INDONESIAN JOURNAL OF SPORT MANAGEMENT
Department of Physical Education, Universitas Majalengka, Indonesia
ISSN 2776-706X.

Level of Motor Skills of Students Participating in Extracurricular Football Activities at State Junior High School Negeri 1 Depok, Sleman Regency

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ABSTRACT

Motor skills, both gross and fine, form the basis for performing daily physical activities while also supporting students' academic and non-academic achievements. In this context, extracurricular sports activities particularly soccer hold strategic potential in enhancing students' motor skills through systematic and structured training. To determine the level of motor skills of students participating in extracurricular soccer activities at State Junior High Schol 1 Depok. Methods This research design is a quantitative descriptive research design. It uses a survey method with testing and measurement techniques to obtain data. The research population consists of 23 students participating in extracurricular soccer activities at State Junior High Schol 1 Depok. This study uses the Barrow Motor Ability Test, which consists of six test items: standing broad jump, wall pass, zig-zag run, medicine ball put, soft ball throw, and 60-yard dash. The results of the study on the motor skills of extracurricular soccer students at State Junior High Schol 1 Depok are as follows: 0 students were in the very high category, 9 students (39.1%) were in the high category, 9 students (39.1%) were in the moderate category, 5 students (21.7%) were in the very low category, and 0 students were in the very low category. The results of this study can be used as a guide for soccer coaches or extracurricular advisors at State Junior High School 1 Depok to select players with good motor skills who will later participate in school and district-level soccer events.

Keywords: extraculiculer; football; motorik ability

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Article History:

Submitted: July, 2025
Accepted: August, 2025
Published: August, 2025

Authors' contribution:

A) Conception and design of the study;
B) Acquisition of data;
C) Analysis and interpretation of data;
D) Manuscript preparation;
E) Obtaining funding.

Cite this article:

Aarta, M.F., Yuliarto, H., Ngatman, & Akbar, C.F. (2025). Level of Motor Skills of Students Participating in Extracurricular Football Activities at State Junior High School Negeri 1 Depok, Sleman Regency. *Indonesian Journal of Sport Management, Vol.* 5(3), 679-691. https://doi.org/10.31949/ijsm.v5i3.14666

INTRODUCTION

Motor skills are basic skills that reflect the function of the nervous system and muscles in performing coordinated body movements (Kholbu et al., 2023). These skills are divided into two categories: fine motor skills and gross motor skills. In the context of physical education and sports, particularly soccer, gross motor skills play a crucial role in supporting physical performance. Good motor skills enable individuals to perform physical activities effectively and efficiently, thereby enhancing overall health (Nurkholishoh & Da'warul Choiro, 2022)

Students, as individuals who are in the phase of physical and mental development, have great potential to develop their motor skills (Siti Rodi'ah, 2021). These skills can be seen through daily activities, physical education classes, and additional activities such as extracurricular activities. However, not all students have the same level of motor skills, because motor development is influenced by many factors such as age, gender, experience, and the environment in which they are active (Hakim, 2017).

In the context of extracurricular soccer at State Junior High Schol N 1 Depok, Sleman Regency, students are faced with training and physical activities that require coordination, agility, balance, and muscle strength. Therefore, motor skills are an important indicator in assessing the readiness and potential of students to participate in these activities. Evaluating these motor skills is the first step in understanding the needs and appropriate training approaches for them (Naskolani et al., 2021).

Good motor skills greatly influence students' performance in extracurricular soccer activities. Students with high motor skills tend to find it easier to master basic game techniques, maintain stamina, and avoid injuries (Hida et al., 2022). Therefore, measuring motor skill levels is not only important as an evaluation tool but also as a basis for designing training programs that can maximize the potential of each student

Based on observations during extracurricular soccer activities at State Junior High School 1 Depok, it appears that students appear stiff when playing soccer. An example of stiff movement is seen in agility when students dribble the ball while running and are blocked by an opponent, yet the students do not avoid the opponent and instead collide with them. In such situations, students should be able to get past the opponent. In terms of leg power, some short and long passes, as well as shots, lack force, causing the ball to fail to reach its target. However, the creation of shooting opportunities is supported by the speed and accuracy of the ball during passing.

