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# Pull-Back Turns, Outside Stops, and Inside Stops Training on Dribbling Skills: Extracurricular Team of State High School

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**ABSTRACT**

Dribbling ability is a fundamental technique in futsal that is often not optimally mastered by extracurricular students, so varied and effective training methods are needed to improve control and speed of players. This study aims to determine the effect of pull back turns, outside stops, and inside stops on the dribbling ability of extracurricular futsal students at High School 5 Barru. This study used a quantitative approach with a quasi-experimental method using a pretest-posttest design with multiple treatment groups. The research subjects were 30 students who were selected using a total sampling technique. The subjects were divided into three treatment groups: pull back turns, outside stops, and inside stops. The instrument used was a futsal dribbling skills test. The treatment was given for 12 meetings, including a pretest session, 10 training sessions, and a posttest. Data was analyzed using descriptive and inferential statistics (paired sample t-test) through SPSS software after fulfilling the prerequisite tests of normality and homogeneity. The results showed that all three types of training had a significant positive effect on dribbling ability ($p < 0.05$). Descriptive analysis confirmed improved performance, indicated by a decrease in dribbling time from pretest to posttest, across all groups. Pullback turns, outside stops, and inside stops were effective in improving players' control, speed, and dribbling efficiency. The results of this study provide practical insights for futsal coaches and physical education teachers in developing more varied basic technique training programs to improve the performance of school-level athletes.



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## 1. INTRODUCTION

Futsal is a high-intensity team sport played on a relatively small pitch, with five players per team. The game's main characteristics emphasize speed, individual technical skill, and tactical intelligence within limited time and space (Hudain et al., 2025; Usman et al., 2025). Originally developed as indoor soccer, futsal has now gained global recognition, including official recognition by FIFA as an international sport (Méndez-Dominguez et al., 2022). In Indonesia, futsal began to gain widespread popularity in the

late 1990s, particularly around 1998–1999, as an alternative indoor sport due to the limited availability of conventional soccer fields.

The development of futsal in Indonesia is currently experiencing rapid progress (Kustiawan et al., 2024). Its popularity is driven by its multidimensional benefits, ranging from improved health and physical fitness to its role as a medium for achieving athletic achievements (Fitranto & Budiawan, 2019; Pratama & Rahman, 2024). More than just a sport, futsal has become a symbol of unity due to its inclusive nature, regardless of age, ethnicity, religion, or race, making it effective in strengthening social cohesion. Currently, more than 30 million players in over 100 countries participate in this sport. This growth is inseparable from advances in knowledge related to game strategies and the availability of supporting facilities and attributes that are increasingly attractive to enthusiasts.

In the context of Indonesian education, futsal is one of the sports widely facilitated through extracurricular activities as part of character-building programs and student potential development (Alfarid, 2025; Sukmanawati & Suherman, 2025). Extracurricular activities provide opportunities for students to develop motor skills, social skills, and discipline outside of regular school hours (Brooks et al., 2015; Lucenko et al., 2024). This coaching is crucial because it provides the initial foundation for students to learn basic techniques in a structured manner (Mulloh et al., 2025; Ricci et al., 2022). If managed well, it can project their talents from the beginner level to the professional level.

Success in futsal performance is determined by the synergy between physical condition, technical skills, tactical understanding, and mental readiness (Arede et al., 2026; Purwanto et al., 2025). Given the limited playing area, futsal relies heavily on precise foot-to-foot technique. Among various basic techniques such as control, passing, shooting, and heading, dribbling is a fundamental skill that must be mastered (Sofia et al., 2025). Dribbling is not simply moving the ball but rather the player's ability to fully control the ball before transitioning or creating a scoring opportunity (da Silva et al., 2024; Selin et al., 2024).

Technically, dribbling involves the ability to maintain possession of the ball while passing opponents and supporting the team's movement in quick transitions (Nizar et al., 2025). This skill can be performed using various parts of the foot, such as the sole, the inside, the outside, and the instep (Fazri et al., 2024; Wulandari et al., 2024). High dribbling mastery fosters more effective and efficient teamwork, while limitations in this technique can hinder overall team performance (Mappaompo et al., 2025). Therefore, strong ball control is necessary for players to dynamically outwit opponents on the field.

