of technical mastery, indicating the need for more intensive coaching interventions. Furthermore, (Dahlan et al., 2020) explained that technical performance is closely associated with physical condition and motivation during training. This finding is supported by (Williams et al., 2020), who argued that mastery of basic soccer techniques is strongly influenced by training experience, training frequency, and coaching quality from an early age. Although previous studies have contributed significantly to understanding youth soccer skills, several important gaps remain unresolved.

Most prior research has focused on athletes from soccer academies or football schools (SSB), while studies specifically examining students participating in school extracurricular programs are still limited. In addition, previous investigations generally used broad observational approaches and rarely employed standardized instruments to comprehensively evaluate students' technical abilities. Research examining extracurricular soccer participants in Eastern Indonesia, particularly in Southwest Papua and the city of Sorong, also remains very scarce. This context is important because schools in remote regions often experience disparities

in sports facilities, coaching quality, and access to structured training programs compared with schools in more developed regions.

(Prasetyo et al., 2018) highlighted that unequal access to sports infrastructure and coaching support significantly affects the development of young players' technical abilities in regional areas. Another important gap is that no previous study in the Southwest Papua region has specifically assessed students' soccer skills using the David Lee Soccer Potential Circuit Test, which comprehensively measures running ability, ball-less movement techniques, and ball-handling techniques within an integrated testing framework. Therefore, this study offers novelty by applying a standardized soccer skill assessment instrument within the context of school extracurricular activities in a remote Indonesian region.

This approach provides a more objective and comprehensive evaluation of students' technical abilities compared with previous descriptive assessments. Based on these issues, the research problem in this study is formulated as follows: What is the level of students' basic soccer skills in the extracurricular program at SMP Negeri 2 Sorong City, as assessed through running components, ball-less techniques, and ball-handling techniques? Accordingly, this study aims to analyze and describe the level of students' basic soccer technical skills using the David Lee Soccer Potential Circuit Test as a standardized assessment instrument. Theoretically, this study is expected to enrich the literature on motor learning and basic soccer skill development among adolescents, particularly within the context of school extracurricular activities in remote areas.

In addition, this research contributes to the development of test-based evaluation approaches for assessing soccer technical skills systematically and objectively (Williams et al., 2023). Practically, the findings of this study are expected to provide valuable information for coaches, physical education teachers, and school administrators in evaluating and improving extracurricular training programs, especially in schools with limited facilities and coaching resources. The results may also serve as a reference for talent identification, athlete development, and the formulation of more effective and evidence-based soccer training programs in the school environment.

Methods

This study employed a quantitative approach, with the research subjects consisting of 25 students participating (Age range: 13-16 years) in the soccer extracurricular program at SMP Negeri 2 in Sorong City. The sampling technique used was total sampling (non-probability sampling), in which the entire population was included in the study sample. This technique was chosen because the population size was relatively small, allowing the researcher to obtain comprehensive and representative data reflecting actual conditions (Sugiyono, 2021:34). The research subjects are adolescent students actively participating in soccer extracurricular activities, making them relevant for measuring the level of basic soccer technical skills.

Respondent characteristics include basic physical ability, training experience, and regular participation in extracurricular activities, which theoretically influence the mastery of technical skills (Williams et al., 2020; Silvino et al., 2024). This study is a quantitative descriptive study using a survey method, aimed at objectively describing the level of basic soccer technical skills

based on empirical field data. Data collection utilized the David Lee Soccer Potential Circuit Test, comprising three main components a 20-meter sprint test, a basic technical skills test without the ball, and a basic technical skills test with the ball. This instrument has been widely used in soccer skill research and possesses adequate validity and reliability to measure the basic technical abilities of adolescent players (Atiq & Budiyanto, 2020).

