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The Effect of Passing Movement and Pair Passing Training on Shortpass Skills and Agility in 9-12 Years Old Students at the 89 Selindung Football School in Pangkalpinang City

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Abstract

This research aims to axamine (1) the effect of passing movement training on short pass skills and agility of 9-12 year old athletes of Sekolah Sepakbola 89 Selindung (89 Selindung Football School), Pangkalpinang City, (2) the effect of passing in pairs training on short pass skills and agility of 9-12 year old athletes of 89 Selindung Football School, Pangkalpinang City, (3) the difference in the effect of passing movement training towards short pass skills and agility and passing in pairs training towards short pass skills and agility of 9-12 year old athletes of 89 Selindung Football School, Pangkalpinang City. This research method used a quantitative approach with a research design known as Quasi Experimental Design. There were two types of quasi-experimental designs: Time-series Design and nonequivalent Control Group Design. The research subjects were conducted at Selindung football field located in Selindung Baru, Gabek District, Pangkalpinang City, Bangka Belitung Islands Province. The research sample consisted of 40 students divided into two groups: experimental group given the passing movement training and control group given passing in pairs training. The data collection was carried out through shortpass and agility tests before and after treatment (pretest and posttest), with a total of 16 meeting sessions, consisted of 14 training sessions, 1 pretest, and 1 posttest. The results of data analysis show that both passing movement and passing in pairs training have a significant effect on improving students' shortpass and agility skills. Hypothesis testing proves that there is a significant increase from the pretest to the posttest results in each group, both in shortpass skills (t count = 6.185 for passing movement and 6.658 for passing in pairs) and agility (t count = 9.797 for passing movement and 8.469 for passing in pairs), with a ttable value = 2.024. And the results of the difference test between groups show that there is no significant difference between passing movement and passing in pairs trainings in improving short pass skills (t count = 0.265 < t table = 2.024) and agility (t count = 0.809 < t table = 2.024). This means that although both training methods are equally effective, both have relatively equal effects. Both trainings have been proven to improve skills, technical, and basic physical aspects of playing football significantly at an early age.

Keywords: *Passing Movement; Pair Passing; Shortpass; Agility*

Introduction

Soccer is the most widely played sport in the world, with a total of 250 million people. It is characterized as an intermittent, high-intensity team sport, which places high physical, tactical, and technical demands on players (Castillo-rodríguez et al., 2023). In soccer, one of the most dominant basic techniques used is passing. Passing in soccer has the purpose of passing the ball to a teammate in order to create space, so that players can score goals against the opponent and defend their defensive area. Passing ability is very important because with precise and accurate passing, it will be easy to pass the ball to teammates and control it, so that the ball is not easily lost or stolen by opponents. Soccer requires players to control the ball, score goals, and defend their goal so that the opponent does not score. To achieve mastery in soccer, players need basic playing techniques as their main asset (Fajrin et al., 2021). The objective of soccer is to play the game by kicking the ball to score goals against the opposing team (Soniawan et al., 2022). To achieve this goal, each team must have good teamwork and passing skills to support the game.

Soccer is a team sport, each team consists of eleven players, one of whom is the goalkeeper, whose objective is to score goals to win each match. Soccer is a team sport, each team consists of eleven players, one of whom is the goalkeeper, whose objective is to score goals to win each match. Soccer is a sport played by two teams or two teams of two players with a fairly long duration, requiring physical and mental endurance from the players to play well and concentrate in order to win (Atiq & Yunitaningrum, 2020). Football performance consists of technical, tactical, physiological, and mental areas (Chan et al., 2016). In addition, it is a high-intensity sport with many situations involving contact between teams that change direction, and a high possibility of injury (Chomani et al., 2021). In soccer, physical condition greatly affects the game.

One of the physical conditions that is very much needed in soccer is agility. A player who has good agility will be able to adjust to the ever-changing movement of the ball when the 5 players lose the ball. With their skills and agility, it is more likely for them to get the ball back, of course with hard work and regular training. The perfection of the basic techniques of each movement is important because it will determine the overall movement. Therefore, the basic movements of each technical form required in every sport must be trained and mastered perfectly. In addition to technical training, innovation and creativity from soccer coaches are essential, especially in determining and selecting the appropriate training methods according to the characteristics and license of the material to be trained (Harsono, 2018:50). All soccer players must master basic techniques and soccer skills because people will judge the players' techniques and skills in kicking the ball, passing the ball, heading the ball, and shooting the ball into the opponent's goal to score a goal. These basic soccer techniques are the techniques that underlie soccer skills during a match, including techniques without the ball and techniques with the ball. Through SSB, it can be used as a breeding ground for Indonesia to create quality soccer athletes. From here, children can learn various basic soccer techniques. An important factor that influences and is needed in soccer is basic soccer techniques.

