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## THE EFFECT OF REPEATED PASSING TRAINING ON FUTSAL PASSING ACCURACY AMONG SEVENTH-GRADE STUDENTS AT SMP NEGERI 4 MESUJI RAYA

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**Keywords:** repeated passing training, passing accuracy, futsal, extracurricular sport, physical education

### Abstract

**Objectives:** This study aimed to determine the effect of repeated passing training on futsal passing accuracy among seventh-grade students at SMP Negeri 4 Mesuji Raya.

**Materials and Methods:** This research used a quantitative experimental method with a one-group pretest-posttest design. The participants were 13 male seventh-grade students who joined the futsal extracurricular program at SMP Negeri 4 Mesuji Raya and were selected using purposive sampling. The intervention consisted of repeated passing training designed to improve technical execution, coordination, and target accuracy. Passing accuracy was measured using a futsal passing accuracy test before and after the training program. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, and paired sample t-test with SPSS version 26.

**Results:** The mean pretest score was 4.92, while the mean posttest score increased to 7.92. The mean improvement was 3.00 points, equivalent to 60.98%. The Shapiro-Wilk test showed that the pretest and posttest data were normally distributed, with significance values of 0.173 and 0.200, respectively. The homogeneity test showed a significance value of 0.459. The paired sample t-test showed a significant difference between pretest and posttest scores, with  $t = 12.846$ ,  $t\text{-table} = 2.179$ , and  $p = 0.000$ .

**Conclusions:** Repeated passing training had a significant positive effect on improving futsal passing accuracy among seventh-grade students at SMP Negeri 4 Mesuji Raya. This training model can be recommended as a practical strategy for improving basic futsal passing skills in school extracurricular programs.

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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

Futsal is a fast, dynamic, and technically demanding team sport that requires players to make quick decisions in limited space. Compared with football, futsal is played on a smaller court with fewer players, which increases the frequency of ball contact, passing actions, movement transitions, and tactical interactions. Therefore, mastery of basic techniques is essential for effective performance in futsal, particularly passing, because accurate passing enables players to maintain possession, organize attacks, create space, and support team cooperation.

Passing is one of the most fundamental skills in futsal. A player with good passing ability can deliver the ball accurately to teammates, maintain the rhythm of play, and reduce technical errors during match situations. In youth and school-based futsal, passing accuracy is especially important because students are still developing motor coordination, technical consistency, and game understanding. Previous studies have shown that structured passing drills, target-based passing exercises, small-sided games, and paired passing activities can improve passing accuracy and technical performance in futsal and football players (Erlan et al., 2025; Lubis et al., 2019; Maekhendra et al., 2024; Pratama & Setyawan, 2026).

Initial observations at SMP Negeri 4 Mesuji Raya showed that seventh-grade students who participated in futsal extracurricular activities still experienced difficulties in performing accurate passes. Several students often used inappropriate foot contact, lacked control of body position, and had difficulty adjusting passing strength and direction. These problems caused many passes to miss the intended target during practice and internal games. This condition indicates the need for a systematic and repetitive training program to improve students' passing technique.

Repeated passing training is a drill-based method that emphasizes continuous practice of the same technical movement. Through repeated execution, students can develop movement memory, improve coordination, strengthen foot-ball contact, and increase passing accuracy. In motor learning, repetition is important because skill mastery requires consistent practice, feedback, and correction. Therefore, repeated passing training may be an effective strategy for improving futsal passing accuracy among junior high school students.

Based on these considerations, this study aimed to determine the effect of repeated passing training on futsal passing accuracy among seventh-grade students at SMP Negeri 4 Mesuji Raya.

## METHOD

### Study design.

This study used a quantitative experimental method with a one-group pretest-posttest design. In this design, one group of students was tested before the intervention, received repeated passing training, and was tested again after the intervention. The design was written as O1–X–O2, where O1 represents the pretest,



X represents the repeated passing training intervention, and O2 represents the posttest.

### Participants

The participants were 13 male seventh-grade students at SMP Negeri 4 Mesuji Raya who actively participated in futsal extracurricular activities. The sample was selected using purposive sampling because the participants were chosen based on their involvement in futsal training and their relevance to the research objective.

### Training Intervention

The intervention used repeated passing training. The training emphasized repeated execution of futsal passing movements toward a predetermined target. Students were instructed to focus on the correct use of the inside foot, body position, ball contact, passing direction, and appropriate force. The training was conducted systematically to help students develop technical consistency and passing accuracy.

### Instrument and Data Collection

The instrument used in this study was a futsal passing accuracy test. Students were asked to pass the ball toward a predetermined target, and their scores were recorded based on successful passing accuracy. Data were collected twice: before the intervention as the pretest and after the intervention as the posttest.

