

The Relationship Between Balance and Agility on Dribbling Skills of 14-15 Year Old Participants at the Citra Mandiri Arjosari Soccer School

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Abstract

Background Dribbling is a fundamental skill in soccer that enables players to maintain ball control while moving and evading opponents. This skill is closely related to several physical components, particularly balance and agility. During early adolescence (14–15 years), players undergo rapid physical development, making this phase critical for strengthening physical abilities that support technical performance. However, empirical evidence regarding the contribution of balance and agility to dribbling skills in youth soccer players remains limited, especially at the soccer school level.

Objectives : This study aimed to examine the relationship between balance and agility with dribbling skills in 14–15-year-old participants at the Citra Mandiri Arjosari Soccer School (SSB).

Methods: A quantitative correlational research design was employed involving 30 participants selected through total sampling. Balance was measured using the Bass Test, agility using the Hexagonal Obstacle Test, and dribbling skills using the Soccer Dribble Test. Data were analyzed using Pearson correlation, t-tests, and coefficient of determination (R^2) with the assistance of SPSS version 26.

Results : The results indicated that balance had a significant relationship with dribbling skills ($p < 0.05$), while agility showed a stronger and highly significant relationship ($p < 0.01$). Simultaneously, balance and agility contributed significantly to dribbling performance, with a combined contribution of 95.6%.

Conclusion : Balance and agility are significant physical determinants of dribbling skills in 14–15-year-old soccer players. These findings highlight the importance of incorporating balance- and agility-oriented training into youth soccer coaching programs to enhance dribbling performance.

Keywords: Balance, Agility, Dribbling Skills and Youth Soccer.

INTRODUCTION

Soccer is a sport involving two teams, each with 11 players, whose goal is to score more goals than their opponents. One of the essential basic skills in this game is dribbling, which allows players to control the ball while moving around the field. Dribbling skills depend heavily on two important physical factors: balance and agility. Balance is the ability to maintain body stability, while agility allows players to move quickly, change direction suddenly, and avoid opponents. Both affect a player's ability to control the ball while running and interacting with opposing players. Agility plays a very important role in dribbling skills. Agility allows players to move quickly, change direction suddenly, and adapt to constantly changing game situations. An agile player can evade opponents, move quickly, and maintain control of the ball in high-pressure situations. This ability is very helpful for players when facing counterattacks and when in a one-on-one situation with an opponent. Agility also allows players to jump and make more dynamic movements, which makes them more effective in both attack and defense.

At the age of 14-15, soccer players are in an important stage of physical and cognitive development, namely puberty. At this age, teenagers experience rapid physical growth, including changes in height, muscle strength, and sexual organ development. These physical changes affect their bodies' ability to perform various movements, including those required in sports such as soccer. The Citra Mandiri Arjosari Soccer School (SSB), located in the Arjosari District, is one of the training centers that supports the development of young soccer players. This SSB has a high level of enthusiasm from participants aged 14-15 years old, who show great interest in learning basic soccer skills, including dribbling. Training at this SSB aims to improve players' technical skills by providing more structured training focused on developing balance, agility, and dribbling skills.

Dribbling is one of the most essential technical skills in soccer, enabling players to maintain ball control while moving, changing direction, and overcoming opponents. Effective dribbling performance requires the integration of technical proficiency and physical capacities, particularly balance and agility. Balance plays a critical role in maintaining postural stability during ball contact and directional changes, while agility enables rapid acceleration, deceleration, and multidirectional movement, all of which are fundamental in competitive match situations.

Previous studies have consistently demonstrated that balance and agility are closely associated with dribbling performance. Research has shown that athletes with better balance

tend to exhibit more efficient ball control and movement stability, leading to improved dribbling outcomes. Similarly, agility has been identified as a dominant physical component influencing dribbling speed and effectiveness, especially in one-on-one situations. Several empirical studies in youth and adolescent soccer populations report significant correlations between agility, balance, and dribbling skills, emphasizing the importance of these physical attributes in technical development.

