

Shooting Skill Level in the Extracurricular Football Team at MTS Al-Khairat Sandana Tolitoli

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Abstract. *This study aims to determine the level of basic shooting skills in extracurricular soccer students at MTs Al Khairat Sandana Tolitoli. This study is a quantitative descriptive study with one variable without comparing or connecting with other variables. The subjects in this study were all 15 extracurricular soccer students. The data collection technique used a shooting skills test which was conducted five times for each student. The results showed that the minimum score obtained by students was 12 and the maximum score was 19, with an average value (mean) of 15.47 and a standard deviation of 1.99. Based on the results of the frequency distribution, most students were in the sufficient category with a percentage of 33.33%, followed by the good and poor categories each at 26.67%, and the very good and very poor categories each at 6.67%. Based on these results, it can be concluded that the level of shooting skills of extracurricular soccer students at MTs Al Khairat Sandana Tolitoli is in the sufficient category. Therefore, improvements are needed through more structured, systematic, and continuous training programs to improve students' shooting abilities.*

Keywords: *Shooting Skills ; Football; Extracurricular Activities*

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INTRODUCTION

Exercise is a structured and planned physical activity that involves repeated body movements with the goal of improving physical health. According to Bandura (1995) as social beings, we can use our time efficiently, such as exercising to maintain health or as a means of achievement. On the other hand, exercise is used as a means of competition to achieve the best results. According to Irfan et al (2020). Achievement sports are sports that develop and nurture athletes in a tiered, regular, and sustainable manner by holding competitions to achieve success through the aid of science and technology (Putra et al., 2020). A popular achievement sport enjoyed by the Indonesian people is soccer.

Football is a sport watched by many people. The rapid development of football demonstrates that it is not just a game, but also a professional and exciting activity that provides a means of navigation and commerce. The thrill of millions, the sport of "football," which keeps us alive today, has become a thriving industry in all economic spheres. " Football has become almost an integral part of everyday life, and interest in football has grown in all societies throughout history." (Nuriddinov et al. 2023). A person can play soccer well if they have mastered the basic techniques of the game perfectly. To master good and correct soccer techniques, players should practice regularly and with discipline. Therefore, mastering basic soccer techniques, especially passing and control, requires serious training from a soccer coach and trainer from an early age.

There are 2 basic soccer techniques, namely, techniques without the ball, namely all movements without the ball including: sprinting by changing direction, jumping and leaping,

feinting with the body, and special goalkeeper movements, while techniques with the ball include: recognizing the ball (ball feeling), passing the ball (passing), receiving and controlling the ball (receiving and controlling the ball), dribbling the ball (dribbling), heading the ball (heading), kicking the ball (shooting), throwing the ball (throwing), snatching the ball (sliding tackle-sliding), and guarding the goal (goalkeeping) (Siregar et al., 2021). Physical education, sports, and health is a subject taught at a certain school level which is part of the overall education that prioritizes physical activity and fostering a healthy lifestyle for harmonious, balanced, and balanced physical, mental, social, and emotional growth and development (Putri et al., 2021).

Physical education is an integral part of the overall education system, which aims to improve and develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral actions through physical activities and the implementation of education as a stage of human development that lasts as long as humans live, the role of physical education is very important which can provide opportunities for students to be directly involved in various learning experiences through physical activities, games and sports that are carried out in stages. The provision of learning experiences is aimed at fostering and shaping a healthy and active lifestyle throughout life. Success in physical education learning also depends on the interaction process that begins with the perceptions of educators, namely students and teachers, regarding the physical education teaching and learning process (Prasetyo et al., 2021).

In soccer, developing good basic skills is related to physical, tactical, and mental coordination. Basic skills must be thoroughly mastered and learned early to develop a game that is one of the factors that determine whether a team wins or loses a match (Rizal, 2024). According to (Hilmi et al., 2024), mastering good basic skills requires a systematic and repeated learning and practice process. For example, skilled athletes when playing soccer are able to perform various movements such as passing, stopping, and shooting the ball correctly. *shooting* ability is influenced not only by leg strength but also by technique, accuracy, and decision-making when shooting. Therefore, coaches need to understand the basic *shooting skills* of their extracurricular soccer students so they can provide a training program tailored to their needs and abilities.