### Data Analysis

Data were analyzed using SPSS version 26. Descriptive statistics were used to describe the mean scores of pretest and posttest results. The Shapiro-Wilk test was used to examine data normality, while Levene's test was used to examine homogeneity. The hypothesis was tested using the paired sample t-test at a significance level of 0.05.

## RESULTS

The descriptive analysis showed an improvement in students' futsal passing accuracy after the repeated passing training intervention. The mean pretest score was 4.92, while the mean posttest score increased to 7.92. The mean difference was 3.00 points, indicating an improvement of 60.98%.

Table 1.  
Descriptive Statistics of Passing Accuracy

Variable		Mean	Mean Difference	Improvement
Pretest	13	4.92	-	-
Posttest	13	7.92	3.00	60.98%

The normality test showed that both pretest and posttest data were normally distributed. The significance value for the pretest was 0.173, while the significance



value for the posttest was 0.200. Since both values were greater than 0.05, the data met the normality assumption.

Table 2.  
Normality Test Results

Variable	Test	Sig.	Interpretation
Pretest	Shapiro-Wilk	0.173	Normal
Posttest	Shapiro-Wilk	0.200	Normal

The homogeneity test showed a significance value of 0.459. Since this value was greater than 0.05, the data were considered homogeneous.

Table 3.  
Homogeneity Test Result

Test	Sig.	Interpretation
Levene's Test	0.459	Homogeneous

The paired sample t-test showed that repeated passing training had a significant effect on students' passing accuracy. The t-count value was 12.846, which was higher than the t-table value of 2.179. The significance value was 0.000, which was lower than 0.05. Therefore, the alternative hypothesis was accepted.

Table 4.  
Paired Sample t-Test Result

N	Mean Pretest	Mean Posttest	Mean Difference	t-count	t-table	Sig.
13	4.92	7.92	3.00	12.846	2.179	0.000

## DISCUSSION

The results of this study showed that repeated passing training significantly improved the passing accuracy of seventh-grade futsal players at SMP Negeri 4 Mesuji Raya. The increase from 4.92 in the pretest to 7.92 in the posttest indicates that structured and repeated technical practice helped students perform more accurate passes. This improvement may be explained by the fact that repeated passing training provides students with frequent ball contact, consistent movement patterns, and opportunities to correct technical errors.

These findings are consistent with previous studies showing that drill-based and target-based passing exercises improve passing accuracy in futsal and football. Pratama and Setyawan (2026) found that target passing and paired passing exercises significantly improved futsal passing accuracy. Similarly, Erlan et al. (2025) reported that small-sided games training improved passing accuracy among futsal players aged 13–15 years. Maekhendra et al. (2024) also found that small-sided games using the inside foot had a positive effect on lower passing accuracy. These studies support the present finding that structured passing practice can improve technical performance in youth players.

The improvement in this study may also be related to motor learning principles. Repeated practice allows students to strengthen coordination between visual perception, foot movement, body balance, and target direction. When



students repeatedly perform the same passing movement, they gradually develop better control over force, direction, and timing. This is important in futsal because players must pass quickly and accurately under limited space and pressure. Lubis et al. (2019) emphasized that passing ability in futsal is influenced by both physical and cognitive factors, meaning that technical training should develop not only movement execution but also decision-making and concentration.

The findings also show that repeated passing training is suitable for school extracurricular settings. The method is simple, practical, and easy for teachers or coaches to apply. It does not require complex equipment and can be adjusted to students' ability levels. For beginner players, repeated passing exercises provide a strong technical foundation before they are introduced to more complex tactical games. However, the training should still include feedback, variation, and progression to prevent monotony and ensure transfer to real match situations.

Despite the positive result, this study has several limitations. The research used a one-group pretest-posttest design without a control group, so external factors could not be fully controlled. The sample size was also small and limited to male seventh-grade futsal extracurricular students at one school. Therefore, future studies should involve larger samples, include a control group, and compare repeated passing training with other training models such as small-sided games, rondo exercises, or target-based passing drills.

## **CONCLUSION**

Repeated passing training significantly improved futsal passing accuracy among seventh-grade students at SMP Negeri 4 Mesuji Raya. The mean score increased from 4.92 in the pretest to 7.92 in the posttest, with an improvement of 3.00 points or 60.98%. The paired sample t-test showed a significant difference between pretest and posttest scores, with  $t = 12.846$  and  $p = 0.000$ . Therefore, repeated passing training can be recommended as an effective and practical method for improving basic futsal passing skills in school extracurricular programs.

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