The achievement of skill levels in soccer is certainly supported by the motor skills possessed by each student in practicing the movements involved in the game (Padli Akbar, Gusril, Fahmil Haris, 2019). Motor skills are natural or innate, making them the basic foundation for students to learn movements and achieve skill levels in soccer. Therefore, the motor skills possessed by students participating in soccer extracurricular activities need to be taken into consideration. Because students participating in soccer extracurricular activities still appear stiff in performing the movements in soccer (Fernando, 2022). Therefore, physical education teachers as coaches should not waste time and effort through training programs that require costs, time, and effort.

METHOD

This study uses a quantitative descriptive method, meaning that it will describe the situation that occurs without using hypothesis testing. According to Sudjana and Ibrahim (2004: 64), descriptive research is research that attempts to describe a phenomenon, event, or occurrence that is happening at the present time. This study focuses on the motor skills of students participating in the soccer extracurricular activity at State Junior High School 1 Depok, Sleman. The method used in this study is a survey method with a test technique to obtain data. This study was conducted at State Junior High Schol 1 Depok.

The type of research

This study uses a quantitative descriptive method, meaning that it will describe the situation that occurs without using hypothesis testing.

The time and location

This research was conducted at State Junior High School 1 Depok, located at Jl. Sonokeling Gejayan, Condong Catur, Depok District, Sleman Regency, Special Region of Yogyakarta. The research was conducted on Tuesday, May 28, 2024, from 2:00 p.m. to completion.

The goals or target

The subjects in this study were all students who participated in extracurricular soccer activities at State Junior High School 1 Depok, totaling 23 students.

Research procedures

Research procedures include the systematic steps followed in conducting the research. This section should be presented in detail so readers can easily replicate or understand the research process. The explanation should include the sequence of activities, from data collection to analysis.

Instruments

Research instruments are tools or facilities used in research to collect data so that the work is easier and the results are more accurate, complete, and systematic, including a series of questions or exercises and other tools used to measure the skills, knowledge, intelligence, abilities, or talents possessed by individuals or groups. Arikunto, (2010: 193). The instrument used in this study is the Barrow Motor Ability Test by Harold M. Barrow, which is a test with a validity coefficient of 0.92 consisting of six test items, namely: a) Standing board jump, to measure leg muscle power. This instrument has been used previously and has a validity degree of 0.907 and reliability of 0.919, b) Zigzag run, to measure agility. This instrument has been used previously and has a validity of 0.749 and reliability of 0.933. c) Medicane ball put, to measure arm and shoulder strength, d) Soft ball throw, to measure arm muscle power, e) Wall Pass, to measure eye-hand coordination, f) 60-yard dash, to measure speed.

The Barrow Motor Ability Test instrument has levels for use with male university students, male high school students, and male junior high school students.

Data collection techniques

According to Arikunto (2010:161), data is the result of research recording, both in the form of data and numbers. The data collection process in this study was as follows: a) test preparation, b) test implementation.

Data analysis techniques

The data analysis technique used in this study was descriptive with a quantitative approach. The skill level categories calculated included the standing broad jump, zig-zag run, medicine ball put, soft ball throw, wall pass, and 60-yard dash tests. The raw results of these three test items were then converted into T-scores. Data is meaningless without analysis, so data analysis is an important step in research.

The T-score formula for the zig-zag run from the 60-yard dash. This test uses time units, so the less time obtained, the better the result. The T-score formula is as follows:

$$T - score = 50 + \left(\frac{x - x}{sd}\right) x\ 10$$

T-score formula for standing board jump, soft ball throw, wall pass, and medicine ball put tests. Calculations are based on units; the more numbers or units obtained, the better the results. The T-score formula is as follows:

$$T - score = 50 + \left(\frac{x - x}{sd}\right) x\ 10$$

The raw results converted into T-scores from the six tests were added together and divided by the number of test items. The result of this division was used as the basis for determining the motor skills level of extracurricular soccer students at STATE JUNIOR HIGH SCHOL N 1 Depok.