Based on preliminary observations at MTs Alkhairat Sandana Tolitoli, this school is one of the educational institutions that is quite active in developing extracurricular soccer activities. Routine training activities are held every week, and the number of participants participating in these extracurricular activities continues to increase. However, although the training activities are running well, to date there is no empirical data available that describes the level of basic shooting skills of the students. This is evident in the still low shooting accuracy during training and internal matches, such as many deflected kicks, lack of kick power, and inconsistencies in basic shooting techniques. The lack of measurable data on shooting ability provides an important basis for researchers to conduct a survey to objectively obtain a realistic picture of students' basic shooting abilities. The results of this study are expected to serve as evaluation material for coaches in developing more targeted and effective training programs, as well as serve as a reference for schools in supporting efforts to develop sports achievement coaching, particularly in the field of soccer. Thus, the researcher is interested in taking the title "Survey of Basic *Shooting* Skill Levels in Extracurricular Football Students at MTs Alkhairat Sandana Tolitoli", with the aim of obtaining an objective picture of the basic *shooting skills* possessed by students as an initial step in improving the achievement and quality of football coaching in the school environment

METHODS

Research Design

This research employed quantitative descriptive approach with a survey approach. As stated by Maharani et al. (2025), descriptive research aims to describe the actual state of variables based on collected data. An article by Waruwu (2023) states that a quantitative approach is suitable for research that focuses on numerical measurements and statistical analysis. Meanwhile, Jauza & Albina (2025) explain the philosophical foundations and quantitative

characteristics that drive researchers to use standardized test instruments and quantitative analysis.

Location, Population and Research Sample

This research was conducted at MTs Al-Khairat Sandana Tolitoli, located at Jl. HM Saleh No. 24 Galang, Tolitoli Regency, Central Sulawesi Province. Population is the entire object of research, whether it consists of real objects, abstract objects, events, or symptoms that are sources of data and have certain and the same characteristics. The population used in this study is the extracurricular soccer team at MTs Al Khairat Sandana Tolitoli, which consists of 15 students.

Total Sampling is a sampling technique by means of Taking all members of the population as a research sample, so that the sample size is the same as the population being studied. This technique is used when the population is relatively small, can be fully reached, and has characteristics that match the research objectives. According to Sugiyono (2020), *total sampling* is a sampling technique that uses all members of the population as research samples because the population is small and the researcher wants to obtain accurate data without reducing the number of subjects. The sample in question is 15 extracurricular soccer students at MTs Al Khairat Sandana Tolitoli.

Data collection technique

The shooting test is carried out by dividing the goal area that has been marked and given numbers, where each player does five kicks from a distance of 10 meters using a soccer ball with supporting equipment such as raffia rope, HVS paper, whistle, stopwatch, cone, meter, and writing tools, and the assessment is given based on the accuracy of the target, namely score 1 for the middle, score 2 for the top/bottom middle, score 3 for between the tire and the cone, score 4 for the cone, score 5 for the tire, while kicks that hit the pole, rope, or go outside the target do not get a score.

Data Analysis Techniques

This study uses descriptive statistical data analysis techniques. These statistics are intended to collect data, present Descriptive statistics is a part of statistics used to analyze data by describing or depicting the collected data as it is without intending to make conclusions that apply to the public or generalization. Data and determine the actual value of the level of shooting skills in extracurricular soccer students at MTs Al Khairat Sandana Tolitoli. Furthermore, interpretation can be made as a discussion of the problems raised by referring to the predetermined futsal playing skill standards. The scores were first reversed or inverted before being used as a reference for grouping the research results. This adjustment was necessary because the classification proposed by Anas Sudijono assumes that higher scores indicate better results, whereas in this study, lower scores indicate better results. Therefore, score inversion was performed to ensure that the grouping criteria remained consistent with the direction of interpretation used in the study. The reversed score was calculated using the following formula:

Table 1. Score Formula

No	Interval	Category
1	$X \leq M - 1.5 SD$	Very good
2	$M - 1.5 SD < X \leq M - 0.5 SD$	Good
3	$M - 0.5 SD < X \leq M + 0.5 SD$	Enough
4	$M + 0.5 SD < X \leq M + 1.5 SD$	Not good
5	$X \geq M + 1.5 SD$	Very Poor

