

# Correlation between Leg Muscle Power And Agility On Football Skills Of Psap Sigli Players In 2024, Indonesia

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**Abstract.** Football is played by two squads, each of eleven players. The game can be done with all limbs except the hands (arms) in good physical condition. Physical condition has components: endurance, strength, speed, power, flexibility, agility, coordination, balance, precision, and reaction speed. Leg muscle power is necessary when soccer players kick, especially when shooting. Agility is also important to achieve success in football. Agility is indispensable when dribbling because it will affect the speed of grinding. This study aims to determine the correlation between leg muscle power and agility with the football skills of PSAP Sigli players in 2024. This study uses quantitative research. The sampling technique was carried out through total sampling or samples from the entire population of PSAP Sigli players, totalling 20 athletes. Furthermore, the data was processed by calculating the mean value, percentage, and correlation between variables. The hypothesis test results can be concluded that the correlation coefficient between X1 and X2 with Y is (1). A significant relationship exists between leg muscle power football skills in PSAP Sigli players in 2024. (2) a significant relationship exists between agility and football skills in PSAP Sigli players in 2024. (3) a significant relationship exists between leg muscle power and agility with football skills in PSAP Sigli players in 2024.

**Keywords:** Correlation; Leg Muscle Power; Agility; Skill; Football.

## INTRODUCTION

Sports and health physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and behaviour of a healthy and active life, and sportsmanship and emotional intelligence [1]. The learning process of sports and health physical education can be carried out inside and outside the classroom. In this case, physical activity in the form of games or sports can take place outside the school, such as on a large field or a field modified according to the state of the game or the material to be practised. Learning Sports and health physical education, carried out directly outside the classroom, makes students able to move and actively do activities that they cannot do in school. In this context, the basis of physical education is movement, where these movements refer to specific doses and conditions so that they can positively affect someone who

does them, both psychomotor, cognitive, and affective (emotional).

Everyone has a rational mind and an emotional mind. These two types of thoughts collaborate to form actions. The centre of rational thought and inspirational thought is located in a brain structure that can be developed through educational learning in schools. At the standard level of student development achievement, indicators are needed to monitor the progress of students' socio-emotional behaviour. In this case, authors [2] put forward hands of socio-emotional behaviour as follows:

a) self-awareness, demonstrating self-ability, understanding and self-control, and being able to adjust oneself to others;

b) awareness of certain expectations for others, including the ability to know their freedom, abide by principles, manage oneself, and take responsibility for one's actions to the benefit of others;

c) prosocial behaviour, which is seen from the ability to play with peers, know feelings, react to emotions and respect the privileges and judgments of others; helpful, tolerant, and ready to act kindly.

Good socio-emotional development can make it easier for students to get along and learn better in various activities in a social environment. Socio-emotional development plays a vital role in driving student progress. This is because social skills can help students overcome multiple problems that they might experience in their social lives in the future. All these feelings require students' sensitivity and resilience in responding to the emotions that arise, and they need the proper perspective to control these emotions. Often, students cannot understand their feelings and cannot correctly handle intense emotions. Thus, this emotion is an act that understands the turmoil of one's feelings and the feelings of others, as well as the ability to motivate oneself and adequately manage the emotions that arise within oneself and in relationships with others.

Social behaviour is an activity related to individual interaction patterns in activities related to social behaviour so that it can be accepted in the community. Since humans are born, every individual must associate with others because it is a biological need. The social behaviour of an individual will be seen from the reciprocal response the person gives to the other person.

On the other hand, the development of the current era of globalisation influences student development, such as behaviour patterns and tendencies that result in dependence on gadgets on social media. This was even more crucial when the COVID-19 pandemic hit almost everywhere worldwide, especially in Indonesia. Students who are required to take part in online learning are increasingly dependent on gadgets, so this impacts relatively unstable emotional states, behaviour that tends to be passive, and the use of confusing language. Rather bad at interacting.