The categories obtained from motor skills were then analyzed for presentation using Sudijono's (2010: 43) percentage formula, as follows:

$$P=\frac{f}{n}x100\%$$

The raw scores converted to T-scores from the six items were summed up, and the sum was used as the basis for determining the motor skills of students participating in soccer extracurricular activities at STATE JUNIOR HIGH SCHOL N 1 Depok Sleman, categorized into five (5) categories, namely: Very High, High, Moderate, Low, and Very Low. The categorization of students' motor skills uses the following categorization formula:

Table 1. Categorization Formula

No	Motor Skills Score Interval	Categories
1	X ≥ M + 1,5 SD	Very High
2	M + 0,5 SD ≤ X < M + 1,5 SD	High
3	M - 0,5 SD ≤ X < M + 0,5 SD	Currently
4	M - 1,5 SD ≤ X < M + 0,5 SD	Less
5	X < M – 1,5 SD	Very Less

RESULTS AND DISCUSSION

This study was conducted on May 28, 2024, at the soccer field of State Junior High School 1 Depok from 2:00 p.m. until completion. This study utilized T-score analysis. Data on the motor skills of extracurricular soccer students at State Junior High Schol 1 Depok were obtained through tests, specifically the Barrow Motor Ability Test, which includes the following components: 1) Standing Board Jump, 2) Soft Ball Throw, 3) Zig-Zag Run, 4) Wall Pass, 5) Medicine Ball Throw, and 6) 60-yard dash. The motor skill levels of students participating in extracurricular activities at Junior High School 1 Depok were categorized into five levels: very high, high, moderate, low, and very low. The results of the data analysis in this study include the overall motor skill scores and the scores for each aspect of the motor skill test. The results of the data analysis in this study show that the overall motor skill scores of students participating in the soccer extracurricular activity at Junior High School 1 Depok achieved a maximum score of 418.17; a minimum score of 267.77; a mean (average) of 358.13; a median of 367.56; a mode of 267.77; and a standard deviation of 44.73.

The motor skills of students participating in extracurricular activities at Junior High School 1 Depok were categorized into five categories: very high, high, moderate, low, and very low. Based on the calculations, the results of the data analysis conducted are as follows:

Table 2. Distribution of Motor Skills Among Students

No	Formula	Categories	Frequency	Percentage (%)
1	$x \geq 425,23$	Very High	0	0
2	380,50 - 425,22	High	9	39,1
3	335,77 - 380,49	Currently	9	39,1
4	291,04 - 335,76	Less	5	21,7
5	$x \geq 291,03$	Very Less	0	0
	Amount		23	100

From the table above, it can be seen that the overall motor skills level of students participating in extracurricular soccer activities is as follows: 0 (00.00%) are in the very high category, 9 students (39.1%) are in the high category, 9 students (39.1%) are in the moderate category, 5 students (21.7%) are in the low category, and 0 (00.00%) students are in the very low category.

To determine the overall motor skills results, six types of tests were used, namely standing board jump, soft ball throw, wall pass, zig-zag run, and 60-yard dash. The following are the results of data analysis from the six types of motor skills test components of students participating in extracurricular football at State Junior High School 1 Depok

Leg muscle power components measured with the Standing Board Jump

The results of the standing broad jump test yielded a maximum score of 69.50; a minimum score of 29.15; a mean (average) of 50; a mode of 59.42; and a standard deviation of 10.00. The leg muscle power of students participating in extracurricular soccer at State Junior High School 1 Depok was categorized into five categories: very high, high, moderate, low, and very low. Based on the predetermined formula, the results of the leg muscle power of students participating in
extracurricular activities at State Junior High School 1 Depok are as follows:

Table 3. Distribution of Leg Muscle Strength

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	1	4,3
2	55 – 65	High	6	26,1
3	45 – 54	Curently	8	34,8
4	35 – 44	Less	6	26,1
5	$x \geq 34$	Very Less	2	8,7
	Amount		23	100

The results of the table above can be summarized as follows: the overall results of the leg muscle strength of students participating in the soccer extracurricular activity at State Junior High School 1 Depok show that 1 student (4.3%) is in the very high category, 6 students (26.1%) are in the high category, 8 students (34.8%) are in the moderate category, 6 students (26.1%) are in the low category, and 2 students (8.7%) are in the very low category.

Based on the data above, it can be seen that the strength of the leg muscles, as measured by the Standing Board Jump, falls into the moderate category, which can certainly be improved. Improving lower body muscle strength, as measured by the Standing Broad Jump (or standing long jump), requires a systematic, structured, and individually tailored training program. One effective approach is through bodyweight training exercises such as squat jumps, lunges, and step-ups. These exercises target the primary muscles of

the lower limbs—specifically the quadriceps, hamstrings, gluteus, and gastrocnemius muscles. Consistency in executing the exercise program, combined with gradual adjustments to intensity and load progression, is crucial to ensure optimal muscle adaptation and prevent injuries (Mahendra & Yani, 2025)

In addition to strength training, it is also important to incorporate explosiveness exercises such as plyometric training, which includes box jumps, bounding, and depth jumps. These exercises train the muscles to generate force in a short amount of time, which is highly relevant to the movement mechanics of the Standing Broad Jump. This component relies not only on static strength but also on muscle power, which involves coordination, contraction speed, and postural stability. Integrating mobility and flexibility exercises such as dynamic stretching and foam rolling also supports optimal performance by maintaining good joint range of motion and preventing muscle stiffness after training (Afrinaldi et al., 2021)

Arm and shoulder muscle power components measured by soft ball throw

The results of the soft ball throw test yielded a maximum score of 61.88; a minimum score of 30.11; a mean (average) of 50; a mode of 59.68; and a standard deviation of 10. The arm and shoulder muscle power of students participating in extracurricular soccer at State Junior High School 1 Depok was categorized into 5 categories: very high, high, moderate, low, and very low.

Based on the specified formula, the results of the data analysis of the arm and shoulder muscle power of students participating in extracurricular activities at State Junior High School 1 Depok are as follows:

Table 4. Distribution of Arm and Shoulder Muscle Strength

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	0	0
2	55 – 65	High	9	39,1
3	45 – 54	Curently	6	26,1
4	35 – 44	Less	7	30,4
5	$x \geq 34$	Very Less	1	4,3
Amount			23	100

The results of the table above can be summarized as follows: the overall results of the arm and shoulder muscle strength of students participating in the soccer extracurricular activity at State Junior High School 1 Depok are as follows: (00.00%) in the very high category, 9 students (39.1%) in the high category, 6 students (26.1%) in the moderate category, 7 students (30.4%) in the low category, and 1 student (4.3%) in the very low category.

Based on the data above, it can be seen that 7 students are still in the category and 1 student is in the very poor category. This certainly needs to be improved in terms of motor skills to move into the high or very high categories. To enhance the power components of the arm and shoulder muscles, as measured by the soft ball throw test, focused training is required on explosive strength and upper body muscle coordination. One effective method is the medicine ball chest pass and overhead throw exercises. These exercises mimic the motion of throwing a soft ball, thereby helping to develop the specific strength required. Training sessions can be conducted 2–3 times a week, with 3–4 sets × 8–10 repetitions,

depending on the student's fitness level. It is also important to pay attention to proper technique to maximize muscle engagement and minimize the risk of injury.