The research procedure was conducted systematically, starting from the preparation stage (initial observation and coordination with the school), test administration (warm-up, conducting the three test items, and recording results), to data processing. Each participant took the test twice, and the best score was recorded to improve data accuracy. The skill category classification used a scoring norm based on statistical distribution as follows:

Table 1. Skill level standards for basic soccer techniques (Firmansyah et al., 2025)

No	Value Interval	Category
1	$X < M - 1{,}5\ SD$	Very Good
2	$M - 1{,}5\ SD \leq X < M - 0{,}5\ SD$	Good
3	$M - 0{,}5\ SD \leq X < M + 0{,}5\ SD$	Fair
4	$M + 0{,}5\ SD \leq X < M + 1{,}5\ SD$	Poor
5	$X \geq M + 1{,}5\ SD$	Very Poor

The data analysis technique used was quantitative descriptive statistics, which aimed to describe the level of basic soccer skills in terms of mean, standard deviation, minimum and maximum values, as well as frequency distributions and category percentages. Data obtained from each test item were processed using SPSS (Statistical Package for the Social Sciences) software to enhance the accuracy and efficiency of the analysis. The results of the analysis were then presented in the form of distribution tables and diagrams to facilitate data interpretation. This approach aligns with the nature of descriptive research, which emphasizes the presentation of empirical conditions without testing relationships between variables (Co, 2022). Furthermore, the use of descriptive analysis is considered effective in sports research for evaluating the level of basic technical skills as a basis for decision-making in coaching and training (Syafrina et al., 2025).

Results

This study aims to determine the level of basic soccer skills among students participating in the extracurricular program at SMP Negeri 2 in Sorong City based on three test components: the 20-meter run, skills without the ball, and skills with the ball. The data obtained were analyzed using descriptive statistics to describe the actual state of the students' skills. In general, the analysis results indicate that the students' basic soccer technical skill levels fall into varying categories, with a predominance in the "good" category. Based on the statistical calculations, the minimum value was 34.34 seconds and the maximum value was 60.29 seconds, with a mean of 46.24 seconds and a standard deviation of 6.25. This indicates a fairly significant variation in ability among students. The following is the distribution of students' basic soccer technical skill levels.

Table 2. Distribution of basic soccer skill levels

Category	Class interval	Frequency	Percentage
Very Good	X < 39.53	1	4%
Good	39.54– 44.73	13	52%
Fair	44.74 – 49.92	4	16%
Poor	44.93 – 55.12	4	16%
Very Poor	X > 55.13	3	12%

Based on the table above, the majority of students fall into the "good" category (52%), followed by the "fair" and "poor" categories at 16% each. Meanwhile, the "very good" category accounts for only 4%, and the "very poor" category accounts for 12%. These findings indicate that, in general, students' basic technical skills are quite good, but there are still some students who need to improve their abilities. Furthermore, based on the test results.

Table 3. Results of the 20-meter sprint test

Category	Class interval	Frequency	Percentage
Very Good	X < 3.04	2	8%
Good	3.05 – 3.25	8	32%
Fair	3.26 – 3.46	12	48%
Poor	3.47 – 3.67	2	8%
Very Poor	x>3.68	1	4%

Table 3 presents the results of the 20-meter sprint test, which was used to assess the students' running speed as one of the fundamental physical components supporting soccer performance. The findings indicate that the majority of students were classified in the fair category, accounting for 48% of the participants. Meanwhile, 32% of students were categorized as good, 8% as very good, 8% as poor, and 4% as very poor. These findings suggest that most students possess moderate sprinting ability, although only a small proportion demonstrated excellent speed performance. The predominance of the fair category indicates that students' acceleration and sprint performance still require improvement through more structured and systematic training programs.

Speed is an essential component in soccer because it supports players' ability to perform quick transitions, chase the ball, and respond effectively during match situations. The relatively limited number of students in the very good category may indicate insufficient sprint-specific conditioning and limited training intensity within the extracurricular program. These findings are consistent with previous studies showing that adolescent soccer players often demonstrate moderate sprint performance when training exposure and physical conditioning are not optimally developed (Dahlan et al., 2020).