RESULTS AND DISCUSSION

This research is a quantitative descriptive study with one variable without making comparisons or connecting it with other variables. The results of the study were a survey of the

basic *shooting skills* of extracurricular football students at MTs Al Khairat Sandana Tolitoli. The subjects of this study were 15 extracurricular football students at MTs Al Khairat Sandana Tolitoli. The results of the data processing are presented in Table 2 below:

Table 2. Final Shooting accuracy test results data after target practice

No	Student Name	First	2nd	3rd	4th	5th	Σ
1	Juan	4	2	2	2	4	14
2	Fate	4	2	4	4	2	16
3	Dika	3	4	4	2	4	17
4	Sanji	4	2	2	4	5	17
5	Word	4	4	3	4	2	17
6	Wise	2	4	3	4	2	15
7	Fikran	2	4	4	2	2	14
8	Share	2	2	4	2	3	13
9	Kabil	4	2	2	4	4	16
10	Rock	3	2	4	1	3	13
11	Grandpa	2	3	2	2	3	12
12	Dafa	4	4	2	5	4	19
13	Fahri	2	4	4	3	3	16
14	Eca	4	4	5	2	3	18
15	Satya	4	4	3	2	2	15
Maximum		19					
Minimum		12					
Mean		15.47					
Standard Deviation		1.99					

Based on Table 2, the highest score achieved by students was 19, while the lowest score was 12. The average score obtained was 15.47 out of a maximum possible score of 25, which indicates that, on average, students achieved approximately 61.88% of the maximum attainable score. This finding suggests that the students' shooting ability can generally be categorized at a moderate or sufficient level, indicating that most students have acquired basic shooting skills but have not yet demonstrated highly accurate and consistent shooting performance.

The standard deviation value of 1.99 indicates that the distribution of scores was relatively homogeneous, meaning that the differences in shooting ability among students were not extremely large. Although variations in performance were still found, most students demonstrated relatively similar levels of shooting competence. To classify students' shooting skill levels, interval categories were constructed based on the mean and standard deviation. Because higher scores indicate better shooting performance, the categorization intervals were arranged from the highest scores representing the best category to the lowest scores representing the weakest category. The frequency distribution of shooting skill levels is presented in Table 3.

Table 3. Frequency distribution of Shooting skills

No	Interval	Category	Frequency	Percentage
1	≤ 12.48	Very good	1	6.67%
2	$12.48 < X \leq 14.47$	Good	4	26.67%
3	$14.47 < X \leq 16.46$	Enough	5	33.33%
4	$16.46 < X \leq 18.45$	Not good	4	26.67%
5	≥ 18.45	Very Poor	1	6.67%
Amount			15	100%

Based on Table 3, most students were classified in the sufficient category with a percentage of 33.33%. Furthermore, 26.67% of students were categorized as good, while another 26.67% were categorized as poor. Only one student (6.67%) reached the very good category,

while one student (6.67%) was classified in the very poor category. These findings indicate that most extracurricular football students at MTs Al Khairat Sandana Tolitoli possess moderate shooting ability. Although several students demonstrated good shooting accuracy, the overall distribution suggests that many students still experience limitations in achieving optimal shooting precision and consistency.

The findings of this study carry implications that extend beyond the technical evaluation of shooting ability among adolescent football players. Within the perspective of sports management and educational management, the results reveal an important organizational issue concerning how extracurricular football programs are designed, supervised, and strategically developed at the school level. The predominance of students in the sufficient category indicates that the extracurricular system has succeeded in maintaining participation and basic skill exposure, yet it has not fully transitioned into a performance-oriented developmental structure capable of systematically producing advanced technical competence. This distinction is important because in youth sport development, participation alone does not automatically generate skill progression unless supported by structured managerial planning, measurable evaluation systems, and evidence-based coaching frameworks. Previous studies have consistently demonstrated that the quality of athlete development is strongly associated with the managerial effectiveness of training environments rather than merely the frequency of participation (Côté et al., 2007; Ford et al., 2011; Williams & Hodges, 2005; Reilly et al., 2000). In this context, the present findings suggest that the extracurricular football program still operates primarily as an activity-based system rather than a developmental performance system. This difference has profound implications because schools frequently assume that routine training sessions alone are sufficient to improve technical competence, whereas athlete development literature clearly shows that skill progression depends on deliberate practice structures, feedback quality, training specificity, and organizational continuity (Davids et al., 2013).