However, to date, there has been no research specifically identifying “The Relationship Between Balance, Agility, and Dribbling Skills in 14-15 Year Old Soccer Players at SSB Citra Mandiri Arjosari.” This study aims to answer questions about the extent to which these two physical factors influence the dribbling skills of players. In addition, this study is expected to provide a basis for the development of more effective training programs at SSB Citra Mandiri Arjosari, with a focus on strengthening balance and agility to improve the quality of players' dribbling skills. A deeper understanding of the relationship between balance, agility, and dribbling skills in young players will provide useful insights for coaches and SSB managers in designing more targeted and optimal training programs. Thus, it is hoped that players can better develop their basic technical skills and improve their performance on the field, both in competitive matches and in everyday game situations.

METHODS

Study Design and Participants

This study employed a correlational research design aimed at identifying the relationship between variables. The research used a survey method supported by tests and measurements to determine the relationship between balance, agility, and dribbling skills in athletes at SSB Citra Mandiri Arjosari. The population in this study consisted of all 30 participants aged 14–15 years, and because the total number was manageable, the entire population was included as the study sample.

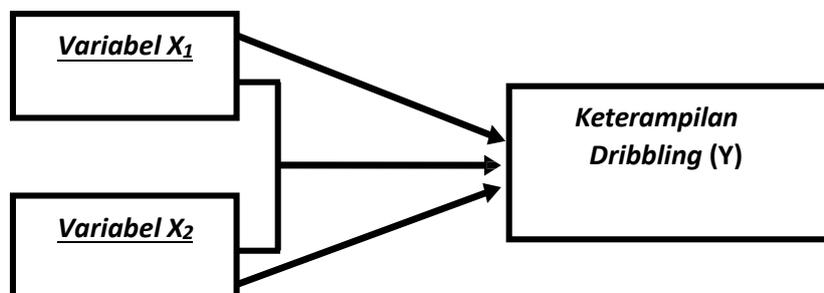


Figure 1. Correlation Research Pattern

Research Instruments

Three instruments were used to collect data according to the variables studied. Balance was measured using a Balance Test, agility was measured using the Hexagonal Obstacle Test, and dribbling skills were measured using the Soccer Dribble Test. These instruments were selected to objectively assess the physical components relevant to soccer performance.

Data Analysis

The data collected were analyzed using correlation tests to determine the relationships between balance, agility, and dribbling skills. Additionally, t-tests were used to assess the significance of these relationships. All statistical analyses in this study followed standard procedures for correlational research.

RESULTS

This study uses the mean, median, variance, standard deviation, minimum, maximum, and range of the balance variable (X1), agility variable (X2), and dribbling skill variable (Y) from the results of research conducted on participants of the Citra Mandiri Arjosari Soccer School (SSB). The data obtained from testing each variable is described in the following table:

Table 1. Data Description

Variabel	Keseimbangan (X1) (Skor)	Kelincahan(X2)	Keterampilan Dribbling(Y) (detik)
Mean	46,04	11,47	17,68
Median	46	11,45	17,65
variane	7,964	0,36	0,33
Std. Deviation	2,82212	0,599	0,57421
Minimum	41	10,5	16,8
maximum	51	12,6	18,7
range	10	2,1	1,9

The research data was collected from 30 participants of the Citra Mandiri Arjosari Soccer School (SSB) by measuring their dynamic balance using a modified bass test. The data was then statistically processed using SPSS software. The results obtained from the measurements of the 30 participants of the Sitra Mandiri Arjosari Soccer School (SSB) showed that the lowest t_score was 41, the highest t_score was 51, the average t_score was 46.04, and

the standard deviation was 2.82212. The following are the results of the frequency distribution of the Balance Test (X1), which can be seen in the table below.