The 89 Selindung Soccer School in Pangkalpinang was founded by Mr. Binsar Tambunan, who at that time was part of an SSB that was officially part of the PSSI pilot project launched in 1989. SSB 89 is located in the city of Pangkalpinang in the province of Bangka Belitung. SSB Selindung has produced many professional soccer players who have competed in Indonesian soccer and remain actively involved in soccer development to this day. The goal of coaching at SSB 89 Selindung is to build the character of children through soccer, so that they become people with good character in the future. Based on the results of research with coaches on SSB 89 Selindung students in Pangkalpinang aged 9-12 years, the researcher formulated the problem with the answers from interviews with coaches on SSB 89 Selindung students/athletes. Most students/athletes still lack short passing skills, many students/athletes are still unable to pass accurately, and are still slow in their movements for agility. Passing is haphazard, so it is unclear where the ball will go, passing is not accurate towards teammates, so they give the wrong pass,

most students/athletes are still slow in their movements for agility, and many students do not respond seriously when training sessions take place.

A targeted training program that applies a variety of basic technical training methods and technical training methods, with the aim of preventing students from becoming bored during training. With training three times a week, it is hoped that SSB students can develop more quickly in playing soccer. There are also several factors that influence students/athletes in making other mistakes when passing, namely that many children are not focused and not serious, lack of supervision from coaches, and training methods that are not creative and innovative, which are some of the factors that cause students to often make mistakes when passing in soccer. The reason researchers conducted research at SSB 89 Selindung on the 9-12 age group was because the researchers formulated the problem based on the results of interviews with coaches of SSB 89 Selindung students/athletes. most students/athletes still lacked short passing skills, and when students did pass, they did not move or change position, were still slow in their movements for agility, and many students/athletes did not attend training sessions. Based on the above opinions regarding the importance of passing training for soccer players, coaches need to choose which training methods to use to improve passing skills.

To determine the progress of training that can improve soccer players' short passing skills during training and in matches, it is necessary to use the Passing Movemnt training method, which uses cones as aids and paired passing exercises that are useful for helping to improve athletes'/students' skills in short passing and the agility needed in soccer playing techniques. Passing movement is a form of training that improves passing accuracy while moving, which is done by building communication and mutual support between players. This form of training is carried out in pairs, starting with one player carrying the ball with small touches. The player without the ball will point to a cone that has been arranged in the form of a goal and then move behind the goal cone. The player with the ball will pass the ball through the goal cone to their partner. When the player receives the ball, the player who passed it will call out and point to another goal cone. The pair of players will move to that destination, pass the ball, and continue (Koger, 2016:10).

Pair passing drills with precise direction are passing drills using the push pass technique, a form of passing drill performed at a distance of 10 meters with players facing each other with one ball and passing alternately with their partner. Passing with the inside of the foot is ideal if you want to pass the ball to a teammate who is close by. Researchers chose paired passing drills because they are very easy to perform, as each player only needs to pass the ball to a teammate who is always in front of them. The actual target is their partner, which makes it more interesting because they are paired up and can better control each other's movements (Candra et al., 2022).

Research Method

This study uses a quantitative approach with a quasi-experimental design. According to Sugiyono (2016, p. 77), there are two types of quasi-experimental designs, namely time-series design and nonequivalent control group design. Time-series design is used for studies that cannot be selected randomly. Meanwhile, the nonequivalent control group design is similar to the pretest-posttest control group design, except that neither the experimental group nor the control group is selected randomly. Based on the definitions of the two types of quasi-experimental designs above, the quasi-experimental design applied in this study is the nonequivalent control group design. The research design plan can be seen in the figure below.

