

Analysis of Passing Techniques in Junior High School Football Extracurricular Students at SMP PGRI 2 Palembang

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Abstrak

Penelitian ini bertujuan untuk menganalisis penguasaan teknik passing siswa dalam kegiatan ekstrakurikuler sepak bola di sekolah menengah pertama (SMP). Teknik passing merupakan keterampilan dasar yang penting untuk membangun kerja sama tim dan efektivitas permainan. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan sampel 20 siswa yang dipilih melalui sampling purposif. Alat penelitian berupa Uji Passing Dinding yang mengukur jumlah passing sukses dalam 30 detik. Data dianalisis secara deskriptif dengan menghitung rata-rata, frekuensi, dan persentase kategori kemampuan. Hasil menunjukkan bahwa sebagian besar siswa berada dalam kategori "cukup" (30%) dan "kurang" (30%), diikuti oleh kategori 'baik' (25%), "sangat baik" (10%), dan "sangat kurang" (5%). Rata-rata skor passing siswa adalah 13,3 kali dalam 30 detik, termasuk kategori memadai. Hasil ini menunjukkan bahwa penguasaan teknik passing siswa masih bervariasi, dengan beberapa memerlukan perbaikan dalam akurasi, koordinasi, dan pengendalian bola. Kesimpulannya, pelatihan teknik passing harus dilakukan secara terstruktur dan berkelanjutan, dengan penerapan metode latihan yang bervariasi seperti drill dan permainan kecil. Penelitian ini diharapkan menjadi acuan bagi guru PJOK dan pelatih ekstrakurikuler dalam merancang program latihan yang efektif untuk meningkatkan keterampilan passing siswa.

Kata kunci: Sepak Bola, Umpan, Teknik Dasar, Kegiatan Ekstrakurikuler

Abstract

This study aims to analyze the mastery of students' passing techniques in football extracurricular activities in junior high schools (SMP). Passing technique is a basic skill that is important for building teamwork and game effectiveness. The study used a quantitative descriptive approach with a sample of 20 students selected through purposive sampling. The research instrument is in the form of a Wall Passing Test which measures the number of successful passes in 30 seconds. The data was analyzed descriptively by calculating the mean, frequency, and percentage of ability categories. The results showed that most students were in the "adequate" (30%) and "less" (30%) categories, followed by the categories of "good" (25%), "very good" (10%), and "very lacking" (5%). The average passing score of students is 13.3 times in 30 seconds, including the category of sufficient. These results indicate that students' mastery of passing techniques still varies, with some requiring improvements in accuracy, coordination, and ball control. In conclusion, the coaching of passing techniques must be carried out in a structured and continuous manner, with the application of varied training methods such as drills and small-sided games. This research is expected to be a reference for PJOK teachers and extracurricular trainers in designing effective training programs to improve students' passing skills.

Keywords: Football, Passing, Basic Technique, Extracurricular

1. INTRODUCTION

Soccer is one of the most popular sports in the world and is enjoyed by people of all ages, from children to adults. This sport not only serves as a means of recreation, but also as a medium for character building, discipline, and teamwork for students. According to Nugroho and Prasetyo (2021), soccer is one of the most effective extracurricular activities for instilling

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the values of sportsmanship, responsibility, and competitive spirit among students. Nugroho & Prasetyo (2021) also emphasize that participation in soccer extracurricular activities plays an important role in developing students' character and sportsmanship, including values such as fair play, cooperation, and discipline during training and matches. In the context of education, soccer in schools can be a "school of life" that instills these values from an early age. At the junior high school level, soccer is in high demand because, in addition to being fun, this sport can also help the overall physical, motor, and social development of students. Sarmiento et al. (2019) explain that technical and tactical indicators in soccer, including actions and passing networks, are often used to understand team performance and player decision-making, making training from junior high school very important.

Soccer is one of the most popular sports in the world and is loved by various groups, from children to adults. This sport not only serves as a means of recreation, but also as a medium for character building, discipline, and teamwork for students. According to Nugroho and Prasetyo (2021), soccer is one of the most effective extracurricular activities for instilling the values of sportsmanship, responsibility, and competitive spirit among students. Syahroni et al. (2019) emphasize that soccer talent development must be carried out as early as possible through talent identification, long-term training, and a systematic competition structure from elementary to middle school age. At the junior high school level, soccer is in high demand because, apart from being fun, it can also help the overall physical, motor, and social development of students. Zainuri et al. (2023) add that basic soccer techniques such as passing, controlling, dribbling, shooting, and heading must be mastered because they greatly determine the quality of a player's performance in the game.