However, a phenomenon found in the extracurricular team of High School 5 Barru indicates that dribbling remains a major obstacle hindering team performance due to a lack of mastery of basic techniques. This problem is exacerbated by training methods that tend to be monotonous and lack creativity, leading to student boredom. The uniqueness of this study lies in the application of variations in pullback turns, outside stops, and inside stops, which are integrated to break the monotony of conventional

training. Although intensive training can develop automatic motor skills, innovation through varied training models is essential to optimize control and speed. Based on this urgency, this study was conducted to analyze the effect of pullback turns, outside stops, and inside stops on improving the dribbling skills of students at High School.

## 2. METHOD

This study employed a quantitative approach with a quasi-experimental design using a pretest-posttest with multiple treatment groups. Subjects were divided into three experimental groups, each receiving a different training intervention: pullback turns, outside stops, and inside stops. This design was chosen to measure performance changes before and after the intervention without involving a control group or full randomization. The study was conducted in the futsal field of High School 5 Barru, South Sulawesi.

The participants were 30 members of the High School 5 Barru extracurricular futsal team. Given the population size of less than 100 individuals, this study used a total sampling technique (saturated sampling), in which all members of the population were included as the sample. All participants were ensured to be actively involved in regular training activities throughout the study period to ensure consistency in receiving the scheduled treatment.

The variables in this study included the independent variable, which was three training models (pullback turns, outside stops, and inside stops training), and the dependent variable, which was futsal dribbling skills. The instrument used to measure the dependent variable was a standard dribbling skills test that measures the time a player takes to clear obstacles on a predetermined track. Supporting equipment such as cones, measuring tapes, stopwatches, and futsal balls were used consistently to ensure measurement accuracy in each test session.

The data collection procedure was systematically conducted through three main stages: a pretest for initial assessment, a treatment phase consisting of ten structured training sessions, and a posttest. The collected data was then processed using descriptive and inferential statistics using SPSS software. Prior to hypothesis testing, the data were tested for normality using the Shapiro-Wilk test. Next, a paired sample t-test was applied at a significance level of 0.05 to analyze differences in scores between the pre- and post-intervention levels in each group.

To ensure data credibility and trustworthiness, the researchers implemented a consistent standardized testing procedure for all subjects in both the pretest and posttest sessions. The use of the same instrument, identical field conditions, and objective time-based measurement (dribbling score) minimized measurement bias. All data recording is carried out systematically and carefully to ensure the accuracy and reliability of research results that can be scientifically accounted for.

## 3. RESULTS AND DISCUSSION

### Results

This study aimed to examine the effects of Pull Back Turns, Outside Stops, and Inside Stops training on the dribbling ability of the futsal extracurricular team at High School 5 Barru. Data was collected using a standardized dribbling test administered before (pretest) and after (posttest) the training programs. The results are presented through descriptive and inferential statistical analyses.

### Descriptive Statistical Result

The descriptive analysis shows a clear improvement in dribbling performance after the implementation of each training method. In general, the average dribbling time decreased across all groups, indicating faster and more efficient ball control. For the Pull Back Turns training, the mean pretest score was 16.55 seconds, which decreased to 9.18 seconds in the posttest. Similarly, the Outside Stops group showed a reduction from a mean pretest score of 17.01 seconds to 9.94 seconds in the posttest. The Inside Stops training also resulted in a substantial improvement, with the mean score decreasing from 16.94 seconds in the pretest to 9.50 seconds in the posttest.

The frequency distribution analysis further supports these findings. Before training, most participants were categorized in the moderate and poor performance levels. After training, most participants shifted to the good and very good categories, with no participants remaining in the poor or very poor categories. This shift demonstrates that all three training methods contributed positively to improving dribbling ability.

**Table 1.** Descriptive Analysis of Dribbling Ability

| Type | Z | x | N-Max | N-Min | Standard deviation |
|---|---|---|---|---|---|
| | | | Pretest | | |
| Pullback turns | 10 | 16,55 | 18,6 | 14,5 | 1,3874 |
| Outside stops | 10 | 17,01 | 19,6 | 15,7 | 1,3312 |
| Inside stops | 10 | 16,94 | 18,8 | 15,1 | 1,1217 |
| | | | Postest | | |
| Pullback turns | 10 | 9,180 | 9,6 | 8,8 | 0,2658 |
| Outside stops | 10 | 9,940 | 9,8 | 9.1 | 0,2221 |
| Inside stops | 10 | 9,500 | 9,8 | 9,2 | 0,1826 |

### Inferential Statistical Results

Prior to hypothesis testing, a normality test was conducted on the difference scores between pretest and posttest using the Shapiro–Wilk test. The results indicated that all data were normally distributed (Sig. > 0.05), fulfilling the assumptions required for parametric testing.