Table 1. Pretest Posttest Control Group Design Research Design

Group	Pretest	Treatment	Posttest
E	O1	X	O2
K	O3	X	O4

(Source: Sugiyono, 2016)

Description::

E : Experimental group (group given treatment with passing movement exercises)

K : Control group given treatment with paired passing drills

O1: Pretest Experimental group

O2: Posttest Experimental group

O3: Pretest Experimental group

O4: Posttest Experimental group

X: The effect of passing movement and paired passing drills on short passing skills and agility.

In this study, the control class and experimental class were not selected randomly but based on predetermined classes. Therefore, the design of this study is a nonequivalent (pretest and posttest) control group design. The purpose of this experimental study is to determine the effect of a model implemented by providing specific treatment to several predetermined groups or experimental classes.

The data collection instruments used in this study were tests and measurements. The equipment used was a small goal measuring 1.5 m wide and 0.5 m high, with the kicker standing 9 m away from the goal, a line 9 m behind the goal, and a valid line measuring 1.5 m in length. A kick is considered valid and a goal if it enters the target area, hits the upper bar and/or the posts, and the force of the kick reaches the back line of the goal (9 m away). The score is the number of valid kicks out of ten kicks.

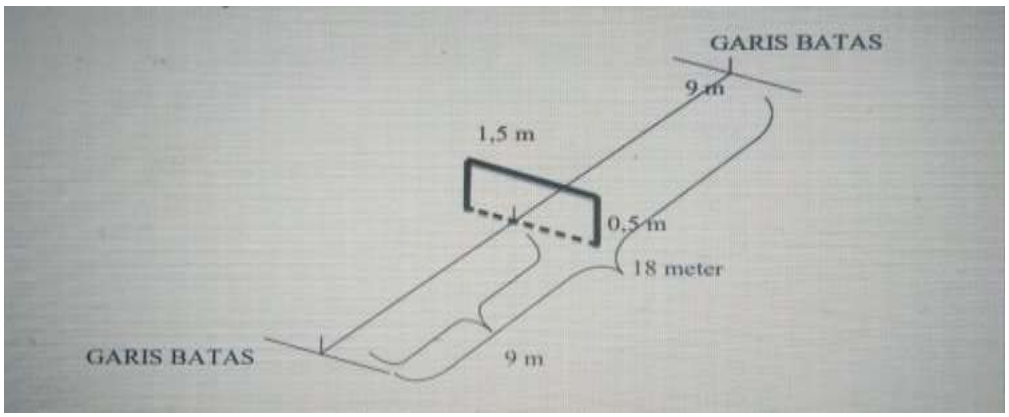

Figure 1. Low ball passing test in soccer (Source: Irianto, 2016:34)

The data collection technique used in this study was a test. The test used in this study was a lowball passing test developed by Subagiyo Irianto (in Idris. 2015: 35). The equipment used for low ball passing was as follows:

a) Size 4 soccer ball
b) Measuring tape
c) Chalk
d) Small goal measuring 1.5 m long and 0.5 m high

The venue and goalposts were prepared in advance so as not to interfere with the lowball passing test. Before the test, the test subjects warmed up for 15 minutes. This test will not be held First, conduct a trial run so that the test subject can directly test ten low ball kicks. A kick is considered valid and counted as a goal if it enters the target area, hits the upper limit and/or hits the stake, and the force of the kick must reach the boundary line from the opposite direction (a distance of 9 meters). The score is the number of valid kicks out of ten kicks.

Table 2. Test Passing Standards

No	Total Value	Criteria
1	9-10	Very Good
2	7-8	Good
3	5-6	Average
4	3-4	Insufficient
5	0-2	Very little

(Source: Irianto, 2016:34)

Agility instruments to measure agility abilities using the agility T-test. The items needed for data collection include tools, facilities, and personnel (stopwatch, whistle, cones, measuring tape, test form, writing instruments, timekeepers, and data collectors according to the available taste and track).