Table 2. Frequency Distribution of Balance Test Results (X1)

NO	Interval	Frekuensi Absolut	Frekuensi Relatif
1	41 – 42	4	13,3%
2	43 – 44	6	20%
3	45 – 46	6	20%
4	47 – 48	7	23,3%
5	49 – 50	6	20%
6	51 – 52	1	3,3%
Jumlah		30	100%

The results of the Modified Bass Test on participants of the Citra Mandiri Arjosari Soccer School (SSB) show a frequency distribution in 6 interval classes with an interval length of 6. In the first class (41-42), there were 4 participants with a percentage of 13.3%. The second class (43-44) was attended by 6 participants (20%), and the third class (45-46) also had 6 participants with the same percentage, namely 20%. The fourth class (47-48) recorded the highest number of participants, namely 7 people (23.3%). The fifth class (49-50) had 6 participants (20%), while the sixth class (51-52) was attended by only 1 participant (3.3%). Overall, the fourth class (47-48) had the most participants, while the sixth class (51-52) had the fewest.



Figure 2. Histogram Hasil Tes Keseimbangan (X1)

The research data was collected from 30 participants of the Citra Mandiri Arjosari Soccer School (SSB) using the Hexagonal Obstacle test. The data was then measured and processed statistically using the SPSS application. The results obtained from the measurements of the 30 participants of the Sitra Mandiri Arjosari Soccer School (SSB) showed that the lowest t_{score} value was 10.50 seconds, the highest t_{score} value was 12.60 seconds, the average

t_{score} was 11.47 seconds, and the standard deviation was 0.599. The following are the results of the Agility test (X2) frequency distribution, which can be seen in the table below.

Table 3. Frequency Distribution of Agility Test Results (X2)

NO	Interval	Frekuensi Absolut	Frekuensi Relatif
1	10,50 – 10,84	5	16,7%
2	10,85 – 11,19	5	16,7%
3	11,20 – 11,54	7	23,3%
4	11,55 – 11,89	4	13,3%
5	11,90 – 12,24	5	16,7%
6	12,25 – 12,60	4	13,3%
Jumlah		30	100%

The results of the Hexagonal obstacle test on participants of the Citra Mandiri Arjosari Soccer School (SSB) show a distribution across 6 interval classes with an interval length of 2.10 seconds. In the first class (10.50–10.84 seconds), there were 5 participants with a percentage of 16.7%. The second class (10.85–11.19 seconds) also had 5 participants (16.7%). The third class (11.20–11.54 seconds) had the most participants, namely 7 people with a percentage of 23.3%. In the fourth class (11.55–11.89 seconds), there were 4 participants (13.3%). The fifth class (11.90–12.24 seconds) again had 5 participants with a percentage of 16.7%, while the sixth class (12.25–12.60 seconds) was participated in by 4 participants with a percentage of 13.3%. Overall, the third class (11.20–11.54 seconds) had the highest number of participants, while the fourth and sixth classes had the lowest number of participants, with 4 participants each.

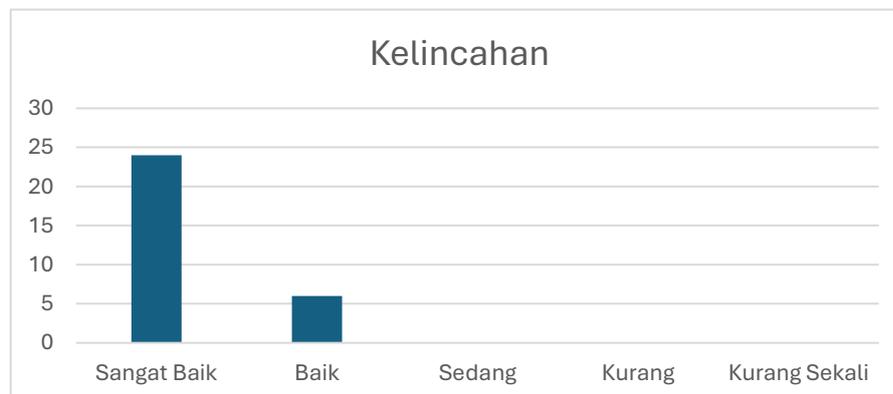


Figure 3. Histogram of Agility Test Results (X2)

The results obtained from the measurements of 30 participants of the Sitra Mandiri Arjosari Soccer School (SSB) show that the lowest t_{score} value is 16.80 seconds, the highest

t_{score} value is 18.70 seconds, the average t_{score} is 17.68 seconds, and the standard deviation is 0.57421. The following table shows the frequency distribution of the Dribbling Skill (Y) test results.

