

# Emotional Aspects and Dribbling Motor Skills in Football Players

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## ABSTRACT

This research is a descriptive survey that aims to determine the contribution of emotional aspects on functional motor skills among football players in Sports science faculty Universitas Negeri Makassar. The study was conducted involving 40 samples in Universitas Negeri Makassar. Emotional aspects in football players were measured by using a questionnaire consisting of five assessed domains. The five domains are self-recognizing of emotional feelings, personal emotional feeling management, self-motivation, recognizing the emotional feeling of others, and building relationships. Several indicators measured each domain. Football skills were assessed using a dribbling test measuring the ability of students to dribble the ball as quickly as possible through all predetermined obstacles. The result was grouped into five skill level categories. Statistical data analysis was performed using a correlation test of Pearson. The results showed a significant relationship ( $p$ -value  $<0.05$ ) between emotional aspects and functional motor skills. The elements of emotional aspects in recognizing the emotions of others and building relationships contributed more than the other three aspects. The results showed a significant relationship between emotional aspects and dribbling skills, where recognizing the emotions of others and fostering relationships had a more significant influence than other aspects.

**Keywords:** *Dribbling motor skills, emotional aspects, football*

## 1. INTRODUCTION

The football game has experienced a lot of change progress and rapid development, both in terms of physical conditions, techniques, tactics of the game, and the mentality of the players themselves. The techniques of the players in the team must have individual abilities according to their respective positions, respectively. The tactics of this section help the player become one with the team. Their emotions often influence the soul of togetherness (psychosocial/mental) of humans. Coaches must be able to train players to use these emotions to their advantage and direct their emotions into strengths and not weaknesses for them [1], [2].

The technique consists of several types, namely: passing and receiving (passing and receiving), running with the ball (speed dribbling), managing the ball (dribbling), turning with the ball (turning), shooting (ball), shooting the ball (ball) control), heading (heading), attacking one-on-one protecting the ball (1vs1 attacking), receiving the ball and spinning (shielding the ball), crossing and finishing (crossing and finishing), and

Husus keeper technique. Practice skills with small games and play soccer on an actual pitch [3].

The most influential technique is managing the ball (dribbling ball) players must master because the dribbling technique is very influential in the game of emotional aspects. Dribbling techniques are divided into three types. Dribbling technique with the inner turtle. Dribbling technique with the instep. Dribbling technique with outer turtles. Besides that, speed in dribbling is needed to support the mastery of the technique [4].

In football player is not only enough to practice the mastery of skills, physical factors and techniques. However, obtaining good learning outcomes requires other factors such as ability to think and to stimulate feelings within. In the results of the game of football, physical development must be simultaneous with non-physical development such as psychological development, namely Emotional aspects (EQ) [5].

Emotional aspects are the ability of a person to manage his emotional life. These aspects are including maintain emotional harmony and its expression (the

appropriateness of emotion and its expression) through self-awareness skills, self-control, self-motivation, empathy, and social skills. The individual with high academic intelligence tends to have unreasonable anxiety, too critical, cranky, tend to withdraw, and tend to be challenging to express their anger properly, and may even be excessive [6].

Emotions or feelings of athletes need to get special attention in sports. The emotions of athletes, in addition to influencing other aspects of the psyche (reason and will), also affect the improvement or decline in the athlete's achievement. In terms of the concept of mind and body as an organic unity, the emotional disturbances of the athlete will affect the athlete's overall mental state. Emotional instability will result in psychological weakness, which will affect the role of psychological functions and will ultimately affect the psychological achievement of an athlete's ability [7].

Increased stress in a match can cause athletes to react negatively, both physically and psychologically, so that their sports ability decreases. Athletes can become tense and are followed by increased pulse rate, cold sweating, anxiety about the outcome of the match, and having difficulty concentrating. This situation often causes players to escape playing the best game. It also happens to the football students in the competition. There were still players who tended to commit violations that could harm themselves and the team. Besides, the emotional turmoil that has not been stable affects the game technique, so it is less massive. For example, when passing is less accurate, uncontrolled dribbling control, loose ball control, and shooting away from the target.

Apart from the important role of knowing the emotional aspects of football playing techniques, in Makassar, research like this has never been done. At the same time, this is very important to study research. "The Relationship of Emotional aspects to Dribbling Skills in Football for Students of the Faculty of Sport Science, Universitas Negeri Makassar."

## **2. MATERIAL AND METHODS**

This study aims to determine the relationship of emotional aspects with dribbling skills in football players. The study was a descriptive study technique using questionnaires and tests for data collection.