One of the basic techniques that plays an important role in soccer is passing. This technique serves to pass the ball to teammates accurately, quickly, and purposefully in order to maintain possession and build attacking patterns. Passing using the inside of the foot is a basic technique that plays a crucial role in maintaining ball possession and building organized attacks in school soccer matches (Akabar, 2020). According to Rahmadani, Lubis, and Syahrial (2022), good passing skills reflect the level of technical skill and tactical understanding of players in playing collectively. Rahmadani et al. (2022) also identified passing as one of the most essential basic techniques in soccer, and high school students are required to master accurate passing to support effective team play. In the context of modern play, passing is not just about kicking the ball towards a teammate, but also involves quick decision-making and the ability to read the game situation effectively.

Bozkurt et al. (2020) emphasized that technical performance indicators in youth soccer, such as the number of successful passes and passing accuracy, are key determinants of player effectiveness during a match.

Passing accuracy and speed are important indicators in assessing player quality. Wahyudi and Hidayat (2023) explain that passing accuracy is greatly influenced by the coordination between vision, leg muscle strength, and body balance. They also note that many students make passing mistakes, such as passes that do not reach their teammates, are too hard to control, or are off target (Wahyudi & Hidayat, 2023).

Players who are able to pass quickly and accurately can improve the team's rhythm and reduce the risk of losing the ball. Ridlo & Adi (2025) state that a variety of short passing accuracy exercises are essential to improve players' technical ability to control the ball and pass correctly in various game situations. Therefore, structured basic technical training is necessary to build this ability, especially in adolescents who are in the optimal phase of

motor development. Huda (2021) shows that paired and target-based passing drills result in significant improvements in passing accuracy among soccer school players, emphasizing the importance of structured training.

Programmed and systematic passing drills are a key component in training students who participate in extracurricular soccer activities at school. Training activities must be designed with consideration for child development principles, such as varying the types of drills and applying a game-based learning approach, so that students do not get bored. According to Sutanto and Raharjo (2023), small-sided games can improve passing skills because they provide game situations similar to real conditions on the field. Wardana et al. (2019) also reported that small-sided games significantly improved the passing, controlling, and shooting skills of soccer extracurricular participants. This approach also helps players improve their decision-making skills and tactical understanding. According to Sukadiyanto (2019), passing is a basic skill that functions to pass the ball to teammates accurately, quickly, and purposefully, thereby creating effective teamwork in the game. Sukadiyanto (2019) emphasized that to improve soccer skills, coaches usually provide repetitive training on basic techniques such as kicking, passing, controlling, dribbling, and heading, then conduct evaluations to see the improvement in skills. In the process of learning soccer at school, passing techniques are often the main focus because this skill is the basis of all forms of teamwork on the field. Players with good passing skills will be more adaptive in game strategies, both in attack and defense. Arya et al. (2024) found that passing exercises using the inside and outside of the foot both contribute to improving passing skills, so it is important for young players to practice various passing techniques. Therefore, coaches and physical education teachers need to emphasize repeated practice of this technique so that it becomes an automatic skill for students. Alfi (2019) explained that a training program that systematically emphasizes passing using the inside of the foot has been proven to significantly improve students' soccer passing skills.

Extracurricular soccer activities at school play an important role as an initial training forum for students to develop technical, tactical, and mental skills for competition. Through these activities, students not only learn playing skills but also the values of sportsmanship, cooperation, and responsibility in a group (Nugroho & Prasetyo, 2021). However, the implementation of training is often still limited by a lack of variety in methods and a lack of evaluation of individual basic techniques. Ginanjar & Effendy (2019) showed that the Student Teams-Achievement Division cooperative learning model significantly improved the mastery of basic soccer passing skills compared to traditional learning, so a variety of methods is urgently needed. This condition means that some students have not yet achieved an optimal level of passing technique mastery. Mellinda et al. (2023) also found that most futsal extracurricular participants were at a fair to good level of passing technique and ball control, emphasizing the importance of systematic technique evaluation in school-based programs.