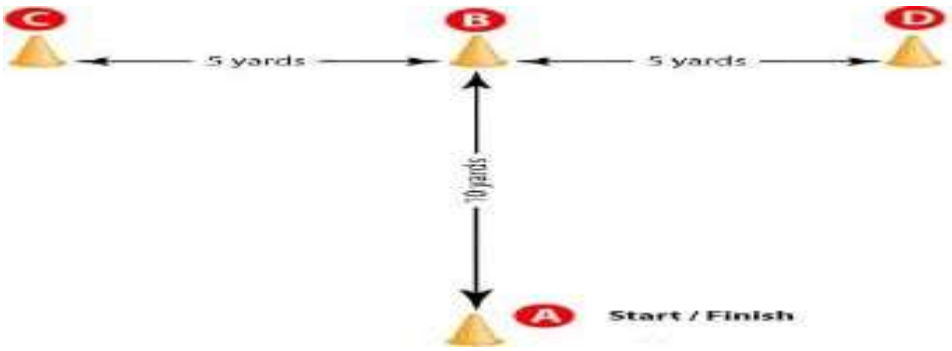

Figure 2. Agility T-test form
(Source: Widiaastuti, 2016:133)

a. Implementation guidelines, Agility T-test.

b. Objective, to determine and measure the agility of students/athletes in changing direction.

c. Field shape and size, 6 meters long, with a distance of 1 meter between each obstacle.

d. How to do it, 1) Participants stand behind the starting line A. 2) When you say “go,” participants immediately run as fast as they can toward point B and touch cone B with their right hand. 3) Then they run toward point C and touch the cone with their left hand. 4) After that, run towards point D and touch the cone with your right hand. 5) Return to point B by touching the cone with your left hand. 6) Then head to the finish line (point A). Stop the stopwatch when the participant has passed cone A.

e. The recorder calculates the time achieved to the nearest tenth of a second.

Table 3. Normal assessment of the Agility Test T-test

Categories	Time
Very good	<9.5
Good	9.5-10.5
Fair	10.5-11.5
Poor	11.5-12.5
Very poor	12.5>

(Source: Widiasstuti 2016:127)

Research Results and Discussion

This study used experimental research with a quasi-experimental design (nonequivalent control group design). The population used was all students aged 9-12 years at the 89 Selindung Soccer School in Pangkalpinang. The sampling technique used in this study was nonprobability sampling, where the sample was divided into two groups: a group that used passing movement training with a sample of 20 students, and a group that used paired passing training with a sample of 20 students. There were 16 meetings conducted in this study, with details of 14 treatment sessions, 1 pretest, and 1 posttest.

In this study, the data collection technique used was a test technique that included a pretest and posttest. The pretest was conducted to determine the students' initial abilities before the treatment was given, while the posttest was conducted to determine the students' final abilities after the treatment was given. The tests administered were short pass and agility tests. Furthermore, the analysis techniques used were normality tests, homogeneity tests, and hypothesis tests. The following are the results of the description of the pretest and posttest data for the groups that used passing movement exercises and paired passing exercises:

a. Pre-test data on short pass skills in training groups Pair passing

The description of the pretest data on short pass skills for the paired passing practice group is based on data obtained from measurement tests conducted during the pretest or before treatment was administered. The following table shows the pretest data on short pass skills for the paired passing practice group to facilitate calculations.

Table 4.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	3,35	3,00	1,631	1	6

The results of the frequency distribution table of the pretest data for the short pass skill of the paired passing practice group can be seen as follows.

Table 5.

Value Interval	Frekuensi	Persentase
9 – 10	0	0%
7 – 8	0	0%
5 – 6	6	30%
3 – 4	7	35%
0 – 2	7	35%
Amount		**100%**

b. Pre-test data on short pass skills for the passing movement training group

The description of the pretest data on the short pass skills of passing movement training groups is based on data obtained from measurement tests conducted during the pretest or before treatment was administered. The following table shows the pretest data on the short pass skills of passing movement training groups to facilitate calculations.

Table 6.

N	Mean	Median	Std. Deviation	Minimum	Maksimu m
20	3,15	3,00	1,461	1	6

The results of the frequency distribution table for the pretest data on the short pass skills of the passing movement training group can be seen as follows.

Table 7.

Value Interval	Frekuensi	Persentase
9 – 10	0	0%
7 – 8	0	0%
5 – 6	4	20%
3 – 4	9	45%
0 – 2	7	35%
Amount		**100%**

c. Pretest data on the agility of the paired passing training group

The description of the pretest data on paired passing agility is based on data obtained from measurement tests conducted during the pretest or before treatment was administered. The following table shows the pretest data on paired passing agility to facilitate calculations.