From a management standpoint, the findings expose the critical role of instructional governance in shaping technical outcomes among student athletes. Shooting skill is not merely an isolated motor ability; it reflects the integration of coaching communication, task organization, performance monitoring, motivational climate, and training standardization. Research in sports pedagogy has repeatedly shown that poorly organized coaching systems often produce athletes with moderate but stagnant technical development because training sessions prioritize activity completion rather than measurable competency acquisition (Jones et al., 2004; Cushion et al., 2006; Gilbert & Trudel, 2004). The current findings appear to reflect precisely this phenomenon. The relatively homogeneous distribution of scores suggests that students are exposed to similar training conditions, yet the absence of highly dominant performance outcomes indicates that the training environment may lack individualized correction mechanisms and progressive technical adaptation. This aligns with the work of Bloomfield et al. (2007), Rampinini et al. (2007), and Impellizzeri et al. (2006), who argue that youth football training often fails to produce elite technical refinement when coaching models are generalized rather than individualized according to player deficiencies and developmental readiness. Therefore, the issue highlighted by this study is not simply that students require “more training,” but rather that the managerial architecture of the training process itself requires redesign toward a competency-based developmental approach.

The practical implications become even more significant when viewed through the lens of human resource development in educational organizations. Extracurricular sports programs function as institutional systems for talent cultivation, discipline formation, leadership socialization, and long-term athlete pipeline development. Consequently, moderate shooting competence among participants may indicate limitations in the school's ability to transform extracurricular activities into sustainable performance ecosystems. Studies in educational sport management have emphasized that successful school-based athletic programs are characterized by coherent planning structures, periodic performance evaluation, coaching supervision, and data-driven training decisions (Bailey et al., 2013). The present findings indicate that shooting

performance evaluation has likely not yet become an integrated managerial instrument within the extracurricular program. Instead, technical development may still rely heavily on informal observation and repetitive drills without systematic performance analytics. This is problematic because contemporary sports management increasingly emphasizes evidence-based coaching and athlete monitoring systems to support developmental progression (Carling et al., 2005; Hughes & Bartlett, 2002). Without measurable evaluation indicators, schools and coaches cannot accurately identify whether students improve, stagnate, or regress across training cycles.

Another important implication concerns the relationship between technical inconsistency and decision-making capacity in youth football development. Shooting accuracy is often interpreted narrowly as a biomechanical outcome, yet contemporary football performance literature increasingly demonstrates that successful shooting execution emerges from the interaction between perceptual awareness, cognitive anticipation, spatial judgment, and motor coordination under pressure (Memmert, 2010). Therefore, the moderate shooting outcomes identified in this study may not merely indicate technical deficiencies but also limited tactical cognition and situational adaptability during execution. This distinction is crucial because many school-level football programs remain excessively technique-centered while underdeveloping perceptual and cognitive training dimensions. Research by Light (2004), Harvey and Jarrett (2014), demonstrates that game-based learning environments produce superior technical transfer because athletes learn decision-making simultaneously with motor execution. The implication for extracurricular management is clear: technical drills that isolate shooting mechanics without integrating contextual decision-making may generate repetitive movement familiarity but fail to produce adaptive performance competence during actual gameplay situations.

The findings also reveal the importance of motivational climate management within adolescent sports environments. Variations in shooting performance, even within relatively homogeneous score distributions, may reflect differences in confidence, perceived competence, psychological readiness, and achievement orientation among students. Achievement Goal Theory and Self-Determination Theory consistently show that athlete performance development is strongly influenced by the motivational structure embedded within coaching environments (Ames, 1992). When coaching climates focus predominantly on repetitive instruction without autonomy support, individualized encouragement, or constructive feedback, athletes often develop procedural familiarity without high performance confidence. This issue is especially relevant in adolescent extracurricular contexts where psychological engagement significantly shapes learning retention and technical risk-taking. The present findings therefore suggest that improving shooting competence cannot rely solely on increasing drill repetition. Instead, coaches must manage psychological learning climates that encourage confidence, experimentation, corrective adaptation, and sustained intrinsic motivation. Research by Appleton et al. (2016) supports the argument that supportive coaching climates significantly enhance athlete engagement and technical progression.