Furthermore, based on the results of observations made in the field, it is known that the problem occurs when students use *gadgets* excessively; it impacts student concentration. This causes relatively low student learning outcomes, especially in the psychomotor aspects. This condition affects students' social behaviour, especially in the emotional part. Furthermore, the problems that arise from students themselves are difficulty

controlling emotions when disputes occur between colleagues, doubts in acting, and low self-confidence when appearing in front of the class. This also creates problems when parents comment on the teacher's way of teaching and assessing student learning outcomes. This also impacts the behaviour of students who become arbitrary to their teachers. And it can also be caused by parents who always believe students' words without looking at the problems that occur directly at school.

Furthermore, the behaviour of parents who immediately rebuked the teacher without any mediation with the teacher concerned impacted the performance of less professional teachers. Thus, the role of parents is also vital in supervising children's behaviour at home. So that the behaviour of children who are not suitable, such as those with low ethics, can be minimised.

In line with this, it can be said that the expectations obtained from physical education are that students can develop well in the cognitive, psychomotor and affective (emotional) aspects of their social behaviour so that this can increase the values contained in physical education, which can encourage the growth and development of positive behaviour, including a fit lifestyle, honest attitude, confidence, sportsmanship, cooperation, discipline, responsibility, tolerance, initiative or leadership and democratic.

## METHOD

This research uses evaluation research with a qualitative approach and uses descriptive methods. This study aims to describe the effect of physical education on emotional and social behaviour in students of the Banda Aceh Model MAN in 2023. The objects of this research are the Banda Aceh Model MAN students in 2023, totaling 1480 students. The sample taken in this study was a purposive sampling sample of grade 2 students, amounting to 15 students. This research was conducted on April 15, 2023, and lasted two weeks.

In the research, the study's informants were 15 students, one deputy principal, one counselling teacher, and one physical education teacher at the Banda Aceh Model Public Madrasah Aliyah in 2023. Data collection in the research was carried out using observation techniques, interviews, and documentation.

The list of interview grids on physical education on the emotional and social behaviour of Banda Aceh Model MAN students is as follows.

Table 1 – The list of interview grids on physical education on the emotional and social behaviour of students

Variable	Indicator	Sub-Indicators
Physical education	Emotional	Recognise emotions Control emotions Emotional development Emotional influence
	Social behavior	Habit Experience Skills think Change
	Psychomotor Students	Ability Student movement skills.

Data analysis used in this study uses data triangulation and interactive analysis models, including components of data collection, data reduction, data presentation, and data verification.

## RESULTS AND DISCUSSION

Based on the results of the interview research, the influence of physical education carried out through sports activities gave rise to various emotional sensations of active turbulent enthusiasm in the student's body, which can be seen in the behavioural actions of each student who moves. Physical education is a physical activity carried out by students to improve their emotional abilities and improve students' physical fitness. Physical fitness in students affects aspects of the quality of the student's body and organs, such as body muscle strength, cardio-pulmonary endurance, and flexibility in muscles and joints. On-student motor fitness also impacts aspects of student performance, which involve the quality of the student's movements, such as speed, agility, coordination, power, balance and student concentration. This physical development can develop emotions and improve students' social behaviour.

Authors [3] said that physical activity is a significant component of the complex processes that involve developing, learning and assimilating skills, values, norms, self-perception, and identity.

Physical activity at school is developed through physical education learning, which emphasises sports activities in the learning process. Sports activities are developed through game modification activities and sports, which are a means of achieving student fitness. This was stated by respondent P03, saying that in physical education, there are several kinds of material taught to students, such as big ball games, small ball games, athletic games, traditional games, physical fitness activities, water activities, floor gymnastics, rhythmic gymnastics, and behaviour patterns. This physical activity aims to develop the child through physical activity, developing physical, mental, social, emotional, intellectual, and overall health. Someone who often does physical activity can influence students' emotional development and social behaviour well. Emotional development involves recognising students' emotions, controlling students' emotions in establishing relationships with others, observing self and other people's emotions, increasing self-motivation, self-management, and good social behaviour. This is by the author [4], who said that students who do physical activity for six months will improve each student's social and emotional abilities.