Extracurricular soccer activities at school play an important role as an initial training forum for students to develop technical, tactical, and mental skills in competition. Through these activities, students not only learn playing skills but also the values of sportsmanship, cooperation, and responsibility in a group (Nugroho & Prasetyo, 2021). However, the implementation of training is often still limited by a lack of variety in methods and a lack of evaluation of basic individual techniques. Sugiyanto & Defliyanto (2019) explain that through the rondo method, students practice passing in groups, are encouraged to be active and contributive, so that learning becomes meaningful and students' basic futsal passing

techniques improve. This condition means that some students have not yet achieved an optimal level of passing technique mastery. Utomo & Indarto (2021) found that the basic passing skills of students at soccer training centers were mostly in the “fair” category, with only a few reaching the “very good” level, a situation that is in line with the findings of this study.

Based on this background, this study aims to analyze students' passing techniques in soccer extracurricular activities in junior high schools (SMP). This analysis was conducted to obtain an overview of students' basic skill levels and the appropriateness of applying passing techniques with the principles of correct movement. Through this study, it is hoped that the extent to which students are able to master important aspects of passing, such as body position, foot position relative to the ball, direction of gaze, and follow-through movements, can be determined. Arikunto (2021) defines inside foot passing as a kicking motion in which contact between the foot and the ball occurs on the medial side of the foot to achieve an accurate pass to a teammate. According to Wahyudi and Hidayat (2023), mastery of the correct technique is crucial to the effectiveness of teamwork and success in controlling the course of the game. Therefore, the results of this analysis will be an important basis for developing a more focused training program that suits the needs of junior high school students. Dafitra et al. (2022) showed that diamond passing and triangle passing exercises have a significant positive effect on players' passing skills, so that varied training patterns can be used as a reference in developing training programs in junior high schools.

2. METHOD

This study uses a quantitative descriptive approach, with the aim of providing an objective description of the level of mastery of passing techniques among students in extracurricular soccer activities in junior high schools. The descriptive approach was chosen because it is suitable for analyzing the actual condition of students' skills without treating or manipulating variables. According to Sugiyono (2022), quantitative descriptive research is used to describe a phenomenon based on numerical data obtained from observations or field measurements. Sugiyono (2022) also emphasizes that quantitative research methods are used to study a specific population or sample with research instruments, quantitative/statistical data analysis, and aim to test predetermined hypotheses.

The population in this study was all students who participated in soccer extracurricular activities at SMP PGRI 2 Palembang, totaling 30 people. The sampling technique used purposive sampling, which is the selection of subjects based on certain criteria relevant to the research objectives, such as active participation in training and a minimum attendance of 80% during the program. Based on these criteria, a sample of 20 students who were considered to be actively involved in soccer extracurricular activities was obtained. Sample selection using purposive sampling is considered effective for sports skill research because it considers the homogeneity of experience levels (Arikunto, 2021). This is in line with the view of Syahroni et al. (2019) that coaching must be carried out in a planned, regular, and continuous manner in relatively homogeneous age groups to achieve optimal skill development.

The tool used in this study was a soccer passing skill test adapted from the Football Skill Test according to Johnson and Nelson (2020) and modified according to the school field conditions. This test aims to assess students' ability to pass accurately and directionally using the inside of their feet. Saputra (2021) reported that learning to pass using the inside of the

foot in soccer at junior high school improved students' ability to pass more accurately and with greater control. The tools and materials used in this test were: size 4 or 5 soccer balls (adjusted to the age of the students), a flat wall or rebound board (at least 2 meters wide), chalk or tape to mark 3 meters from the wall, a stopwatch, observation sheets, and writing instruments. Wulandari & Syamsuramel (2021) found that paired wall-pass training had an effect on passing accuracy, so that tests and exercises that utilize wall rebounds are relevant for measuring students' passing skills.

The procedure is as follows: students stand behind the 3-meter line from the wall; after the "go" signal, students begin passing toward the wall for 30 seconds; each ball that bounces back and is successfully controlled and passed back correctly is counted as one valid score; balls that do not touch the wall or whose bounce cannot be controlled are not scored. Each participant performs two attempts, and the best score is taken as the final result. The final score is the number of successful passes in 30 seconds. The interpretation of the results refers to the following assessment categories (Johnson & Nelson, 2020), namely: 21–25 times (Excellent), 16–20 times (Good), 11–15 times (Fair), 6–10 times (Poor), ≤ 5 times (Very Poor). This measurement tool has high validity in measuring basic soccer skills, especially in the aspects of passing and ball control (Rahmadani, Lubis, & Syahrial, 2022). Putra & Anshori (2022) stated that the drill training method resulted in a significant improvement in students' soccer passing skills, and a repetitive training model such as this test procedure can also serve as a means of learning techniques.

