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THE EFFECT OF PAIRED PASSING TRAINING ON SOCCER PASSING ABILITY AMONG EXTRACURRICULAR STUDENTS AT SD NEGERI 185 PALEMBANG

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Abstract

This study aimed to determine the effect of paired passing training on the football passing ability of students participating in the extracurricular football program at SD Negeri 185 Palembang. Materials and Methods: This research used a quantitative pre-experimental method with a one-group pretest-posttest design. The sample consisted of 17 students selected through total sampling. The intervention was paired passing training conducted over 16 meetings. Passing ability was measured using a wall-passing test for 39 seconds. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and a paired sample t-test at a significance level of 0.05. Results: The mean pretest score was 25.06 ± 4.115 , while the mean posttest score increased to 28.35 ± 5.135 . The normality test showed that both pretest ($p = 0.098$) and posttest ($p = 0.159$) data were normally distributed. The paired sample t-test indicated a significant improvement in passing ability after the training program ($t = 4.124$; $df = 16$; $p = 0.001$). Conclusions: Paired passing training had a significant positive effect on improving students' football passing ability. This training model can be used by school coaches as a simple, interactive, and practical drill to develop passing accuracy, ball control, and cooperation among young football players.

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A - Conception and design of the study; B - Acquisition of data; C - Analysis and interpretation of data; D - Manuscript preparation; E - Obtaining funding

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INTRODUCTION

Football is one of the most popular sports in school extracurricular programs because it is easy to play, enjoyable, and closely related to students' interest in team-based physical activity. In the context of school sport, football not only supports students' physical fitness but also develops cooperation, discipline, communication, and decision-making during play. One of the most important



technical skills in football is passing, because almost every attacking pattern, ball-possession sequence, and transition situation depends on the player's ability to deliver the ball accurately to a teammate. Players with good passing ability are more capable of maintaining possession, creating space, controlling the rhythm of play, and supporting the tactical flow of the team (Prasetyo et al., 2021; Saputra et al., 2022).

Initial observations in the football extracurricular program at SD Negeri 185 Palembang showed that students' passing ability was not yet optimal. Several problems were frequently found during practice games, such as inaccurate passing direction, weak ball speed, poor ball control, and passes that were easily intercepted by opponents. These conditions indicate that students need a structured training method that is appropriate for elementary school age, easy to apply in school-based extracurricular activities, and able to provide repeated technical practice.

Paired passing training is a practical drill in which two players face each other and repeatedly exchange passes over a certain distance. This training method is relevant for young football players because it combines technical repetition, partner interaction, concentration, timing, and immediate feedback from ball movement. Repeated passing practice with a partner can help students improve foot contact, passing direction, ball speed, and coordination with teammates (Candra et al., 2022; Yudistira et al., 2018). Previous studies have also reported that paired passing drills can improve passing accuracy and technical control in football and futsal players (Marsuna, 2024; Pasaribu & Heri, 2025). In addition, paired passing training has been shown to provide meaningful improvement in youth football passing performance when compared with more individual-based passing exercises (Hasan & Haryono, 2026).

Although several studies have examined paired passing training in football and futsal, most previous research has focused on adolescent players, futsal participants, or football school athletes. Limited studies have specifically investigated paired passing training in elementary school extracurricular football programs. This creates a research gap, particularly in understanding whether a simple paired passing training program can improve the passing ability of elementary school students in a school-based extracurricular context.

Based on this gap, the novelty of this study lies in its implementation of a simple 16-meeting paired passing training program for students participating in the football extracurricular program at SD Negeri 185 Palembang. The study also uses a practical wall-passing test that can be easily replicated by school coaches and physical education teachers. Therefore, the problem formulation of this study is: does paired passing training affect the passing ability of students participating in the football extracurricular program at SD Negeri 185 Palembang? Accordingly, this study aims to determine the effect of paired passing training on the passing ability of football extracurricular students at SD Negeri 185 Palembang.

METHOD

This study used a quantitative pre-experimental design with a one-group pretest-posttest approach. The design was selected because the study aimed to compare students' passing ability before and after receiving paired passing training. The research design was O1-X-O2, where O1 represents the pretest, X represents the paired passing training intervention, and O2 represents the posttest.

The participants were 17 students who joined the football extracurricular program at SD Negeri 185 Palembang. Because the population was limited, all students were included as research samples using total sampling. The sample consisted of students from grades IV, V, and VI. The research was conducted at the Indo Mini Soccer Karya Mulya field, Sematang Borang, Palembang.

Table 1
Research Participants

Grade	Number of students
IV	4
V	7
VI	6
Total	17

The intervention consisted of paired passing training conducted for 16 meetings. Students worked in pairs, stood facing each other at an adjusted distance, and performed repeated passes using the inside of the foot. The drill emphasized body position, supporting-foot placement, eye focus on the ball, contact with the middle part of the ball, follow-through, and movement after passing. The training intensity and repetition were gradually adjusted according to the students' ability and training schedule.