**Study Design:** The design is a quantitative research using an analytic descriptive survey design. **Study Location:** Research site at the Sports Science Campus of Universitas Negeri Makassar. **Study Duration:** June to September 2019. **Sample size:** The research involved 40 students of Sports Science Faculty, Universitas Negeri Makassar.

**Subjects & selection method:** Subject is determined based on the random sampling method on the Coaching Department of Exercise and Sport Science Faculty, Universitas Negeri Makassar, Indonesia. The inclusive criteria are the man with age between 18 years – 20 years. While the exclusive criteria are sample, have not a history of drug or alcohol abuse.

### **2.1. Procedure Methodology**

Data obtained by primary includes filling out the emotional aspects questionnaire followed by the implementation of dribbling tests in the field. Scores obtained from questionnaires were analyzed using descriptive statistical techniques as outlined in the form of percentages. The questionnaire consisted of 49 statements. It was divided into five domains of emotional aspects, namely recognizing one's own emotions, managing emotions, motivating yourself, recognizing the emotions of others, and building relationships. The questionnaire consisted of 49 statements and was divided into five domains of emotional aspects, namely recognizing one's own emotions, managing emotions, motivating yourself, recognizing the emotions of others, and building relationships.

### **2.2. Statistical Analysis**

The data obtained were analyzed using the SPSS 21 statistical test using Pearson's statistical test. The assessment of the hypothesis test was declared meaningful if  $p \leq 0.05$ .

## **3. RESULT**

This study aims to determine the relationship of emotional aspects with dribbling skills in football players. This was a descriptive study using questionnaires and tests for data collection. Scores obtained from questionnaires were analyzed using descriptive statistics as outlined in the form of percentages. The questionnaire consisted of 49 statements and was divided into five domains of emotional aspects, namely recognizing one's own emotions, managing emotions, motivating yourself, recognizing the emotions of others, and building relationships.

### **3.1. Self-Recognition of Emotional Aspect**

Recognizing one's own emotions is an ability to understand feelings as they occur. This ability is the basis of emotional aspects. Self-awareness does not guarantee mastery of emotions but is one of the important prerequisites for controlling emotions so that individuals.

**Table 1.** Data analysis self-recognition of emotional aspect

Emotional Aspects	Statement Items	Mean±SD
Recognizing and knowing personal feeling	I know the problem that makes me angry.	3.5 ± 0.57
	I know when I am anxious because I am not ready for practice.	3.17 ± 0.59
Recognizing the reason for anger feeling	I feel sad when my team loses.	3.5 ± 0.68
	I get angry easily when I am tired	2.43 ± 0.89
Recognizing the influence of feeling on actions	I realized that the feeling of being embarrassed for asking questions could interfere with the difficulty in practicing.	3.47 ± 0.63
	I feel awkward when I have to stand up in the front and lead the training of my teammates.	2.5 ± 0.78

In this study, the research subjects were asked to respond to several statements about the role of recognizing one's own emotions. In the domain research questionnaire recognizing one's own emotions is spelled out in 3 indicators and 6 question items, with details of 6 positive statements and 0 negative statements.

Data on the role of recognizing one's own emotions are shown in Table 1 above. In Table 1, three-domain indicators identify self-emotions with six questions that ask for positive answers. A maximum value of 24 points and a minimum value of 6 points per child mean answer 18.53 (SD + 2012). The mean value of the emotional aspect of the agreement item indicated that the subject

understands enough how to recognize one's own emotions. The most subject can know the source of anger, or they realize their own emotions while the sense that concerns each individual due to fatigue (fourth point) and awkwardness in front of the team (sixth point) is still largely ignored.

### 3.2. Self-Management of Emotional Feeling

Managing emotions is an individual's ability to deal with feelings so that they can be corrected or in harmony expressed, so that an equilibrium is reached within the individual.