In addition to explosive strength training, it is important to incorporate supporting exercises such as push-ups, shoulder presses, and plank-to-push-ups, which help strengthen synergistic muscles like the chest, shoulders, and triceps. For optimal results, exercises should be accompanied by dynamic warm-ups and active cool-downs to maintain muscle flexibility and enhance performance. Measuring progress through a soft ball throw test every 2–4 weeks will help monitor development and gradually adjust the training program.

Agility measured by a zig-zag run

The results of the zig-zag run test yielded a maximum score of 73.36; a minimum score of 31.89; a mean (average) of 50; a mode of 53.49; and a standard deviation of 10. The agility abilities of students participating in extracurricular soccer at State Junior High School 1 Depok were categorized into five categories: very high, high, moderate, low, and very low. Based on the predetermined formula, the results of the data analysis of the agility abilities of students participating in extracurricular activities at State Junior High School 1 Depok are as follows:

Table 5. Agility Ability Distribution

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	3	13,0
2	55 – 64	High	3	13,0
3	45 – 54	Curently	10	43,4
4	35 – 44	Less	7	30,4
5	$x \geq 34$	Very Less	0	0
Amount			23	100

The results of the table above can be summarized as follows: the agility abilities of the students participating in the soccer extracurricular activity at State Junior High School 1 Depok are as follows: 3 students (13%) are in the very high category, 3 students (13%) in the high category, 10 students (43.4%) in the moderate category, 7 students (30.4%) in the low category, and 0 students in the very low category (0.00%).

Based on the data above, it can be seen that many students still lack agility. This can be caused by several factors, but it can certainly be addressed with several training methods. During training, agility training is rarely seen and is only given a little by coaches. This is because coaches are more inclined to only form a solid team (Sadikin et al., 2023). In reality, agility is also necessary and very much needed when when playing against opponents who have better quality. Therefore, additional training outside the field is needed to improve players' agility. One of the exercises to improve agility is ladder drills ladder drills are exercises that (Maryati et al., 2023).

Hand-eye coordination measured by wall pass

The results of the wall pass test yielded a maximum score of 62.43; a minimum score of 31.82; a mean (average) of 50; a mode of 44.72; and a standard deviation of 10.00. The hand-eye coordination abilities of students participating in the soccer extracurricular activity at State Junior High School 1 Depok were categorized into five categories: very high,

high, moderate, low, and very low. Based on the predetermined formula, the results of the data analysis of the agility abilities of students participating in the soccer extracurricular activity at Statue Junior High School 1 Depok are as follows:

Table 6. Hand-Eye Coordination Distribution

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	0	0
2	55 – 64	High	7	30,4
3	45 – 54	Curently	7	30,4
4	35 – 44	Less	8	34,8
5	$x \geq 34$	Very Less	1	4,3
Amount			23	100

The results of the table above can be summarized as follows: the overall results of the eye-hand coordination abilities of students participating in the soccer extracurricular activity at State Junior High School 1 Depok show that 0 students (0.00%) fall into the very high category, 7 students (30.4%) in the high category, 7 students (30.4%) in the moderate category, 8 students (34.8%) in the poor category, and 1 student (4.3%) in the very poor category.

Based on the results above, it shows that the hand-eye coordination of the students is still lacking. Several factors may contribute to this, such as the fact that most of the students have never been goalkeepers, resulting in poor hand-eye coordination (Kamil, 2023). However, this can certainly be improved with several exercises, such as the Wall Ball Reaction Drill, Numbered Ball Drill, Multi-Ball Drop Drill, Reaction Light Systems, and Throw-and-Volley Drills (Widanti et al., 2021).