Passing ability was measured using a wall-passing test. Students stood behind the boundary line and passed the ball toward the rebound wall for 39 seconds. Each successful controlled rebound and pass was counted as a score. The same procedure was used in the pretest and posttest. The score was then classified into five categories: very good, good, moderate, poor, and very poor.

The data were analyzed using descriptive statistics to identify minimum score, maximum score, mean, and standard deviation. The Shapiro-Wilk test was used to determine data normality because the number of participants was fewer than 50. Hypothesis testing was conducted using a paired sample t-test with a significance level of 0.05. The training effect was considered significant when $p < 0.05$ and the calculated t-value was greater than the t-table value.

RESULTS

The descriptive analysis showed that students' passing ability improved after the paired passing training program. The pretest mean score was 25.06 with a standard deviation of 4.115, while the posttest mean score increased to 28.35 with a standard deviation of 5.135.

Table 2
Descriptive Analysis

Test	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	17	20	33	25.06	4.115
Posttest	17	19	38	28.35	5.135

The frequency distribution also showed a positive shift in performance categories. In the pretest, most students were in the poor and very poor categories. After the intervention, the number of students in the moderate and good categories increased.

Table 3
Frequency Distribution

Category	Pretest n (%)	Posttest n (%)
Very good	0 (0%)	0 (0%)
Good	0 (0%)	2 (12%)
Moderate	2 (12%)	5 (29%)
Poor	7 (41%)	8 (47%)
Very poor	8 (47%)	2 (12%)

The Shapiro-Wilk normality test showed that both pretest and posttest data were normally distributed. The significance value for the pretest was 0.098, and the significance value for the posttest was 0.159. Both values were greater than 0.05, so the paired sample t-test could be conducted.

Table 4
Normality Test

Variable	Shapiro-Wilk statistic	df	Sig.
Pretest	0.910	17	0.098
Posttest	0.922	17	0.159

The paired sample t-test showed a significant difference between the pretest and posttest scores. The mean difference was -3.294, with $t = -4.124$, $df = 16$, and $p = 0.001$. Because $p < 0.05$ and the absolute t-value was greater than the t-table value ($4.124 > 1.746$), the hypothesis was accepted. This means that paired passing training significantly improved students' football passing ability.

Table 5
Paired Sample T-Test

Comparison	Mean difference	Std. Deviation	Std. Error Mean	95% CI Lower	95% CI Upper	t	df	Sig. (2-tailed)
Pretest-Posttest	-3.294	3.293	0.799	-4.987	-1.601	4.124	16	0.001

DISCUSSION

The findings indicate that paired passing training significantly improved the passing ability of students in the football extracurricular program at SD Negeri 185 Palembang. The improvement from 25.06 to 28.35 points demonstrates that

repeated partner-based passing practice can help young players develop better ball contact, pass direction, rhythm, and control. Although the mean increase was moderate, the statistical test confirmed that the change was significant.

These results are consistent with Marsuna (2024), who found that paired short-passing practice significantly improved passing accuracy among adolescent soccer players. The similarity may be explained by the repeated nature of paired practice, which allows players to perform many passing attempts in a short time while receiving direct feedback from the ball return and partner response. Repetition is important in skill acquisition because technical movement becomes more stable when learners repeatedly perform the same basic pattern under controlled conditions.

The present findings also support Hasan and Haryono (2026), who reported that pair passing training produced greater gains in passing accuracy than one-touch wall passing training in young football players. Pair passing may be more beneficial for school players because it is not only technical but also interactive. Students must adjust the strength, timing, and direction of their passes according to their partner's position, which makes the drill closer to real match demands than isolated individual practice.

In addition, Pasaribu and Heri (2025) showed that paired passing variations improved passing accuracy in players aged 10-12 years. This supports the relevance of paired drills for elementary school students. At this age, players need training that is simple, repetitive, enjoyable, and socially engaging. Pair-based activities can increase motivation because students do not train alone; they cooperate with peers, communicate, and maintain concentration during the drill.

From a coaching perspective, paired passing training is practical for school extracurricular programs because it does not require complex equipment. Coaches only need balls, space, and clear technical instructions. The drill can also be varied by changing the passing distance, limiting touches, adding movement after passing, or creating target zones. These variations can prevent boredom and gradually increase technical difficulty.

However, this study has limitations. The design used only one group without a control group, so improvements cannot be compared with students who did not receive the intervention or who received a different training method. The sample size was also small because it followed the number of students in one extracurricular program. Future studies should involve larger samples, use a control group, and compare paired passing with other football training methods such as wall passing, target passing, rondo, or small-sided games.

CONCLUSION

Paired passing training is an effective and practical training method for improving passing ability among elementary school students participating in football

extracurricular activities. This training model provides repeated technical practice, partner-based interaction, and direct feedback through ball movement, making it suitable for school-based football coaching. Therefore, paired passing training can be used by coaches and physical education teachers as an alternative method to develop basic football passing skills in elementary school extracurricular programs.

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