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The Effect Of Moving And Stationary Paired Passing Training On Improving The Accuracy Of Futsal Passing For Extracurricular Students SMPN 22 Bandar Lampung

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Abstract

The purpose of this study was to determine how much influence the moving pair passing training model has on improving passing in students of SMPN 22 Bandar Lampung. The research method used in this research is a comparative experimental quantitative research. The sample used in this study amounted to 30 students of SMPN 22 Bandar Lampung using the Ordinal Pairing technique. The instrument used is the Low Ball Passing Test. The results of this study indicate that there is a significant effect of the moving paired passing training group on SMPN 22 Bandar Lampung students with the results of the t test at a significant level of 5% (0.05) obtained a t value of 16.99> t table value = 2.145 and there is a significant effect of the non-moving paired passing training group on SMPN 22 Bandar Lampung students with the results of the t test at a significant level of 5% (0, 05) obtained the t value of 17.71> t table value = 2.145 and there is no significant difference from the moving and non-moving paired passing groups in SPMN 22 Bandar Lampung students with significant test data analysis = 0.025 obtained the t value of 0.530 < t table = 2.048. Which can be interpreted that the immobile paired passing training group is better than the moving paired passing training group, which makes the immobile paired passing training model can be a reference example for coaches to improve the forward passing training.

Keywords: *Paired Passing, Accuracy, Futsal*

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INTRODUCTION

Sports education is implemented as part of the educational process to develop and foster potential in sports. Sports education plays a crucial role in improving the achievement of students involved in extracurricular activities.

Through sports education, students can develop the physical skills required for various sports. Law Number 11 of 2022 concerning Sports is a law that regulates sports comprehensively and sustainably. This law aims to improve the physical and spiritual health and fitness of the community. Law of the Republic of Indonesia No. 3 of 2005, Chapter II, Article 4 of the

National Sports System, states that national sports aims to maintain and improve health and fitness, achievement, and human quality, foster moral values and noble character, sportsmanship, discipline, strengthen and foster national unity, strengthen national resilience, and elevate the nation's dignity, honor, and respect. Extracurricular activities are mandatory activities organized by educational units as a forum for character development activities to optimally expand the potential, talents, interests, abilities, personality, cooperation, and independence of students. Therefore, extracurricular activities must be managed systematically and in a patterned manner so that they lead to the achievement of the desired goals.

Futsal is a type of indoor soccer played by two teams, each consisting of five players. The goal is to score goals by manipulating the ball with the feet. In addition to the five main players, each team is also allowed to have substitutes. Unlike other indoor soccer games, the futsal field is limited by lines, not a net or boards. Mulyono (Mulyono 2017) states that futsal is a sport that includes large ball games. Futsal is also known by various other names. The term "futsal" is an international term, derived from the Spanish or Portuguese words futbol (football) and sala (indoor). The basic concept of passing is to pass the ball by swinging and directing the ball to a teammate. To date, futsal passing techniques are divided into three types: passing techniques using the outside of the foot, using the instep, and the inside of the foot. Passing technique is one of the basic techniques that is essential for every player, especially in futsal (Noviada, Gede, and et al. 2014).

Based on the results of discussions conducted by researchers at SMPN 22 Bandar Lampung, it can be seen that during training there was a lack of passing accuracy, making it easier for opponents to steal or cut the ball, and also the ball was unstable when students passed. Passing is very necessary in futsal because passing is an important basic technique because it can connect all players in all parts of the field and allows for creating attacks. Based on the description above, researchers are interested in examining how much influence the model of moving and non-moving pair passing training has on improving the passing accuracy of students at SMPN 22 Bandar Lampung.

METHOD

This research method uses an experimental research method. Experimental research is a scientific method that is carried out systematically following the rules and is planned by researchers to solve a problem that is alive and useful for society and for researchers themselves,

research activities that aim to assess the effect of a treatment/action/educational treatment on athlete behavior or test the hypothesis about whether or not there is an effect of that action when compared to other actions. In this research method, the factor tested is paired passing practice to find out its effect on improving passing.

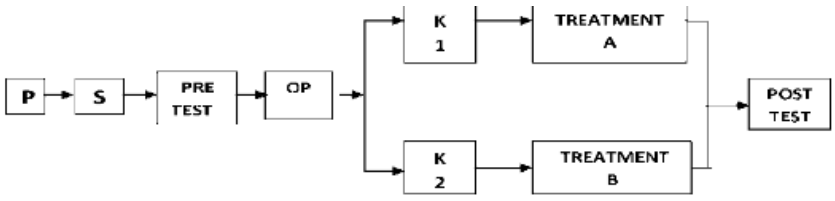
This method uses quantitative, comparative, experimental research. This research method is defined as a scientific way to obtain data for specific purposes and uses. According to Arikunto (2014), in an experimental research design, observations are conducted twice: before the experiment, called a pre-test, and after the experiment, called a post-test. In this case, the factor being tested was paired passing practice to determine its effect on improving the passing skills of students at SMPN 22 Bandar Lampung, using a low ball passing test as an instrument.