Table 4. Results of the off-the-ball skills test

Category	Class interval	Frequency	Percentage
Very Good	X < 14.83	10	40%
Good	14.84 – 15.64	7	28%
Fair	15.65 – 16.45	1	4%

Poor	16.46 – 17.26	5	20%
Very Poor	X > 17.27	2	8%

Table 4 shows the results of the off-the-ball skills test, which measured students' movement coordination and agility without ball possession. The data indicate that the largest proportion of students (40%) fell into the very good category, followed by 28% in the good category. In contrast, 20% of students were categorized as poor, 8% as very poor, and only 4% as fair. These results demonstrate that most students already possess relatively strong off-the-ball movement abilities. The dominance of the very good and good categories suggests that students have developed adequate coordination, body control, and movement efficiency during non-ball situations.

In soccer, off-the-ball movement is an important aspect because it contributes to positioning, space creation, defensive transitions, and tactical awareness during gameplay. The findings may indicate that extracurricular training activities have sufficiently stimulated students' motor coordination and movement patterns. However, the presence of students in the poor and very poor categories also indicates variability in students' physical and coordination abilities, suggesting the need for individualized training approaches for less-skilled participants.

Table 5. Ball skills test results

Category	Class interval	Frequency	Percentage
Very Good	X < 26.11	12	48%
Good	26.12 – 29.92	5	20%
Fair	29.93 – 33.73	4	16%
Poor	33.74 – 37.54	2	8%
Very Poor	x>37.55	2	8%

Table 5 presents the results of the ball skills test, which evaluated students' technical abilities involving ball control and manipulation. The findings reveal that 48% of students were classified in the very good category, while 20% were categorized as good. Additionally, 16% of participants fell into the fair category, whereas 8% were classified as poor and another 8% as very poor. These findings indicate that most students demonstrated relatively high levels of technical proficiency with the ball. The high proportion of students in the very good category suggests that the extracurricular soccer program has contributed positively to the development of fundamental technical skills such as dribbling, ball control, passing coordination, and movement accuracy.

Technical mastery with the ball is a critical component in soccer because it directly influences individual performance and overall game effectiveness. These results support previous findings that regular practice and repeated technical drills can significantly improve students' soccer skill proficiency (Williams et al., 2020). Nevertheless, the existence of students within the lower performance categories indicates that technical skill development remains uneven, emphasizing the importance of continuous evaluation and differentiated coaching strategies to ensure more balanced skill acquisition among participants.

Discussion

The results of the study indicate that the level of basic soccer skills among students in the extracurricular program at SMP Negeri 2 Kota Sorong generally falls into the "good" category (52%), although there are still variations in ability among individuals. These findings suggest that the extracurricular program has been able to make a positive contribution to students' mastery of basic techniques. Theoretically, basic technical skills form the primary foundation of soccer and must be mastered before players can develop game tactics and strategies (Williams et al., 2020; Mulyana et al., 2025). Therefore, the predominance of the "good" category in this study suggests that the training process has been sufficiently effective, although it has not yet reached an optimal level.

When examined based on each test component, the research results show that basic technical skills with the ball had the highest category (48% "very good"), followed by skills without the ball (40% "very good"), while the 20-meter sprint speed was in the "fair" category (48%). This indicates an imbalance between the development of technical skills and physical abilities. According to motor learning theory, mastery of basic techniques is highly influenced by the frequency of repetitive and specific training (Cresswell, 2018), so students tend to excel in technical aspects when training is more focused on ball use. Conversely, physical abilities such as speed require structured and sustained specialized training (Bompa & Buzzichelli, 2019).

Thus, the low level of speed ability in this study may be attributed to the insufficient allocation of physical training in the extracurricular program. These findings align with the research by (Atiq & Budiyanto, 2020), which states that the basic technical skills of beginner players tend to fall into the moderate to good category, yet still require improvement through programmed training. Additionally, research by (Irfan et al., 2020) also indicates that the majority of students in extracurricular programs possess basic technical skills in the adequate to good categories, suggesting that coaching at the school level is not yet fully optimized. However, the results of this study show a higher percentage in the "good" category compared to some previous studies, which may be attributed to students' additional experience in attending soccer schools (SSB) or training outside of school.

