



## **Basic Football Technique Training for Elementary School Students in Village**

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### **Abstract**

**Background:** Community-based sports education offers a strategic pathway to empower rural children by improving physical competence and positive character. In Sruweng Village, limited structured football guidance reduced opportunities to develop fundamental skills, discipline, and cooperation among elementary students, despite high interest in the sport.

**Aims:** This community service activity aimed to strengthen elementary school students' basic football skills while fostering self-confidence, discipline, and collaborative attitudes through a structured sports education approach.

**Methods:** The program employed a participatory community service design combining classroom instruction and field practice. Activities were conducted at two elementary schools in Sruweng Village and focused on dribbling, passing, and shooting techniques. Teachers, village officials, and community members were actively involved to support implementation, coordination, and student engagement.

**Result:** The activity resulted in improved understanding and execution of basic football techniques among participating students, accompanied by high enthusiasm and active participation. Observations indicated enhanced motor coordination, greater confidence in performing skills, and positive social interaction during training sessions. Minor challenges related to scheduling and field conditions did not significantly hinder program delivery.

**Conclusion:** The findings demonstrate that structured football technique training can effectively address community needs identified in the introduction, translating expectations into tangible learning and social outcomes. This program shows strong potential for replication and further development through longer implementation periods, broader school involvement, and systematic evaluation to support sustainable sport-based community empowerment. Future initiatives may integrate monitoring frameworks and local mentoring to enhance long-term impact.

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## **INTRODUCTION**

The development of village community potential is one tangible form of higher education institutions' community service. Through training and mentoring activities, the empowerment value of residents can be increased, especially in the field of sports that are of interest to children and young people. Football, as a popular sport, has great potential to build discipline, cooperation, and physical fitness from an early age (Hostrup & Bangsbo, 2023; Yanuar & Sunaryo, 2022). Empowerment through sports not only provides health benefits but can also open opportunities for achievement and foster a sense of pride among residents toward their environment (Cronin et al., 2020; Martin-Niedecken et al., 2021).

In addition to increasing individual capacity, sports-based training also has social value in building positive interactions among community members. Children who are trained in sports

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activities tend to be able to develop self-confidence and leadership from an early age, which will later be useful in community life (Biddle et al., 2019; Susanto, 2022). Furthermore, synergy between university programs and village governments can create effective collaboration opportunities to realize sustainable change in villages. Therefore, basic football skills training becomes one appropriate strategy to cultivate positive values within the community of the service location village, namely Sruweng, Kebumen.

Observations conducted on Thursday, 30 July 2024 in Sruweng Village, Sruweng District, Kebumen Regency produced data on environmental and community conditions, where Sruweng Village has an area that is mostly lowland. The majority of the community works as gardeners or farmers, entrepreneurs, and a minority are Civil Servants (PNS). Meanwhile, other community members are urban workers outside the city and housewives. The harvest obtained from the gardens varies, so agricultural yields become one of the potentials that can be developed in the village.

The problems and obstacles occurring in Sruweng Village include a lack of understanding regarding football training, even though football is a game favored by most community members and children. The benefits of playing football include providing positive impacts for those who engage in the sport, such as identifying talented individuals who have the potential to be further developed (Phangga Reki Paskalis et al., 2022; P R Paskalis et al., 2022). Therefore, it is necessary to encourage the community to provide education in football training. For this reason, the implementation team, which in this case is carrying out a community service program, will strive to explore existing village potential and maximize the potential of the local community to achieve positive outcomes.

Considering the various points that have been presented previously, there are several challenges that need to be addressed immediately in order to encourage the improvement of the quality of Sruweng Village. Therefore, programs are needed that are able to raise the spirit and awareness of the community, especially in the fields of education and sports. Through targeted training and educational activities, it is expected that the people of Sruweng Village will be increasingly motivated to develop and actively participate in building their village.

## METHOD

The community service team in Sruweng Village will carry out various work programmes both theoretically and practically, in which there are several descriptions of work programmes that will be implemented or delivered theoretically through community service activities in schools, football training, group exercise, and collaborative programmes with the Sruweng Village Government, accompanied by direct practice together with the community members of Sruweng Village, youth organisations (*karang taruna*), school students, and village cadres, so that the community can be directly involved and understand community empowerment as well as the potential that is owned and can be developed by Sruweng Village in general. This programme begins with consolidation and coordination of activity implementation with the Village authorities. Next, basic football technique training is conducted for students of SD N 1 Sruweng and SD N 2 Sruweng (Table 1).