The population used for this study was all 30 students at SMPN 22 Bandar Lampung who participated in the boys' futsal extracurricular activity. If the number of subjects is less than 100, it is better to take all of them; conversely, if the number of subjects is more than 100, 10-15% or 20-25% can be taken. Based on the above opinion, the researcher took a sample of 30 students at SMPN 22 Bandar Lampung.

This research was conducted at SMPN 22 Bandar Lampung, located at Jl. ZA. Pagar Alam No. 109, Gedong Meneng, Rajabasa District, Bandar Lampung City, Lampung 35141. This study was conducted over six weeks, with training frequency three times a week.

This study consisted of two variables: the independent variable (X) and the dependent variable. In this study, the independent variable (X) was paired passing practice. In this study, the dependent variable (Y) was the dependent variable, and the dependent variable was improvement in passing ability.

The design used in this study was a one-group pretest-posttest design. In this design, a pretest was administered before the training was given. Thus, the results of the treatment can be more accurately determined by comparing them with the conditions before the training. This design can be described as follows:



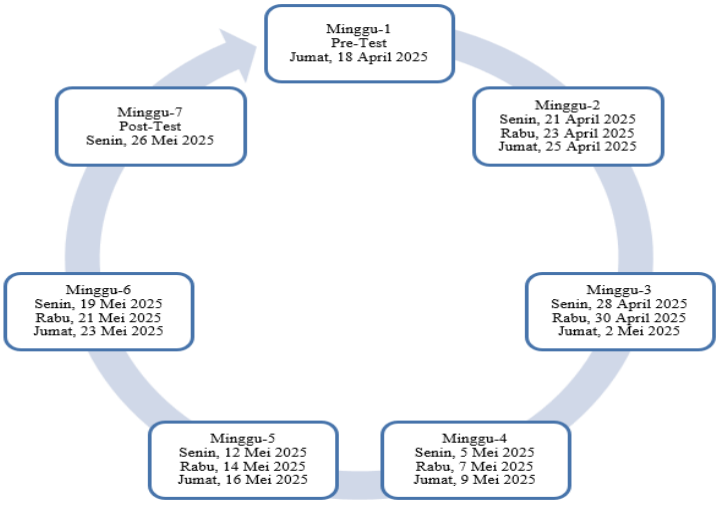
Picture 1. Research Design

Description:

P	: Population
S	: Sample
Pretest	: Initial Wall Passing Test (Low Ball Passing)
OP	: Ordinal Pairing Grouping
K 1	: Group practicing moving paired passing
K 2	: Group practicing stationary paired passing
Treatment A	: Experimental Group (moving paired passing)
Treatment B	: Experimental Group (non-moving paired passing)
Posttest	: Final Low Ball Passing Test.

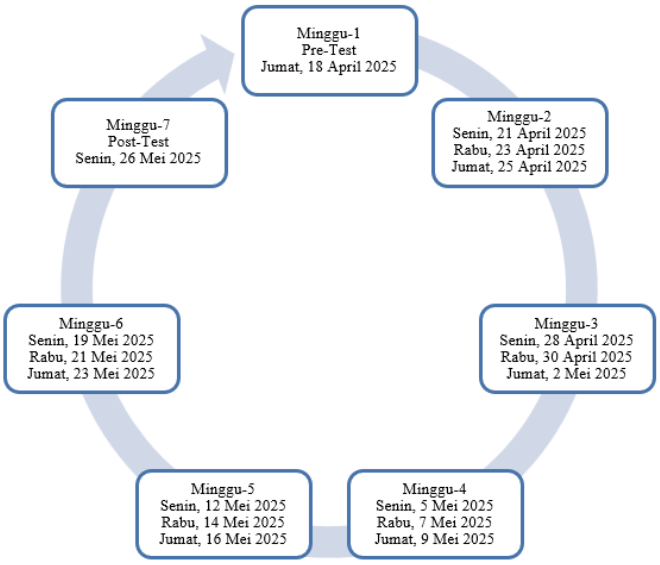
In this study, the researchers conducted tests and measurements using a survey method using a one-shot model approach. This approach directly observed the implementation of the tests and measurements in the field, using a passing ability test instrument.