Table 8.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	13,260	13,350	1,4623	10,4	15,7

The results of the frequency distribution table for the pretest data on passing agility in pairs can be seen as follows.

Table 9.

Time	Frekuensi	Persentase
< 9.5	0	0%
9.5 - 10.5	1	5%
10.5 - 11.5	2	10%
11.5 - 12.5	3	15%
12.5 >	14	70%
Amount		**100%**

d. The description of the pretest data on the agility of the passing movement training group is based on data obtained from measurement tests conducted during the pretest or before treatment was administered. The following table shows the pretest data on the agility of the passing movement training group to facilitate calculations.

Table 10.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	13,515	13,500	1,4525	10,7	15,8

The results of the frequency distribution table for the pretest data on the agility of the passing movement training group can be seen as follows.

Table 11.

Time	Frekuensi	Persentase
< 9.5	0	0%
9.5 - 10.5	0	0%
10.5 - 11.5	2	10%
11.5 - 12.5	3	15%
12.5 >	15	75%
Amount		**100%**

e. Post-test data on short pass skills for the paired passing practice group

The description of the post-test data on short pass skills in the paired passing training group is based on data obtained from the measurement test results at the time of the post-test or after the treatment was given. The following is a table of post-test data on short pass skills in the paired passing training group to facilitate calculations.

Table 12.

N	Mean	Median	Std.Deviation	Minimum	Maksimum
20	4,05	4,00	1,538	1	7

The results of the frequency distribution table for the post-test data on short pass skills for the paired passing practice group can be seen as follows.

Table 13.

Value Interval	Frekuensi	Persentase
9 - 10	0	0%
7 - 8	1	5%
5 - 6	6	30%
3 - 4	10	50%
0 - 2	3	15%
Amount		**100%**

f. Post-test data on short pass skills for the passing movement training group

The description of the post-test data on the short pass skills of the passing movement training group is based on data obtained from the measurement test results at the time of the post-test or after the treatment was given. The following is a table of post-test data on the short pass skills of the passing movement training group to facilitate calculations.

Table 14.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	4,20	4,00	2,016	1	8

The results of the post-test frequency distribution table for the short pass skill of the passing movement training group can be seen as follows.

Table 15.

Value Interval	Frekuensi	Persentase
9 - 10	0	0%
7 - 8	3	15%
5 - 6	6	30%
3 - 4	6	30%
0 - 2	5	25%
Amount		**100%**

g. Post-test data on the agility of the paired passing training group

The description of the post-test data on the agility of the paired passing training group is based on data obtained from the measurement test results at the time of the post-test or before the treatment was given. The following is a table of post-test data on the agility of the paired passing training group to facilitate calculations.

Table 16.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	12,750	12,850	1,6171	9,7	15,5

The results of the frequency distribution table for the post-test data on the agility of the paired passing training group can be seen as follows.

Table 17.

Time	Frekuensi	Persentase
< 9.5	0	0%
9.5 - 10.5	3	15%
10.5 - 11.5	1	5%
11.5 - 12.5	3	15%
12.5 >	13	65%
Amount		**100%**

h. Post-test data on the agility of the passing movement training group

The description of the post-test data on the agility of the passing movement training group is based on data obtained from the measurement test results at the time of the post-test or before treatment was given. The following is a table of post-test data on the agility of the passing movement training group to facilitate calculations.

Table 18.

N	Mean	Median	Std. Deviation	Minimum	Maksimum
20	13,145	13,0150	1,4655	10,5	15,6

The results of the frequency distribution table for the post-test agility data for the passing movement training group can be seen as follows.

Table 19.

Time	Frekuensi	Persentase
< 9.5	0	0%
9.5 - 10.5	0	0%
10.5 - 11.5	2	10%
11.5 - 12.5	6	30%
12.5 >	12	60%
Amount		**100%**

This study aims to determine and analyze the effect of passing movement training and paired passing training on short pass skills and agility in athletes aged 9–12 years at the 89 Selindung Soccer School in Pangkalpinang City. This discussion is based on three hypotheses that have been tested statistically.

1. Passing Movement Training for Short Passing Skills and Agility

The results of statistical analysis show that passing movement training has a significant effect on improving short pass skills and agility in athletes aged 9–12 years at the 89 Selindung Soccer School in Pangkalpinang City. This is evidenced by the significance value obtained from short passing skills and agility of 0.000 (Sig. < 0.05) and a t-value of 6.185 for short passing skills and 9.797 for agility, which are each greater than the t-table value of 1.729.