**Table 2.** Data Analysis of Personal Feeling Management

Emotional Aspects	Statement Items	Mean±SD
Be tolerant of frustration	I will understand when my wish is not fulfilled	2.9 ± 0.71
	I don't like a protracted problem.	3.1 ± 0.75
Being able to express anger properly	I will think about what I will do before acting	3.4 ± 0.7
	I can express myself through soccer practice	3.2 ± 0.6
Able to control aggressive behavior that can damage yourself and others	When angry, I choose silence rather than vent.	3.1 ± 0.8
	I always cultivate the confidence to be successful	3.4 ± 0.6
Having a positive feeling with yourself and the environment	I believe with the ability that I have, and I can achieve my goals.	3.3 ± 0.8
	I remain calm, facing difficult problems.	3.3 ± 0.6
Having the ability to deal with stress	I like to get together with friends to get rid of boredom in practicing	3.6 ± 0.6
	I'm easy to get along with friends who are not a team with me.	3.1 ± 0.8
Can reduce feelings of anxiety and loneliness in relationships	I like to take part in soccer practice because I have many friends.	3.4 ± 0.7
	I am more influenced by feelings of fear of failure than hopes for success	2.4 ± 0.9

The ability to manage emotions is evaluated by using six indicators, which are broken down into 12 question items, which can be seen in detail in table 2. Based on the statistical analysis results in table 2, 6 indicators are described in 12 question items, with one asking for a negative answer. The maximal value for managing emotional aspects is 45, and the minimum value is 15, with an average point of 38.30 (SD 3.52) considered capable of managing self-emotions. The results of this study also showed that in managing emotions, research subjects preferred to gather with friends to eliminate boredom (3.6 ± 0.6).

### 3.3. Personal-Motivation

In the sport of football, motivation is an impetus that occurs in individuals to improve mental quality in achieving peak performance in football. The sport is defined as the drive to do good based on the best standard. It needs to have big achievements that tend to be willing to succeed in completing assignments given to the student or athlete.

**Table 3.** Data analysis of personal motivation

Emotional Aspects	Statement Items	Mean+SD
Able to control yourself	I realized my shortcomings and tried to compensate for training at the club.	3.3±0.7
	I immediately got up when I failed.	3.4±0.8
Be optimistic in dealing with problems	I always try to show the best game among my club friends.	3.4±0.7
	I believe in my ideals, even though others don't understand them.	3.4±0.8
Being able to focus attention on a given task	I always finish the task from the trainer as soon as possible after the assignment is given.	3.1±0.8
	I will not go to soccer before homework is done.	2.7±0.8
	I like to procrastinate.	2.2±1

The domain of self-motivation is assessed using three indicators and seven items of statements about the role of motivating oneself with six positive statements and one negative statement. Indicators and data on the results of research on the role of self-motivation in detail are shown in Table 3. In Table 3 looks at the results of the study on the role of emotional aspects of motivating yourself with dribbling skills. The maximum value for the domain of self-motivation is 25 and the minimum value of 10. The average value in this domain is 21.53 (SD 3.25). It is assumed that research subjects can motivate themselves. In motivating themselves, research subjects tend to rely on an optimistic attitude in dealing with each problem by

getting up quickly. When it fails ( $3.4 \pm 0.8$ ) and still believing in their ideals even though others do not understand them ( $3.4 \pm 0.8$ ).

### 3.4. Emotional Recognition of Others

The ability to recognize other people's emotions is also called empathy. Individuals who can empathize are better able to pick up hidden social signals from others. They are more able to accept other people's perspectives, be sensitive to other people's feelings, and more able to listen to others.

**Table 4** Data analysis of emotional recognition of others

Emotional Aspects	Statement Items	Mean+SD
Being able to accept the other person's point of view	I can take other people's opinions, even though they are different from my thoughts.	3.2±0.6
	I accept the criticism given to me.	3.2±0.7
Having empathy or sensitivity to other people	I feel sorry when I see a friend who is injured.	3.2±0.6
	I am willing to listen to complaints from others.	3±0.8
Able to listen to other people	I respect my friend, who is leading the practice.	3.4±0.7
	I don't like being criticized.	2.2±0.9

The domain of recognizing the emotions of other people in this study was assessed using three indicators. That were translated into 6 statement items with details of 5 positive statements and one negative statement (Table 4). Table 4 shows the research data on the role of recognizing other people's emotions in relation to dribbling skills on the research subject. The maximum value for aspects of recognizing other people's emotions is 21 and a minimum value of 9. The average value in this domain is 18.10 (SD 1.78), where the research subjects are considered capable of recognizing the emotions of others. In recognizing the emotions of others, the research subjects showed a tendency to accept other people's points of view even though they were different from the thoughts of the research subject itself ( $3.2 \pm 0.6$ ).

### 3.5. Building Relationships

The ability to build relationships is a skill that supports popularity, leadership, and interpersonal success. Communication skills are the basic ability to build relationships successfully. Individuals are difficult to get what they want, and it is also difficult to understand the desires and wishes of others.