The research procedure was carried out in several stages, namely:

1. Preparation Stage: Preparing observation tools, preparing tools and facilities, and testing the tools on several students to ensure validity and reliability.
2. Test Implementation Stage: Each student took the Wall Passing Test individually according to the procedure. Observers recorded the number of successful passes during a specified period of time.
3. Data Processing Stage: Test results are collected, total scores are calculated, and categorized based on skill level classification.
4. Analysis and Reporting Stage: The processed data is then analyzed descriptively to illustrate students' ability to pass through walls, accompanied by an interpretation of the results and suggestions for technical improvements.

The data obtained is analyzed using descriptive statistics in the form of calculations of the average, maximum, minimum, and percentage of ability categories. The analysis results are presented in the form of a frequency distribution table to facilitate reading and interpretation. According to Sugiyono (2022), descriptive analysis aims to provide a systematic and factual description of the research data without conducting inferential hypothesis testing. This is in line with the findings of Mellinda et al. (2023), who used descriptive analysis to describe the passing and ball control techniques of futsal extracurricular participants in schools.

3. RESULT AND DISCUSSION

This study was conducted on 20 students who participated in football extracurricular activities at SMP PGRI 2 Palembang. Each student took the passing test by standing behind the line 3 meters away from the wall, then passing for 30 seconds according to the test procedure. Any ball that bounces back and is successfully controlled and passed back correctly counts as one valid score. While balls that do not touch the wall or bounce

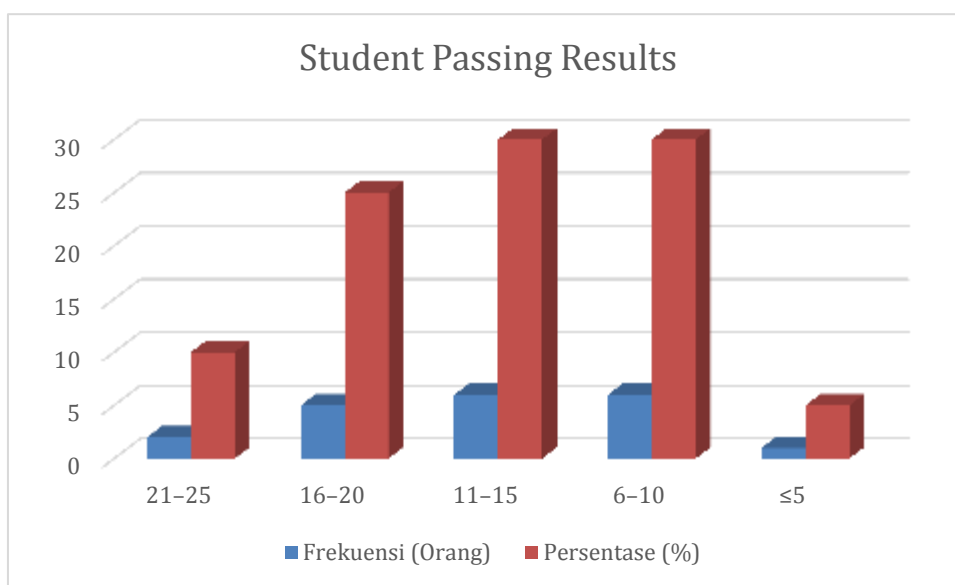
uncontrollably are not graded. Each participant conducted two attempts, and the highest score was taken as the final result.