Table 4. Frequency Distribution of Dribbling Skill Test Results (Y)

NO	Interval	Frekuensi Absolut	Frekuensi Relatif
1	16,80 – 17,12	7	23,4%
2	17,13 – 17,45	4	13,3%
3	17,46 – 17,78	6	20%
4	17,79 – 18,11	6	20%
5	18,12 – 18,44	3	10%
6	18,45 – 18,77	4	13,3%
Jumlah		30	100%

The results of the dribbling skills test for participants of the Citra Mandiri Arjosari Soccer School (SSB) show a distribution across 6 interval classes with an interval length of 1.90 seconds. In the first class (16.80–17.12 seconds), there were 7 participants with a percentage of 23.4%. The second class (17.13–17.45 seconds) was followed by 4 participants with a percentage of 13.3%. The third class (17.46–17.78 seconds) and the fourth class (17.79–18.11 seconds) each had 6 participants with a percentage of 20%. The fifth class (18.12–18.44 seconds) recorded 3 participants with a percentage of 10%, while the sixth class (18.45–18.77 seconds) was attended by 4 participants with a percentage of 13.3%. Overall, the first class (16.80–17.12 seconds) had the highest number of participants, while the fifth class (18.12–18.44 seconds) had the lowest number of participants.

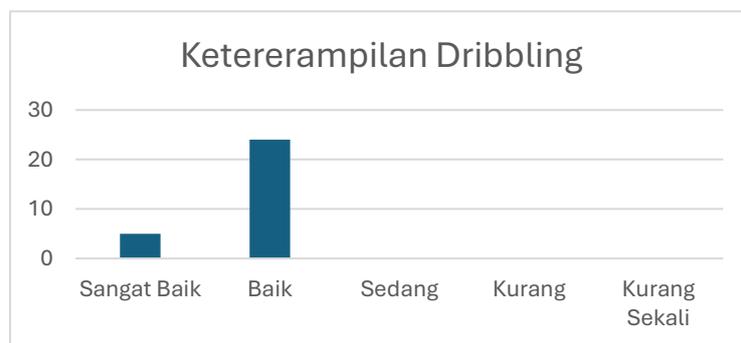


Figure 4. Diagram of Dribbling Skill Test Results (Y)

Normality Test

The normality test in this study used the Shapiro-Wilk test, which is one method for testing whether the data obtained is normally distributed or not. The data is considered normally distributed if the significance value is >0.05 , while the data is considered abnormal if the significance value is <0.05 .

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
keseimbangan	.101	30	.200 [*]	.960	30	.302
kelincahan	.087	30	.200 [*]	.963	30	.374
Dribbling	.100	30	.200 [*]	.948	30	.150

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 4. Normality Test Results

The SPSS calculation results in the table above show that the significance value for the Balance variable (X1) is 0.302, for the Agility variable (X2) is 0.374, and for the Dribbling Skill variable (Y) is 0.150. From the three variables that have been tested, the significance values of X1, X2, Y >0.05 , so the Normality test results show that the data collected is normally distributed.

Homogeneity Test

The homogeneity test is a step to assess the suitability of data in parametric statistical analysis. The homogeneity decision is made based on the significance value. If the significance value is <0.05 , then the variance between two or more population groups is not homogeneous. Conversely, if the significance value is >0.05 , then the variance between population groups is considered homogeneous.