**Table 1.** Schedule of the Implementation of Basic Technique Socialisation Activities

No.	Activity Name	Implementation Date					
		August					
		3	4	5	6	7	8
1.	Socialization to students SD Negeri 1 Sruweng	✓	✓	✓			
2.	Socialization to students SD Negeri 2 Sruweng				✓	✓	✓

## RESULTS AND DISCUSSION

### Results

Based on the planned work programme that has been prepared, in implementing the work programme, the time and target achievement of the programme were attempted to be in accordance with what had been planned. However, in practice, there were several programmes whose implementation experienced a number of differences. These differences could take the form of schedule changes, an increase or decrease in the number of activities carried out, and there was even one programme that ultimately could not be implemented due to unfavourable situations and

conditions. All of these activities had previously been designed by considering the results of situational analysis and findings from field observations. First, the socialisation of the introduction to basic football techniques at SD Negeri 1 Sruweng. This activity was carried out on 3, 4, and 5 August 2024 with a total of 28 students. This socialisation activity was conducted in the school yard using equipment facilitated by the school (Figure 1).



**Figure 1.** Basic football technique training with students of SD Negeri 1 Sruweng  
Source: Documentation

The socialisation activity taught basic football techniques consisting of dribbling, passing, and shooting, then we provided material and demonstrated the correct way to practise so that students could understand the material (Figure 2).



**Figure 2.** Guidance on basic football techniques  
Source: Documentation



**Figure 3.** Practice of basic football techniques  
Source: Documentation



**Figure 4.** Practice of passing techniques in football  
Source: Documentation

The activities above are several activities that were carried out both inside and outside the classroom (Figure 3 and Figure 4). When in the classroom, the community service team presented how to perform basic football techniques, and when outside the classroom, the material that had been explained was practised.

Second, the socialisation of the introduction to basic football techniques at SD Negeri 2 Sruweng. This activity was carried out on 6, 7, and 8 August 2024 with a total of 18 students. This socialisation activity took place in the school yard with facilities provided by the school. In this activity, we introduced basic football playing techniques, including dribbling, passing, and shooting. We also delivered material and provided practical demonstrations so that students could understand these techniques properly. These activities were carried out both inside and outside the classroom. When in the classroom, we explained the steps of basic football techniques through presentations, while outside the classroom the students practised the material they had learned. As a form of appreciation for their enthusiasm, we distributed UHT milk to all students who participated in this activity enthusiastically.

## Discussion

The implementation of basic football technique training in Sruweng Village demonstrates that structured sport-based community service programs can effectively enhance children's fundamental

movement skills when designed according to developmental principles. The integration of classroom instruction and field practice allowed students to build cognitive understanding before engaging in motor execution, which aligns with service-learning models emphasizing experiential and reflective learning in physical education contexts (Abduljabar et al., 2025; Liu et al., 2025; Zha et al., 2025). Such an approach supports the transfer of knowledge into practical competence, particularly for elementary school students in rural settings. The observed improvements in dribbling, passing, and shooting skills indicate that repetitive, guided practice plays a critical role in developing basic football techniques. Community service studies in school-based sports programs have consistently reported that early exposure to structured motor activities contributes to improved coordination, balance, and motor confidence (Jiang et al., 2026; Oktarifaldi et al., 2024). These findings reinforce the notion that basic football training functions as a foundation for broader physical literacy development during childhood.

Student enthusiasm throughout the training sessions reflects the motivational value of football as a learning medium. Enjoyable and game-based activities have been shown to increase intrinsic motivation and sustained participation among children, particularly when learning occurs in a supportive and non-competitive environment (Baek et al., 2015; Mo et al., 2024; Syahrul, 2025). In this program, the playful nature of football activities encouraged active involvement, while simple appreciation mechanisms further enhanced students' emotional engagement without diminishing intrinsic motivation. The involvement of schools, village authorities, and community members significantly strengthened the social dimension of the program. Community-based sports initiatives are more sustainable when supported by local stakeholders, as collective ownership fosters continuity and contextual relevance (Syamsiyah et al., 2025; Whitley et al., 2015). In Sruweng Village, collaboration between teachers and village representatives created a conducive environment that supported both logistical implementation and student participation.