The number of statements about the role of building relationships in the research questionnaire amounted to 19 items, with details of 16 positive statements and three negative statements. Table 5 shows a summary of the research data about the role of building relationships. Based on the results of the statistical analysis appears that the research data on the role of emotional aspects in fostering relationships with football dribbling skills, there are eight indicators outlined in 13 complimentary question items, with three asking for negative answers.

The maximum value for aspects of recognizing the emotions of others 55 and a minimum value of 25 with

an average point of 54.16 (SD 4.25) is considered capable of fostering relationships.

**Table 5.** Data analysis of building relationships

Emotional aspects	Statement items	Mean=SD
Understand the importance of building relationships with others	I always greet coaches when I meet them.	3.3±0.7
	I always shake hands when meeting my friend.	3±0.7
Able to resolve conflicts with others	I am proud if I apologize first	2.3±0.9
	When I'm guilty, I'll apologize.	3.4±0.6
Having the ability to communicate with other people	I can provide solutions to problems that occur between my friends and me.	3.2±0.6
Having a friendly nature or easy to get along with others	I'm easy to get along with friends who are not a team with me.	3.3±0.5
	I did not hesitate to start a conversation with someone I just knew.	2.8±0.7
Have attention to the interests of others	At the beginning of the exercise, I can quickly adapt to the practice.	2.9±0.7
	I am a fun person and have lots of friends.	2.8±0.8
	I'm lazy to practice if I'm not a core player.	2.3±1.1
Can live in harmony with the group	I always support my friends who are the core players in the team	3.2±0.8
	I was able to provide ideas for team progress.	2.8±0.7
Be happy to share and cooperate	I can work with the team to achieve common goals.	3.3±0.7
	I prefer to play football with many passes than individuals.	3.3±0.8
	When I have more allowance, I will share with friends	3.1±0.8
Being mature and tolerate	I will not ask before the coach invites	3.1±0.8
	I will try to comfort my friend, who is affected by the disaster.	3.4±0.6
	I don't like talking to people who are new to me	2.7±1

### 3.6. Dribbling Motor Skills

The results of data calculation on the subject dribbling skills of subjects in this study showed a mean value of 9.60 (SD ± 0.85). The smallest value obtained is 8.12, and the most significant value is 11.68. Based on the results of the statistical correlation test, the correlation coefficient obtained between the role of emotional aspects with dribbling skills in playing football is 0.420, which is positive.

The results showed a significant relationship (p-value <0.05) between emotional aspects in dribbling skills. The aspects of emotional aspects in recognizing the emotions of others and fostering relationships had a more significant influence than the other three aspects.

## 4. DISCUSSION

With emotional aspects, individuals can know and respond to their feelings well and can read and deal with the opinions of others effectively. Individuals who have a better level of emotional aspects can be more skilled in calming themselves quickly, more experienced in focusing attention, better in dealing with others [8].

The success of an athlete to achieve achievement is influenced by various factors, namely: physical, technical, tactic, and mental. Weaknesses in mental

factors will have a significant impact on the maturity that has been achieved by the other three elements. Sport allows body contact that easily provokes emotional feelings because of athletes who intersect with opponents. Emotional fluctuations that arise, such as excitement, anger, or sadness, can affect the condition of the body. The affecting of psychological balance can cause increased stress in the match. Furthermore, it can cause athletes to react negatively both physically and psychologically so that the ability to exercise decreases. The athlete can become tense and be followed by an increased pulse, cold sweats, anxious about the outcome of the match, and having difficulty concentrating [9].

For this reason, emotional aspects are needed in a football match. Anxiety is the ability to think and act appropriately without any doubt. The strength of an athlete when competing, can be optimized to be able to display his best game. If an athlete can adjust his mood appropriately so that the stress load or the level of anxiety does not paralyze his thinking ability [10].

This study supports the theory that the emotional aspect plays a role in dribbling motor skills and perception. This study also suggests that emotional aspects influence 80 % of success. But the results in this study, although not up to 80%, which is only around 0.420, this figure already illustrates how emotional aspects can contribute to undergoing a learning process [11].

The results showed a significant relationship (p-value <0.05) between emotional aspects in dribbling skills. The aspects of emotional aspects in recognizing the emotions of others and fostering relationships had a more significant influence than the other three aspects.

## 5. CONCLUSION

The results showed a significant relationship between emotional aspects and dribbling skills, where recognizing the emotions of others and fostering relationships had a more significant influence than other aspects. Further research is needed by using more accurate methods to assess the effect of emotional aspects on motor skills in various types of games or activities.

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