**Table 2.** Normality Test (Shapiro-wilk)

| Variable | Df | Sig | Information |
|---|---|---|---|
| Pullback turns | 10 | 0,226 | Normal |
| Outside stops | 10 | 0,353 | Normal |
| Inside stops | 10 | 0,802 | Normal |

The analysis results presented in Table 2 show that all variables have a significance value (Sig.) greater than the standard error level of alpha = 0.05. In detail, the Pullback Turns exercise variable obtained a Sig. value of 0.226, the Outside Stops technique of 0.353, and the Inside Stops technique showed the highest value of 0.802. Since all p-values obtained were above the threshold of 0.05, it can be concluded that the research data for the three groups of exercise methods were normally distributed. The fulfillment of this normality assumption provides a strong statistical legal basis that the data meets the requirements for further analysis using parametric statistics through the Paired Samples t-Test.

Subsequently, Paired Samples t-Tests were conducted to determine whether the observed improvements were statistically significant, revealing that all three training methods produced significant enhancements in dribbling performance, as presented in Table 3 below.

**Table 3.** Paired Samples t-Tests

| Variable | t | Sig. | Description |
|---|---|---|---|
| Pullback turns | -16.898 | <0.001 | H0 Rejected |
| Outside stops | -18.062 | <0.001 | H0 Rejected |
| Inside stops | -18.707 | <0.001 | H0 Rejected |

The results of the Paired Samples t-Test for the first training method found that the Pullback Turns technique had a very significant impact on improving participants' dribbling skills. This was demonstrated by a t-value of -16.898 with a significance level (Sig.) <0.001. Because this significance value is much smaller than the standard error level of alpha = 0.05, the null hypothesis ($H_0$) was convincingly rejected. These statistical results confirm that the structured implementation of Pullback Turns training can stimulate significant improvements in dribbling ability.

Consistent with the previous results, data analysis for the second training method also demonstrated the high effectiveness of the Outside Stops technique. The statistical test yielded a t-value of -18.062 with a significance level (Sig.) <0.001, which is well below the alpha = 0.05 rejection threshold. The rejection of the null hypothesis (H_0) for this variable indicates that the intervention through Outside Stops training has a statistically significant positive effect. Thus, mastering the technique of stopping the ball using the outside of the foot has been shown to significantly improve students' dribbling control and performance.

Finally, an evaluation of the third training method, Inside Stops, demonstrated equally strong efficacy in developing participants' motor skills. With a t-value of -18.707 and a significance level (Sig.) <0.001, the statistical decision again rejected H_0 because the p-value was less than alpha = 0.05. This finding confirms that the Inside Stops training method significantly improves dribbling skills. Overall, the negative t-values for all three variables indicate consistent positive changes, with participants' dribbling ability significantly improving after the training program. Overall, Table 3 shows the results of the Paired Samples t-Test to determine the

effectiveness of the three training methods (Pullback Turns, Outside Stops, and Inside Stops) in improving dribbling skills.

## Discussion

### Effectiveness of Training on Performance Improvement

The descriptive analysis results showed a drastic decrease in dribbling time in all three treatment groups. Specifically, the pullback turns group recorded an average decrease in time from 16.55 seconds to 9.18 seconds, the outside stops group from 17.01 seconds to 9.94 seconds, and the inside stops group from 16.94 seconds to 9.50 seconds. This significant decrease in duration aligns with the overload principle proposed by Bompa and Buzzichelli (2019), which states that repeated manipulation of direction and stopping techniques can stimulate neuromuscular adaptations that accelerate athletes' motor responses.

This decrease in time indicates that the students not only became faster but also more efficient in controlling the ball when navigating obstacles. The ability to change direction and stop the ball suddenly is a crucial component of agility in soccer. Theoretically, according to Schmidt and Lee (2018) in Motor Control and Learning, this increasingly efficient mastery of obstacles indicates that students have entered the autonomous phase of motor learning. At this stage, ball control no longer requires significant cognitive attention, allowing players to focus on speed and spatial navigation around obstacles.

Furthermore, the effectiveness of this intervention was reinforced by the shift in the frequency category of student performance, shifting from "moderate and poor" to "good and excellent", leaving no participants in the "poor" category. This success confirms the findings of a previous study by Sekulović et al. (2024), which stated that obstacle manipulation-based technical training (cone drills) is highly effective in improving fundamental soccer skills in adolescence. Therefore, the data visualization presented in this frequency distribution table empirically proves that the pullback turns, outside stops, and inside stops training methods are highly effective for high school-aged players.