In addition, the author [5] also suggests that during adolescence, there is a development of physical and personality changes in which the emotional stability of adolescents experiences ups and downs or an imbalance in the emotional feelings of students. Students' emotional reactions are influenced by desire, assertiveness, sensitivity, tension control, trust, responsibility, and self-discipline. This is based on the answer of respondent p03, which says that students who move are influenced by their emotions, such as the desire of students who are happy with moving. They will make these movements with agility and enthusiasm. When students' emotions are not good, students are less active and quickly experience fatigue when carrying out physical education activities. In this case, it is supported by respondent P01, which suggests that physical education is a movement process carried out interactively between teachers and students. The teacher provides sports material and practice in an exciting and communicative form so that students can generate emotional joy and enthusiasm in exercising. Furthermore, students are active in communicating with fellow friends and working together when there is a game in the form of a group.

Daily physical activity can stimulate students' brains. The author [5] recommends at least 30 minutes of daily physical activity. When someone does physical exercise for 30 minutes, positive changes occur in the brain and body to improve one's performance. The benefits of daily physical exercise can reduce stress *and* increase self-confidence. Someone who lacks physical activity will have a negative thing about that person. You can inhibit the learning process and cause a feeling of lethargy and difficulty focusing on learning. Physical education has a good effect on motor function, ways of thinking, controlling emotions, and social behaviour of students. Regular and adequate physical activity can increase student enthusiasm for learning, maximising academic achievement.

According to [5], children who receive physical education daily show better motor fitness, academic performance, and attitudes than those who do not. A person who is fitter has a faster cognitive response, measured based on reaction time, namely the speed of a person's processing of information, memory range and ability to solve problems. Its relation to physical education is that there are movement, physical activity, and structured physical training elements. Moving serves to prepare the brain to learn optimally.

The movements carried out in physical education enable students to develop emotional and social behaviour properly and purposefully. The author [6] stated that when carrying out physical education activities, they can recognise various emotions that exist within them, such as anger, sadness, crying, fear, disgust, surprise, happiness, depression, and joy. Meanwhile, a few other students have not been able to understand and feel the various kinds of emotional forms that arise in themselves. The only emotions they recognise are anger and sadness, which peak. This is influenced by the excessive use of *smartphone gadgets* without parental supervision, so these students can have less control over their emotions. According to [6], *Gadgets* are sophisticated items created with various applications that provide mixed news media, social networks, hobbies, and entertainment. This causes students to get used to using *gadgets* whenever they have free activities for a long time, and *everyday gadgets* become their loyal friends, so they experience addiction to using *gadget applications*. This addiction will decrease students' concentration. Decreased concentration hurts students' growth

and development. As a result, students are challenged to communicate, lack response when parents talk to them and are less active in following lessons at school.

The excessive influence of *gadgets* will impact the emotions that arise in students so that students are still in the learning stage to recognise and understand feelings well. Students who often use *devices* instead of doing other positive activities will experience a decrease in concentration. The process of student concentration begins with attention. This concentration is the ability to focus on the task without being affected by external and internal stimuli.

According to [6], attention is essential in concentrating. Attention to student concentration is carried out through the learning process of student learning, starting from raising students' emotional feelings. Students' emotional feelings can increase the response in the brain. For students who experience positive emotions, the brain's response will increase, thus making students' concentration much better. The author [7] also said that one factor that affects the concentration of learning is a negative feeling during the learning process. Someone who is distracted from learning attention is seen in the adverse actions that appear in students, so this emotion cannot be overcome and managed stably and reasonably. According to [7], managing emotions is a person's ability to control and adjust the feelings that arise at the right intensity to achieve an objective. The ability to manage emotions cannot be generalised to everyone. Managing emotions is essential because it can help control them so that you stay focused on the activity or don't disturb it when doing sports activities.