Arm muscle power components measured with medicine ball put

The results of the medicine ball throw test yielded a maximum score of 64.80; a minimum score of 28.60; a mean (average) of; a mode of 50; and a standard deviation of 10. The arm muscle power ability of students participating in the soccer extracurricular activity at State Junior High School 1 Depok was categorized into 5 categories, namely very high, high, moderate, low, and very low. Based on the determined formula, the results of the data analysis of the arm muscle power of students participating in the soccer extracurricular activity at State Junior High School 1 Depok are as follows:

Table 7. Distribution of Arm Muscle Strength

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	0	0
2	55 – 65	High	9	39,1
3	45 – 54	Curently	6	26,1
4	35 – 44	Less	7	30,4
5	$x \geq 34$	Very Less	1	4,3
Amount			23	100

The results of the table above can be explained as follows: the overall results of the arm muscle strength of students participating in the extracurricular soccer program at State Junior High School 1 Depok show that 0 students (0.00%) fall into the very high

category, 5 students (21.7%) in the high category, 13 students (56.5%) in the moderate category, 3 students (13.0%) in the low category, and 2 students (8.7%) in the very low category.

To increase arm muscle power as measured by the medicine ball put test, training should focus on the explosive strength of the arm, chest, and shoulder muscles, as these three muscle groups play a crucial role in propelling the ball with maximum force. One of the primary exercises highly recommended is the medicine ball chest pass against a wall or to a training partner. This exercise directly trains explosive power and can be performed in 3–4 sets of 8–10 repetitions, two to three times per week. Combining it with exercises like bench presses, triceps dips, and plyometric push-ups also greatly aids in developing the dynamic strength required for pushing movements (Putu et al., 2022)

Equally important is the integration of core exercises and upper body stability. Exercises like plank shoulder taps and standing cable rotations help improve coordination and the transfer of force from the core to the arms. Ensure you perform active warm-ups before the workout (such as arm circles and jumping jacks) and static cool-downs after the workout to prevent injuries and enhance flexibility. Evaluating results with regular medicine ball throw tests (every 3–4 weeks) will help adjust exercise intensity and objectively monitor progress in arm muscle strength (Ramdan et al., 2024)

Speed ability measured by a 60-yard dash

The results of the 60-yard dash test showed a maximum score of 61; a minimum score of 22; a mean (average) of 50; a mode of 57.38; and a standard deviation of 10. The speed abilities of students participating in extracurricular soccer at State Junior High School 1 Depok were categorized into five categories: very high, high, moderate, low, and very low. Based on the established formula, the results of the data analysis on the agility ability of students participating in the soccer extracurricular activity at State Junior High School 1 Depok are as follows:

Table 8. Speed Ability Distribution

No	Formula	Categories	Frequency	Persentase (%)
1	$x \geq 66$	Very High	0	0
2	55 – 64	High	7	30,4
3	45 – 54	Curently	12	52,2
4	35 – 44	Less	1	4,3
5	$x \geq 34$	Very Less	3	13,0
Amount			23	100

The results of the speed abilities of students participating in extracurricular football at State Junior High School 1 Depok showed that 0 students were in the very high category (00.00%), 7 students (30.4%) were in the high category, 12 (52%) were in the medium category, 1 student (4.3%) was in the low category, and 3 students (13.0%) were in the very low category.

To improve speed measured by the 60-yard dash, the main focus of training should be on acceleration, explosive power, and efficient running technique. One key approach is to perform short-distance sprints of 10–20 meters at maximum intensity. This helps develop initial speed and transition to peak speed. Combine this with resisted sprints, such as using a sled or resistance bands, to enhance lower body pushing strength, particularly in the hamstrings, glutes, and calves. Perform these exercises 2–3 times per week with short repetitions (4–6 times) and adequate rest between sets to maintain sprint quality (Badri, 2021)

In addition, plyometric exercises such as bounding, depth jumps, and skater hops are highly effective for developing explosive power and neuromuscular reactivity. Don't forget core stability exercises with plank variations and medicine ball throws to optimize power transmission from the upper to lower body while running (Nur Hasani & Ardiansah, 2022). Lastly, running technique should be continuously refined through drills like A-skips, high knees, and butt kicks, as movement efficiency greatly influences sprint performance (Hidayat & Rahmadani, 2023). Progress can be evaluated every 2–4 weeks by consistently measuring the 60-yard dash under the same conditions (Lumbantoruan et al., 2024).