On the other hand, there is a discrepancy with the study by (Alder et al., 2024), which emphasizes that the development of soccer skills must balance technical, physical, and cognitive aspects simultaneously. In this study, it is evident that the technical aspect is more dominant than the physical aspect, particularly speed. This indicates that the training programs implemented have not fully adopted a modern, holistic coaching approach. This discrepancy may be attributed to limitations in facilities, training time, and the coaches' competence in designing integrated training programs. Another factor influencing the results of this study is the level of student participation in training and individual motivation.

According to (Rezaini et al., 2024), athletic skills are not only influenced by training programs but also by internal factors such as motivation, interest, and student discipline. In the context of this study, some students in the "very good" category likely have higher training intensity or more playing experience compared to other students. Conversely, students in the "poor" and "very poor" categories likely have limitations regarding experience, training

frequency, or physical condition. Additionally, the study's limitations must be considered when interpreting the results. This study did not account for external factors such as weather conditions during testing, students' physical and psychological states, or the standards of the equipment used, all of which could potentially influence measurement outcomes.

This aligns with (Takona's, 2024; Doyle et al., 2020). view that descriptive research has limitations in controlling external variables that may affect research outcomes. Therefore, the results of this study should be understood as a general overview of students' skill levels, not as an absolute measure of individual ability. Based on these results and analysis, this study makes an important contribution to the field of sports science, particularly in the evaluation of basic soccer technical skills at the school level. Practically, the results of this study can serve as a basis for coaches and physical education teachers to design training programs that strike a better balance between technical and physical aspects.

Recommendations for future research include conducting studies with an experimental approach to test the effectiveness of specific training programs, as well as considering other variables such as physical condition, motivation, and playing experience to obtain more comprehensive results. The main limitation of this study lies in its relatively small sample size only 25 students which limits the generalizability of the findings to a broader population. Additionally, the use of a quantitative descriptive research design without a control group means that the study's results cannot comprehensively explain causal relationships or the effectiveness of the exercise program. This study also did not control for external variables such as baseline fitness levels, exercise frequency, or environmental factors that could potentially influence the results; therefore, the findings should be interpreted with caution.

Conclusion

This study concludes that the level of basic soccer technical skills among students participating in the extracurricular program at SMP Negeri 2 Kota Sorong is generally in the "good" category, with a predominance of skills in ball-handling and off-the-ball techniques, while speed remains in the "fair" category. These findings indicate that the training provided has been sufficiently effective in developing technical skills, but has not yet been fully balanced with physical conditioning. Theoretically, this study reinforces the concept that mastery of basic techniques is the primary foundation in soccer learning during adolescence and underscores the importance of test-based evaluation in objectively measuring abilities.

Practically, the results of this study provide implications for coaches and physical education teachers to design more structured training programs that balance technical and physical aspects to improve the quality of student training. Nevertheless, this study has limitations, including the failure to account for physical, psychological, and environmental factors during test administration, which may influence measurement results. Therefore, future research is recommended to adopt a more comprehensive approach by incorporating additional variables such as physical condition, motivation, and training frequency, as well as employing experimental designs to more thoroughly test the effectiveness of training programs.

Acknowledgments

The authors would like to express their sincere gratitude to the principal of SMP Negeri 2 Sorong City, the physical education teachers, and the extracurricular soccer coach for their permission, support, and cooperation during the data collection process. Special thanks are also extended to all students who participated as research subjects for their enthusiasm and commitment. The authors are grateful to Universitas Pendidikan Muhammadiyah Sorong for providing administrative and academic support. Finally, we appreciate the valuable contributions of all reviewers and colleagues who provided constructive feedback on earlier versions of this manuscript.

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