		Levene	df1	df2	Sig.
		Statistic			
keseimbangan	Based on Mean	.380	1	28	.542
	Based on Median	.376	1	28	.545
	Based on Median and with adjusted df	.376	1	27.987	.545
	Based on trimmed mean	.377	1	28	.544
kelincahan	Based on Mean	.604	1	28	.444
	Based on Median	.500	1	28	.485
	Based on Median and with adjusted df	.500	1	27.468	.485
	Based on trimmed mean	.594	1	28	.447
Dribbling	Based on Mean	.614	1	28	.440
	Based on Median	.483	1	28	.493
	Based on Median and with adjusted df	.483	1	27.352	.493
	Based on trimmed mean	.602	1	28	.444

Figure 5. Homogeneity Test Results

The SPSS calculation results in the table above show that the significance value for the Balance variable (X1) is 0.542, for the Agility variable (X2) is 0.544, and for the Dribbling Skill variable (Y) is 0.440. The significance values were obtained from the three variables that were tested. $X1, X2, Y > 0.05$, so the homogeneity test results indicate that the data collected is homogeneously varied.

Linearity Test

The linearity test aims to determine whether the data follows a linear pattern or not. This test is related to the use of linear regression, so the data must be linear. If the significant value is >0.05 , then there is a significant linear relationship; if the significant value is <0.05 , then there is no significant linear relationship between Variable X and Variable Y.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Dribbling * keseimbangan	Between Groups	(Combined)	9.501	10	.950	296.738	.000
		Linearity	9.436	1	9.436	2947.042	.000
		Deviation from Linearity	.065	9	.007	2.260	.064
	Within Groups		.061	19	.003		
Total			9.562	29			

Figure 6. Linearity Results for Balance (X1) and Dribbling Skill (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Dribbling * Data_Kelincahan	Between Groups	(Combined)	9.282	5	1.856	159.031	.000
		Linearity	9.261	1	9.261	793.411	.000
		Deviation from Linearity	.020	4	.005	.436	.781
	Within Groups		.280	24	.012		
Total			9.562	29			

Figure 7. Linearity Results for Agility (X1) and Dribbling Skills (Y)

The results of data analysis using SPSS in the Anova table for significant values in deviation from linearity for the Balance variable (X1) are 0.064 and for the Agility variable (X2) are 0.781. Therefore, it can be concluded that the values of X1 and X2 >0.05 , meaning that the two data sets are linearly related.

Correlation Test

Correlation tests are used to see the extent to which the relationship between variables can be influenced when other variables that have an effect are controlled or kept constant.

Correlations

		keseimbangan	kelincahan	Dribbling
keseimbangan	Pearson Correlation	1	-.995**	-.993**
	Sig. (2-tailed)		.000	.000
	N	30	30	30
kelincahan	Pearson Correlation	-.995**	1	.999**
	Sig. (2-tailed)	.000		.000
	N	30	30	30
Dribbling	Pearson Correlation	-.993**	.999**	1
	Sig. (2-tailed)	.000	.000	
	N	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 8. Correlation Calculation Results with SPSS

Based on Figure 13, a significant value of balance of $0.000 < 0.05$ and a value of $r_{count} > r_{table}$, namely $-0.993 > 0.361$ at a significance level of 5% was obtained, which means that there is a significant negative linear relationship between balance and dribbling skills. The significant result for agility is $0.000 < 0.01$ and the value of $r_{count} > r_{table}$ is $0.999 > 0.463$ at a significance level of 1%, which means that there is a strong and significant positive linear relationship between agility and dribbling skills.

T-test

The t-test is used to test the research hypothesis regarding the partial effect of each independent variable on the dependent variable.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.538	.218		-2.466	.020
	Data_Kelincahan	.669	.144	.654	4.636	.000
	Data Keseimbangan	.398	.168	.334	2.371	.025

a. Dependent Variable: Data Dribbling

Figure 9. T-Test Results Using SPSS

Based on Figure 14, a significant value of 0.025 was obtained, with a t-value of 2.371 and a table t-value of 1.703, which means that balance has a positive and significant effect on ball dribbling skills. The significance value for agility is 0.000, with a t-value of 4.636 and a table value of 1.703, which means that agility has a positive and significant effect on dribbling skills. Because the t-value is greater than the table value, both variables have a significant effect on dribbling skills.