Passing movement is a training method that integrates dynamic movement, positional awareness, and response to game situations. This training not only emphasizes the technical aspects of ball control, but also tactical aspects and the physical fitness of players. Through this training, players are required to pass while moving, whether to find open positions, create space, or respond to the movements of teammates and opponents. This creates a training environment that closely resembles actual game situations.

2. Pair Passing Drills for Short Passing Skills and Agility

Pair passing drills also showed significant results in improving short pass skills and agility. This is evidenced by the significance value obtained from short passing skills and agility of 0.000 (Sig. < 0.05)

and a t-value of 6.658 for short passing skills and 8.469 for agility, which are each greater than the t-table value of 1.729.

Pair passing is a basic training method in soccer that aims to develop basic passing and ball control techniques. This exercise is done in pairs at a certain distance and with high repetition. The focus of this exercise is accuracy, basic technique, passing power, and ball control. Although it does not resemble a match, pair passing is very important in the early stages of player training. Wein (2016) states that repetitive basic technique training is very important in strengthening motor perception and ball control. In this exercise, muscle memory is strengthened, allowing players to perform movements automatically and efficiently without having to think too long. It is this aspect that supports the improvement of short passing skills.

Small positional shifts, anticipating the direction of the ball, and moving in sync with your partner indirectly train reflexes and body stability. Olsson and Sörensen (2016) state that although basic technical training does not explicitly train agility, the dynamics of movement still have a positive effect on the body's reaction ability. Although the effect is not as significant as game-like exercises such as passing movements, paired passing exercises are effective in forming the basis of technical skills and introducing aspects of body control that support agility. Therefore, this exercise is worth including in the training program for young players.

3. The Difference Between Passing Movement and Passing Pair Training on Short Passing Skills and Agility

The results of the hypothesis test analysis comparing short pass skills and agility between the passing movement training group and the paired passing training group show that there is no significant difference between the two types of training. This can be seen from the significance value (Sig.) of 0.793 for short pass skills and 0.423 for agility, both of which are greater than the significance level of 0.05. Thus, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected. In addition, manual calculations show a t-value for short passing skills of 0.265 and for agility of 0.809, both of which are smaller than the t-table value of 2.024.

Based on these findings, it can be concluded that although both training methods are individually effective, comparatively they show almost equivalent results in improving short passing skills and agility. This shows that different training approaches can produce similar results when given in appropriate portions and intensities. The differences in the two training approaches reflect complementary training philosophies. Partner passing emphasizes repetitive mastery of basic techniques, while passing movement develops the application of techniques in a real game context. Both have their own benefits according to the stage of player development.

Bompa and Buzzichelli (2016) recommend a training periodization that combines basic technical training with situational training to achieve optimal development. This opinion is supported by Olsson and Sörensen (2016), who state that technical and physical training must be combined to obtain comprehensive results in the development of young athletes. The absence of significant differences between these two methods also indicates that the success of a training program is not only determined by the type of training, but also by other variables such as athlete motivation, coach quality, consistency of implementation, as well as psychological and social environmental factors. Therefore, coaches are advised not to focus on just one type of training. Combining basic training such as passing with situational training such as passing movement will provide more comprehensive variation and stimulation for player development. This strategy supports the principles of modern training, which emphasize holistic development of the physical, technical, tactical, and psychological aspects of players.

Conclusion

The results of the study indicate that passing movement training has a significant effect on improving short pass skills and agility in athletes aged 9–12 years at the 89 Selindung Soccer School in Pangkalpinang City. This training is effective because it involves dynamic movements that resemble game situations, thereby improving technical and physical abilities simultaneously. Paired passing training has also been shown to have a significant effect on improving short passes and agility. Although simpler and more static, this exercise is effective in strengthening basic techniques and building muscle memory, as well as having a positive impact on movement control and the body's response to the ball. However, no significant difference was found between the two methods of passing movement and paired passing exercises in terms of short pass skills and agility. This shows that both are equally effective and can be used alternately or in combination. Coaches are advised to combine both methods according to the needs and developmental stage of the players for optimal results.

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