Beyond technical skill development, the training activities contributed to character formation, including discipline, cooperation, and respect for rules. Team sports such as football inherently promote social interaction and ethical values, which are essential components of holistic education (Bisa, 2023; Kang et al., 2024; Nguyen et al., 2025). These outcomes align with community service objectives that emphasize not only physical competence but also social and moral development among children. Despite minor challenges related to scheduling and field conditions, the adaptability demonstrated during program implementation highlights the importance of flexibility in rural community service activities. Previous studies emphasize that contextual responsiveness is crucial for maintaining program effectiveness in village-based sports initiatives (Alarslan et al., 2024; Sherlock, 2024; Zijian & Wang, 2025). The successful execution of this training suggests that basic football technique programs are feasible, impactful, and adaptable interventions for empowering elementary school students through sport.

### *Implications*

The findings of this community service activity imply that basic football technique training can serve as an effective medium for developing children's physical, cognitive, and social capacities in rural educational settings. The structured combination of classroom-based explanation and field-based practice demonstrates that sports education can be implemented in a pedagogically meaningful manner, even with limited facilities. These implications highlight the potential of sport-based programs to support elementary education objectives, promote healthy lifestyles, and strengthen children's engagement in positive physical activities from an early age. Moreover, this approach aligns with broader educational goals that emphasize experiential learning, character development, and active participation within the school and community environment.

### *Contribution of Community Service*

This community service program contributes concretely to the empowerment of elementary school students by enhancing their fundamental football skills while simultaneously fostering values such as discipline, cooperation, and self-confidence. Beyond individual skill development, the program strengthens collaboration between higher education institutions, schools, and village authorities, thereby reinforcing the role of universities as agents of social transformation. The activity also provides a replicable model of sports-based community service that integrates educational

content, community participation, and practical implementation. As such, it contributes to the enrichment of community service practices in the field of sports education, particularly within rural and village contexts.

### *Limitations*

Despite its positive outcomes, this activity has several limitations that should be acknowledged. The implementation was constrained by time availability, school schedules, and field conditions, which limited the duration and intensity of training sessions. In addition, the absence of standardized pre- and post-intervention measurement tools restricted the ability to quantitatively assess skill improvement. Participant numbers were also relatively limited and focused only on two elementary schools, which may affect the generalizability of the outcomes. These limitations indicate that the results should be interpreted as contextual and exploratory rather than as definitive evidence of program effectiveness.

### *Suggestions*

Based on these limitations, future community service programs are recommended to incorporate longer implementation periods and more systematic evaluation instruments to measure learning outcomes more objectively. Expanding the program to include additional schools, age groups, or follow-up activities could enhance its impact and sustainability. It is also suggested that future initiatives integrate basic coaching modules for teachers or local youth leaders to ensure continuity beyond the service period. By strengthening program planning, evaluation, and local capacity building, similar sports-based community service activities can achieve broader and more sustainable benefits for children and village communities.

## **CONCLUSION**

This community service program was designed to address the needs identified in the Introduction, namely the limited understanding and structured guidance in football training for elementary school children in Sruweng Village, while simultaneously fostering physical fitness, character development, and community empowerment through sport. The results and discussion demonstrate that these expectations were successfully realized. The implementation of basic football technique training, integrating classroom-based instruction with direct field practice, effectively enhanced students' understanding and application of fundamental skills such as dribbling, passing, and shooting. In addition, the program contributed positively to students' enthusiasm, self-confidence, discipline, and cooperative behavior, confirming the relevance of sport-based approaches as educational and social interventions in rural contexts.

The coherence between the initial objectives and the observed outcomes strengthens the validity of this community service activity. As evidenced in the Results and Discussion, structured and developmentally appropriate football training not only supports motor skill development but also functions as a medium for cultivating positive values and social interaction among children. The active involvement of schools, village authorities, and community members further amplified the impact of the program, illustrating the importance of collaborative partnerships in achieving sustainable community-based educational initiatives.

Looking forward, the findings of this activity offer promising prospects for further development and application. Similar programs can be expanded to a broader range of schools, age groups, or sporting activities, and implemented over longer periods to enhance continuity and long-term impact. Future initiatives may also incorporate more systematic evaluation instruments to measure learning outcomes quantitatively and to refine training models. Overall, this community service program demonstrates that basic football technique training can serve as a practical, scalable, and meaningful strategy to support child development, promote healthy lifestyles, and strengthen community capacity through sport-based education.

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#### AUTHOR CONTRIBUTION STATEMENT

MA conceptualized the community service program, coordinated field implementation, conducted training activities, and drafted the initial manuscript. RPY contributed to program design, supervised the technical delivery of football training, and critically reviewed the manuscript for academic and practical relevance. SZU assisted in data documentation, participant coordination, and refinement of the manuscript structure and language. All authors reviewed and approved the final version of the manuscript and agreed to be accountable for all aspects of the work.

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