Determination Coefficient Test (R2)

The coefficient of determination is often used to measure how much the independent variable contributes to changes in the dependent variable.

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.979 ^a	.959	.956	.35737	.959	318.495	2	27	.000

a. Predictors: (Constant), Data Keseimbangan, Data_Kelincahan

Figure 10. Results of the Coefficient of Determination (R²) Test with SPSS

DISCUSSION

The findings of this study provide strong evidence that balance and agility are significant contributors to dribbling skills among youth soccer players at Citra Mandiri Arjosari Soccer School (SSB). The descriptive results show that participants possess moderate levels of balance, agility, and dribbling performance, as reflected in the mean values of each variable (Balance = 46.04, Agility = 11.47 seconds, Dribbling = 17.68 seconds). These values fall within normal variation, as confirmed by the normality, homogeneity, and linearity tests, which all met the statistical criteria for parametric analysis. This indicates that the sample data were appropriate for further analysis using correlation and regression techniques. The correlation test revealed a significant negative relationship between balance and dribbling skills, meaning that higher balance scores are associated with faster dribbling times. Since dribbling performance in this study is measured in seconds, a lower time indicates better skill. Therefore, athletes with better balance demonstrated more efficient and controlled dribbling. This aligns with the biomechanical understanding that balance is essential for maintaining body stability during sudden changes in direction, foot touches, and acceleration key movements in effective dribbling. Good balance minimizes unnecessary body sway, allowing athletes to maintain optimal ball control while maneuvering.

In addition, the study found a significant and strong positive relationship between agility and dribbling ability. Athletes with better agility demonstrated faster dribbling times, confirming that agility defined as the ability to change direction quickly while maintaining speed and body coordination is a critical determinant of dribbling performance. The results support prior research emphasizing the importance of agility drills, such as the Hexagonal Obstacle Test, in developing quick directional changes that translate directly into improved dribbling in soccer. These findings also reinforce the concept that agility enables players to execute rapid cutting movements, evade opponents, and maintain precise ball handling during dynamic gameplay. The t-test results further strengthen these conclusions. Both balance and

agility showed significant positive effects on dribbling skills, suggesting that each variable independently contributes to dribbling performance. This means that even when analyzed separately, improvements in either balance or agility are likely to produce measurable improvements in dribbling skill. The coefficient of determination (R^2) indicates that a substantial portion of the variation in dribbling performance can be explained by the combination of balance and agility. Thus, these two motor components are not only correlated with dribbling ability but also significantly influence it.

Overall, the findings are consistent with established theories in motor learning and sports performance. Balance is a foundational motor ability that supports stability, coordination, and postural control, all of which are essential during ball-handling activities. Agility, on the other hand, enhances players' ability to perform rapid multidirectional movements, which frequently occur during competitive soccer matches. The combination of these motor abilities forms a strong basis for dribbling performance, supporting previous studies that highlight the multidimensional nature of technical skills in soccer. These results also carry important practical implications for coaches and trainers. Training programs that prioritize balance exercises such as single-leg stability drills, wobble board training, and dynamic balance challenges may directly enhance dribbling skills. Likewise, incorporating agility-focused drills, such as ladder exercises, shuttle runs, and cone zig-zag patterns, can further accelerate improvements in young players' dribbling performance. Therefore, integrating both components into regular training sessions is likely to yield better technical outcomes compared to focusing on technique alone. In conclusion, the discussion of this study highlights that balance and agility are key physical determinants of dribbling skills in youth soccer players. Strengthening these motor abilities through targeted training regimens will likely contribute positively to athletes' technical performance, particularly in dribbling a fundamental skill in soccer.