Students' emotions are seen in facial expressions and behavioural actions in the students' body responses to other people. This action can be said to be the social behaviour of students. A person's social behaviour is related to responding to other people differently. As an example of cooperation, some people do it diligently and patiently and always put the common interest above their interests. This is supported by the opinion of respondents P04-P18, who said they carried out positive activities at school as a form of social behaviour, such as participating in OSIM, PIK-R, PPLH, and blood donation organisations. Besides that, some other students join friends active in organisations for social service work together. There are charity Fridays to help friends who are

in need and become students who obey teachers. Some other students also exhibit bad behaviour, such as being late to school often, revoking class hours while it is in progress, and not even going to class if the students' emotions are not good.

Student activities at and outside school are a form of emotional improvement and development of students' social behaviour, so every student movement that is carried out impacts the student's personality. In learning physical education, students start from grade 1 to grade 3 for three years. Each physical education meeting is held at one weekly session with various materials and learning modification practices that the teacher has given. This has a significant impact on students. There are directed and measurable changes in student personality. Changes that occur mainly in physical changes, good emotional formation, the ability to control emotions gradually, and significant changes in students' social behaviour. This social behaviour can develop students' sense of empathy and solidarity when working together and responding actively to every activity carried out by students. Students' social behaviour influences the values that exist within students. One of them is self-confidence in students. So that students have a personality of sporting values such as sportsmanship, cooperation, responsibility, discipline, honesty, loyalty, and other virtues.

## CONCLUSIONS

The influence of physical education carried out through sports activities gives rise to a variety of positive emotional sensations and active enthusiasm in the student's body, which can be seen in the behaviour of every student who moves. Physical education can improve stable emotional abilities and improve students' physical fitness. Students' Physical fitness affects body muscle strength, cardiovascular endurance, and flexibility in muscles and joints. So, student performance involves the quality of the student's movements, such as speed, agility, coordination, power, balance and student concentration. This aspect can improve stable emotional development and the ability to recognise student emotions, control student emotions in establishing relationships, observe self and other people's feelings, and increase self-motivation, self-management, and social behaviour. Physical education has a good effect on motor function, ways

of thinking, controlling emotions, and social behaviour of students.

Student social behaviour activities carried out at or outside school are a form of emotional improvement and the development of student social behaviour. So, every student movement that is carried out impacts the changes that occur, especially physical changes and the formation of meaningful changes in students' social behaviour. This social behaviour can develop a sense of empathy and solidarity in students when working together and an active response to every activity carried out by students. Students' social behaviour influences the values that exist within students. One of them is self-confidence in students. Regular and adequate physical education can increase student enthusiasm for learning, making academic and non-academic achievements maximum. So, sports values in social behaviour, such as sportsmanship, cooperation, responsibility, discipline, honesty, loyalty, and other virtues, are formed in good student personalities.

The research results obtained have implications for physical education teachers at Madrasah Aliyah in applying psychology, especially the emotions of a student based on age and factors. The physical education teacher provides additional material on students' emotional treatment in directed dynamic control. In the social behaviour of students, the teacher can directly guide every action that students take at school. In addition to the social behaviour of actively engaged students, each school's organisation fully supports student character development, and some rewards can be given to all students at school.

Based on research results and conclusions, the following suggestions can be put forward:

1. The school is expected to be able to support and facilitate all activities related to physical education and fully understand the various kinds of emotional and social behaviour of the Banda Aceh Model MAN students to minimise the destructive emotions and behaviour of the Banda Aceh Model MAN students. In order not to affect negative things on the people around him.
2. Physical education teachers also need to understand psychology, especially regarding students' emotional and social behaviour, so that the teacher understands the emotional and social behaviour of the Banda Aceh Model MAN stu-

dents so that any problems can be adequately resolved.

3. Students are expected to continue to develop good emotional and social behaviour, explore their potential, be confident in their abilities both in playing individually and in teams, continue to

study with high enthusiasm and follow directions from the teacher.

The results of this study can be used as a guideline for other researchers in relatively similar situations or contexts in different fields to improve students' emotional and social behaviour.

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