### Statistical Significance and Technical Mastery

The following is a three-paragraph development of your text for the discussion section of a scientific paper, integrating the results of the inferential test with theory and previous studies: Significance of the Inferential Test and Validity of the Training Program. The inferential test using the Paired Samples t-Test confirmed the descriptive findings with a significance value (Sig.) <0.001 for the three training methods applied. These results support the rejection of the null hypothesis ($H_0$), which empirically proves that the changes in student performance did not occur by chance, but were a direct impact of the systematic training program. The rejection of $H_0$ at this strong level of significance aligns with the training adaptation theory of Bompa and Buzzichelli (2019), which states that structured and repeated physical stimulation will produce significant,

measurable physiological and motor changes, not just momentary performance fluctuations.

Specifically, the effectiveness of the pull-back turns method is rooted in strengthening body coordination and dynamic balance when players make sudden changes in direction of movement. The significant increase in scores in this group indicates the evolution of players' motor skills in pulling the ball away from the opponent's reach (shielding the ball). Theoretically, according to Di Tore et al. (2016) and Schmidt and Lee (2019) in Motor Control and Learning, directional manipulation exercises like this accelerate the process of movement automation by strengthening neuromuscular pathways, enabling players to maintain postural stability despite rapid shifts in the body's center of gravity when executing tricks.

On the other hand, the application of the outside stops and inside stops methods, which utilize the outside and inside of the feet, has proven crucial in responding to the dynamics of fast-paced futsal games. The significant results demonstrated by these two methods ($t = -18.062$ and $t = -18.707$) reflect an improvement in the quality of students' first-touch control. Based on a previous study by Mohammed and Al-Wattar (2024) on technical efficiency in confined spaces, good stopping mastery is essential for minimizing delays when receiving the ball. This ability to stop the ball precisely creates a smoother transition to the next dribbling movement, ultimately increasing a player's tactical effectiveness on the field.

**Practical Implications for Futsal Coaching**

The achievement of data normality through the Shapiro-Wilk test indicates that the distribution of students' initial abilities and development is even, thus this training method has strong external validity for widespread adoption in school extracurricular curricula. The success of this intervention provides empirical evidence that varying stopping and turning techniques is key to developing players' movement flexibility on small pitches. The limited nature of the pitch demands high spatial adaptation, and the integration of these techniques has been shown to facilitate players' more dynamic and responsive movements to game situations.

The implementation of a structured training program over 10 sessions has been shown to transform students' motor patterns into more automatic and stable ones. These findings strengthen the theoretical argument in movement learning that systematic repetition of specific basic techniques is the most effective methodology for addressing fundamental weaknesses in beginner and intermediate players in a school environment. Through this approach, the tendency for movement errors can be minimized because the process of motor program formation within the central nervous system has reached a stable stage, resulting in higher performance consistency.

Overall, all three training methods—pullback turns, outside stops, and inside stops—have been statistically and practically proven to be highly effective in improving students' dribbling skills. Based on this empirical confirmation, coaches are advised to integrate a combination of these three techniques into their regular training programs. This varied and sustainable integration strategy is highly recommended to develop

players with agility, speed, and high efficiency in ball possession and control on the field.

## 4. CONCLUSION

The implementation of pull back turns, outside stops, and inside stops training had a statistically significant positive effect on improving the dribbling skills of students in the futsal extracurricular program at High School 5 Barru. This performance improvement was demonstrated descriptively through a drastic reduction in average dribbling time, with Pull Back Turns decreasing from 16.55 to 9.18 seconds, Outside Stops from 17.01 to 9.94 seconds, and Inside Stops from 16.94 to 9.50 seconds. This intervention effectively improved the quality of students' skills from the "moderate and poor" category to "good and very good" and successfully eliminated the percentage of students with low performance levels. The results of the hypothesis test with a significance value of $p < 0.001$ confirmed that the use of these three training models was highly effective in optimizing players' control, speed, and efficiency when maneuvering the ball on the field.

As a suggestion, it is recommended that futsal coaches and physical education teachers at High School 5 Barru and other institutions integrate Pull Back Turns, Outside Stops, and Inside Stops training models as core materials in basic dribbling technique training programs. Given the effectiveness of these three methods in significantly improving control and speed, coaches should create a varied and systematic training schedule to prevent student boredom while ensuring more stable motor movement automation. In addition, for future researchers, it is recommended to expand the scope of the study by comparing the effectiveness between the three methods specifically or adding other physical condition variables to gain a more comprehensive understanding of the factors that influence dribbling performance in futsal.

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