From a theoretical perspective, balance is a fundamental component of motor control that enables athletes to maintain postural stability during dynamic movements. In dribbling situations, players are required to perform rapid foot contacts with the ball while simultaneously adjusting body position to respond to opponents and changes in direction. The significant relationship between balance and dribbling skills found in this study supports motor learning theory, which emphasizes that stable postural control enhances movement precision and reduces unnecessary energy expenditure. Athletes with better balance are therefore more

capable of executing controlled dribbling movements with greater efficiency and speed. The strong relationship between agility and dribbling skills further highlights the importance of multidirectional movement ability in soccer performance. Agility is closely associated with the ability to accelerate, decelerate, and change direction rapidly while maintaining coordination and ball control. This finding is consistent with the biomechanical demands of dribbling, which require quick transitions between movement phases and precise foot–ball interaction. The results align with previous studies that report agility as one of the most influential physical components in dribbling performance, particularly in youth soccer players who frequently encounter one-on-one situations during matches.

When compared with previous research, the findings of this study are largely consistent with earlier empirical evidence showing significant relationships between balance, agility, and dribbling skills. However, this study extends existing literature by examining the combined contribution of balance and agility, demonstrating that these two physical components together explain a substantial proportion of variance in dribbling performance. This supports the view that soccer skills are multidimensional and cannot be optimally developed by focusing on a single physical attribute in isolation. The age group examined in this study (14–15 years) represents a critical stage in long-term athlete development. During this period, athletes experience rapid neuromuscular development, making them highly responsive to training stimuli related to balance and agility. The findings suggest that differences in dribbling performance among athletes may be attributed not only to technical proficiency but also to variations in physical conditioning, training frequency, and movement experience. Athletes who receive systematic exposure to balance and agility training are more likely to demonstrate superior dribbling skills.

From a practical perspective, these results have important implications for coaches and youth development programs. Coaches should design training programs that integrate balance and agility development as foundational components of technical training. Balance training, such as single-leg stability exercises and dynamic postural control drills, can enhance movement efficiency during dribbling. Similarly, agility drills involving rapid changes of direction, acceleration, and deceleration should be systematically incorporated into training sessions to improve players' ability to maneuver with the ball under game-like conditions. Furthermore, training programs should be structured progressively and tailored to the developmental characteristics of youth athletes. Regular physical assessments can help coaches

identify individual strengths and weaknesses, enabling more targeted interventions. By emphasizing balance and agility alongside technical drills, coaches can support more holistic skill development and improve overall dribbling performance. In summary, this study provides empirical support for theoretical models that emphasize the role of physical condition in soccer skill execution. By linking balance and agility to dribbling performance, the findings contribute to a deeper understanding of youth soccer development and offer practical guidance for evidence-based coaching strategies.

CONCLUSION

This study demonstrates that balance and agility are key physical components that significantly influence dribbling skills in 14–15-year-old soccer players at the Citra Mandiri Arjosari Soccer School (SSB). The findings indicate that players with better balance tend to perform dribbling movements more efficiently, as postural stability supports body control during rapid changes of direction and ball contact. Likewise, agility shows a strong relationship with dribbling performance, confirming its role in enabling players to accelerate, decelerate, and maneuver effectively while maintaining ball control.

The combined contribution of balance and agility to dribbling skills highlights that technical performance in soccer is not solely determined by skill practice, but also by the quality of underlying physical conditioning. These results reinforce theoretical perspectives in sports science that emphasize the integration of physical and technical components in skill execution, particularly during early adolescence, a critical phase for motor and neuromuscular development.

From a practical standpoint, the findings suggest that youth soccer training programs should systematically incorporate balance and agility development as foundational elements of technical training. Coaches are encouraged to design age-appropriate and progressive training interventions that integrate physical conditioning with dribbling drills, supported by regular physical assessments. By adopting an evidence-based approach to training, youth development programs can more effectively enhance dribbling performance and support long-term athlete development.

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