The study further highlights structural inequalities commonly found in school-based sports management systems, particularly regarding access to quality developmental resources. Students in extracurricular football programs frequently differ in external playing exposure, nutritional condition, recovery quality, family support, and informal football participation outside school settings. These differences often remain invisible within descriptive statistical outcomes yet substantially shape technical development trajectories. Previous research by Bailey et al. (2009) demonstrates that youth sport outcomes are deeply influenced by ecological support systems surrounding athletes. Consequently, moderate shooting performance should not be interpreted exclusively as a coaching issue but also as an institutional management challenge involving resource allocation, training infrastructure, developmental continuity, and athlete support systems. Schools that aspire to improve technical outcomes must therefore adopt broader athlete development models that integrate physical preparation, psychological support,

skill monitoring, and environmental facilitation rather than treating extracurricular sport merely as an auxiliary school activity.

Equally important is the implication regarding performance measurement culture within educational sports institutions. Many school-based programs continue to operate without standardized performance benchmarks, longitudinal athlete databases, or systematic competency mapping. As a result, coaches often rely on intuitive judgment rather than measurable progression indicators. The present study contributes to management-oriented sports literature by demonstrating the necessity of integrating objective performance assessment into extracurricular governance. Studies by Bartlett et al. (2002), Carling et al. (2008), and Sarmiento et al. (2018) emphasize that athlete development becomes significantly more efficient when coaches utilize systematic performance data to guide individualized interventions. In the present context, shooting tests should not function merely as academic research instruments but should become recurring managerial tools used for athlete profiling, training adaptation, and developmental evaluation across seasons. This represents a shift from traditional activity-centered extracurricular management toward performance-informed organizational management.

The broader implication of this study also concerns the professionalization of grassroots football development within educational institutions. Contemporary football development increasingly requires integration between pedagogy, sports science, organizational management, and athlete monitoring systems. However, many school extracurricular programs continue to rely on conventional coaching practices characterized by generalized instruction, limited evaluation, and inconsistent developmental planning. The findings of this study indirectly reinforce concerns raised by Lyle and Cushion (2017), who argue that grassroots coaching frequently lacks pedagogical sophistication despite high participation enthusiasm. The moderate shooting outcomes observed in this study therefore reflect a broader systemic issue: youth football programs often prioritize operational continuity over developmental quality. Unless schools adopt more professional management frameworks involving structured planning, coach education, measurable targets, and evidence-based training adaptation, technical progression among student athletes will likely remain moderate and inconsistent.

This study contributes conceptually to the growing recognition that technical performance in youth sport must be interpreted as an organizational outcome rather than merely an individual athletic trait. Shooting accuracy among adolescent football players emerges from the interaction of coaching quality, managerial structure, developmental philosophy, institutional support, motivational climate, and learning ecology. This perspective is important because it shifts responsibility away from blaming individual students for moderate performance and instead places attention on how educational sport systems are organized and managed. The central implication of this study is therefore managerial: improving shooting competence requires systemic developmental reform rather than isolated technical correction. Schools must move toward integrated extracurricular management models that combine structured technical pedagogy, athlete-centered coaching, data-based evaluation, psychological support, and long-term developmental planning. Without such transformation, extracurricular football programs may continue to sustain participation levels while failing to maximize athlete competence and developmental potential.

CONCLUSION

Based on the research results, it can be concluded that the shooting skill level of extracurricular soccer students at MTs Al Khairat Sandana Tolitoli is in the sufficient category with an average score of 15.47. Most students are in the sufficient category (33.33 %), which indicates that in general students have basic shooting skills, but have not yet reached the optimal level. Although student abilities are relatively even, there are still variations in abilities influenced by factors such as training intensity, mastery of basic techniques, and playing experience.

Therefore, students' shooting skills need to be improved through a more structured, systematic, and continuous training program to achieve more optimal results.

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