Discussion

Motor skills are a general ability of an individual related to movement skills or tasks that involve muscles (Erfayliana & Wati, 2021). The quality of an individual's motor skills can be assessed by their success in completing motor tasks. An individual with good motor skills will be better able to perform activities, and vice versa. Therefore, an individual's motor skills are considered a measure of success in performing or demonstrating motor tasks (Ma'ruf et al., 2023)

The test results obtained from students participating in the soccer extracurricular activity at State Junior High School 1 Depok, as measured by the Barrow Motor Ability Test, which consists of six test items: standing broad jump, wall pass, 60-yard dash, zig-zag run, medicine ball throw, and softball throw. Based on these results, 0 students who participated in the soccer extracurricular activity at State Junior High School 1 Depok achieved very high scores (00.00%), 9 students (39.1%) were in the high category, 9 students (39.1%) were in the moderate category, 5 students (21.7%) were in the low category, and 0 students were in the very low category (00.00%). With these results, it is important to pay attention to and improve students' motor skills from an early age, as this will increase their chances of becoming skilled at playing football.

Based on the test results obtained, the motor skills level of students participating in the soccer extracurricular activity at State Junior High School 1 Depok falls into the moderate category. This is because each student has different motor skills. The motor skill development of each student varies; some students have high motor skills, while others have very poor motor skills (Suganda et al., 2022)

The position of the player affects the motor skills of the student. For example, goalkeepers have less leg muscle strength but very strong arm and shoulder muscles. This is because goalkeepers use their hands more often to play football. Therefore, goalkeepers must balance this by training their leg muscles so that their motor skills are balanced (Karochmah et al., 2024)

Students participating in extracurricular soccer activities at State Junior High School 1 Depok have moderate motor skills. This needs to be addressed promptly by increasing the volume of training and incorporating multilateral movements into the students' routines, thereby enhancing their motor skills. High motor skills form the foundation for developing specialized motor skills in the specific sport they participate in, making it easier to master other movements. According to (Subandiyo, S., Ngatman, N., & Akbar, 2025) motor skills can be improved through the following methods: a) Improving Nutritional Status, b) Increasing Play Activities, c) Improving Physical Fitness

Several factors that influence the motor skills of students participating in extracurricular soccer at State Junior High School 1 Depok include: a) The time and frequency of extracurricular soccer training at State Junior High School 1 Depok is insufficient, with

training only conducted once a week. This results in minimal training and an inadequate training program, b) Previously, there was no training schedule for the extracurricular soccer program at State Junior High School 1 Depok, which hindered the students' training process, c) Some of the participants in the extracurricular program at State Junior High School 1 Depok have never attended a soccer school (SSB), so they lack experience (Muhammad Wahyu Saputro Pratama et al., 2022)

With the knowledge of the motor skills level of students participating in extracurricular soccer at Junior High School N 1 Depok, it is hoped that extracurricular coaches will provide appropriate physical activities to students so that they can develop their individual abilities. The more often they engage in physical activities, the more their motor skills will be trained and their motor skills will mature.

For coaches or trainers, after determining the motor skills level of students participating in the soccer extracurricular activity at State Junior High School 1 Depok, it is hoped that the results of this study will serve as a reference and guideline for coaches or trainers to determine appropriate training programs that can improve the quality of students, thereby enhancing the motor skills of each student. Because with appropriate training programs, the quality of students' motor skills will improve (Hida et al., 2022)

CONCLUSION

Based on the results of the research conducted, it can be concluded that most of the students participating in the soccer extracurricular activity at State Junior High School 1 Depok, totaling 23 students, have motor skills at the moderate level. Specifically, it was found that 0 students (0.00%) were in the very high category, 9 students (39.1%) were in the high category, 9 students (39.1%) are in the moderate category, 5 students (21.7%) are in the below average category, and no students are in the very below average category (00.00%).

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