Based on the measurement results, the final value is determined from the number of successful passes within 30 seconds. The interpretation of the results refers to the assessment categories from Johnson and Nelson (2020), namely:

Table 1. *Frequency Distribution of Passing Test Results*

Category	Score Range (Passing Successfully)	Frequency (Person)	Percentage (%)
Excellent	21–25	2	10%
Good	16–20	5	25%
Enough	11–15	6	30%
Less	6–10	6	30%
Very Less	≤5	1	5%
-	—	20	100%

Based on the table above, it can be seen that the dominant categories are “Good” (25%) and “Poor” (30%). This shows that students' ability to pass the ball still varies considerably, with some already having good basic techniques, while others still need to improve their coordination, accuracy, and kicking power. Priyo Utomo & Indarto (2021) reported a similar pattern in which the majority of students were in the “fair” category in passing skills, with only a small proportion reaching the “very good” category, indicating that this variation in ability is common in school-age training. These results can also be seen in the diagram below:



Based on the results of measuring the passing ability of extracurricular soccer students in junior high school with a sample of 20 people, it was found that most students were in the fair (30%) and poor (30%) categories, while the good category only included 25% of students. A total of 10% of students showed excellent passing ability, while the remaining 5% were in the very poor category. The average test score was 13.3 successful passes in 30 seconds, which falls into the adequate category according to the criteria of Johnson & Nelson (2020). These findings are consistent with the results of a study by Mellinda et al. (2023) on extracurricular futsal activities, which showed that the majority of participants were at an adequate to good technical level, so the “adequate” results in this study can be considered reasonable.

The distribution of these results shows that students' basic passing skills are still uneven. Some students are able to pass with good accuracy and ball control, but others still have difficulty maintaining body balance, ball direction accuracy, and speed in repeating passes. These results emphasize the need to improve basic technical training in a more structured and sustainable manner. According to Wahyudi and Hidayat (2023), the quality of passing is influenced by movement coordination, leg muscle strength, and the ability to control the ball after it bounces. If training does not emphasize technical aspects and repetition of movements, it is difficult to improve passing effectiveness. Ridlo & Adi (2025) emphasize that varying short passing accuracy exercises is crucial to improving players' technical ability to control the ball and deliver accurate passes in various game situations. Furthermore, the results of this study are in line with the findings of Rahmadani, Lubis, and Syahrial (2022), which explain that passing exercises conducted randomly without feedback from the coach tend to make students find it difficult to correct technical errors such as foot movement towards the ball, body position, and eye gaze towards the target. Therefore, coaches need to implement more systematic training methods such as wall passing or small-sided games to improve passing accuracy and speed. Mudayat (2026) found that three types of varied passing drills short, long, and combination passing all improved passing performance, with combination passing providing the greatest improvement in accuracy and decision-making, so training variation should be considered in coaching programs.

Additionally, motivation and training environment factors also influence students' skill outcomes. According to Putra and Anshori (2022), a fun and competitive training atmosphere can improve students' concentration and reaction speed in passing. Therefore, in extracurricular activities, physical education teachers and coaches are advised to modify training to be more varied, for example, with paired passing competitions or passing accuracy competitions to targets. In general, the results of this study confirm that the development of basic passing techniques must begin early through a training approach that focuses on accuracy, ball control, and movement coordination. Ibrahim et al. (2022) showed that a varied passing learning model can improve students' learning outcomes in soccer passing because repeated training with different patterns results in better accuracy and control. Thus, it is hoped that students' passing skills can improve from the “adequate and poor” category to ‘good’ and even “very good” in the next test.

4. CONCLUSION

Based on the results of research conducted on 20 students who participated in extracurricular soccer activities in junior high school, it can be concluded that the students' passing skills are generally still in the adequate and poor categories. The measurement results show that most students are able to pass between 11 and 15 times in 30 seconds, with an overall average

score of 13.3 successful passes, which is classified as adequate according to the Johnson & Nelson (2020) assessment standards. The distribution of test results shows that 30% of students are in the adequate category, 30% in the poor category, 25% in the good category, 10% in the very good category, and 5% in the very poor category. This shows that the mastery of basic passing techniques among students is still uneven, and most students still need to improve their skills, especially in terms of passing accuracy, ball control, and movement coordination. These findings emphasize the importance of implementing programmed and systematic passing technique training in extracurricular activities. Sutanto & Raharjo (2023) showed that a classroom-based game approach and structured drill training can improve students' basic soccer techniques, particularly passing, controlling, dribbling, and shooting, when applied systematically in secondary physical education. Soniawan et al. (2022) emphasized that passing technique is an individual technical skill that every player must master because it forms the basis of a soccer team's cohesiveness. Basic soccer techniques such as passing, controlling, dribbling, shooting, and heading must be mastered because they greatly determine the quality of a player's performance in a match (Zainuri et al., 2023).

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