1. Training scenario for a moving pair passing group.



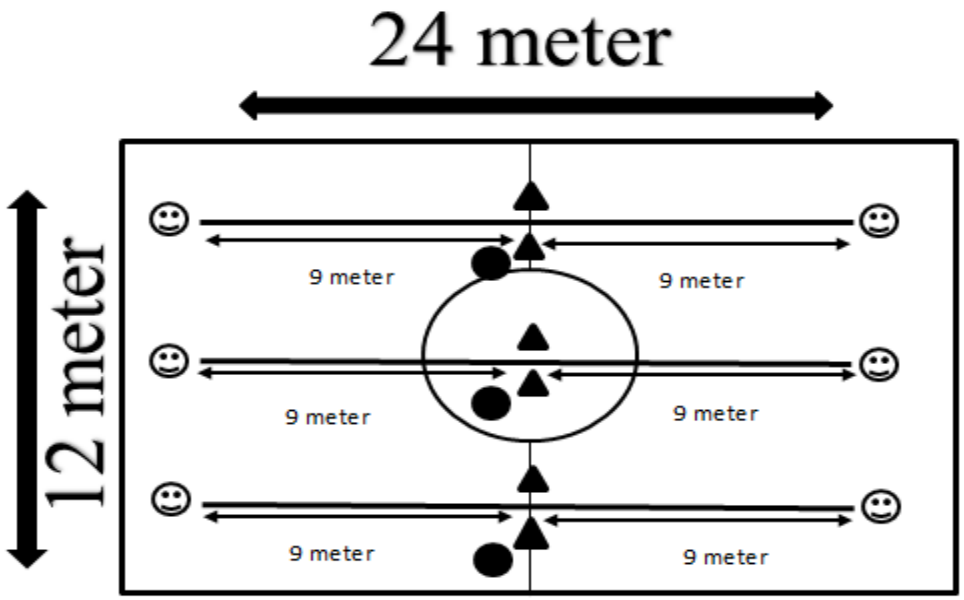
Picture 2. Coaching Scenario for Moving Pair Passing Groups

2. Coaching scenario of a stationary pair passing group



Picture 3. Coaching scenario of a stationary pair passing group

The data in this study must be relevant and accurate. Therefore, a tool that can measure data and be accountable is needed, namely a valid and reliable research instrument. A good instrument must meet two requirements: validity and reliability (Arikunto, 2014). In addition, the requirements for a good instrument are accuracy, perception, and sensitivity. Quantitative data collection was carried out using a test technique, and this test is a tool (instrument) for collecting data or information about or the status of something used with certain standards (Arikunto, 2014). This research instrument used a low ball passing test that has been tested by Wiriawan & Roma Iriawan with a validity of 0.71 and a reliability of 0.79. To conduct this test, students stand on the boundary line and pass to two 9-meter markers. If the ball enters and passes the marker, they get 1 point. Their partner student stands 9 meters away from the marker, a total of 18 meters. Students pass 10 times.



Picture 4. Research Instrument

Data Analysis Techniques

1. Testing Data Normality

$$x^2 = \sum \frac{\sum (f_o - f_h)^2}{f_h}$$

Description:

X2 = Chi-square / sample normality

fo = Observed frequency

fh = Expected frequency

The test criteria are: if α = 0.05, the distribution is normal, and if α = 0.05, the distribution is not normal.

2. Data Homogeneity Test

$$F = \frac{variansi\ terbesar}{variansi\ terkecil}$$

HO: The variances in each group are the same (homogeneous).

HA: The variances in each group are not the same (non-homogeneous).

The calculated F value is then compared with the F table to test its significance with α = 0.05. Next, compare the calculated F value with the F table value. If the calculated F value is less than

the F table value, Ho is accepted (the variance of the data group is homogeneous). Conversely, if the calculated F value is greater than the F table value, Ho is rejected (the variance of the data group is not homogeneous).

3. Hypothesis Testing

Hypothesis testing is conducted to determine whether the proposed hypothesis is accepted or rejected. The test researchers use to test hypotheses is the t-test. The t-test is used to compare the means of two unrelated groups.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Description:

t = The desired t-test

x1 = Average of group 1

x2 = Average of group 2

n1 = Number of respondents in group 1

n2 = Number of respondents in group 2

S (minus symbol) = Variance of group 1

S (minus symbol) = Variance of group 2

The testing criteria are if tcount > tTable with α = 0.05 then Ha is accepted. If the passing accuracy level of students in experimental class A is greater than that of experimental class B, or vice versa then Ha is accepted.

RESULTS AND DISCUSSION

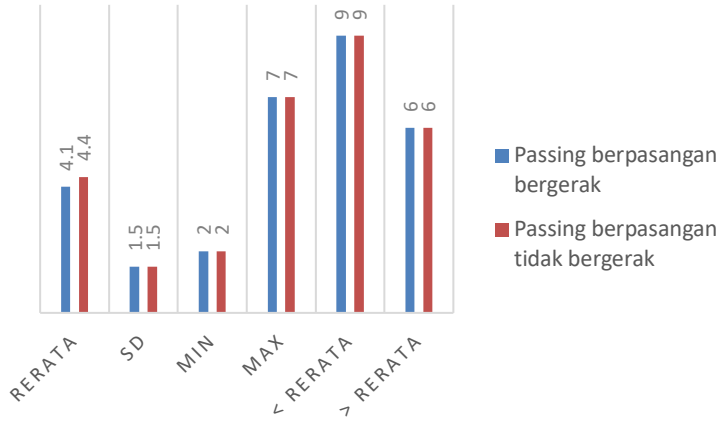
Result

1. Research Data Description

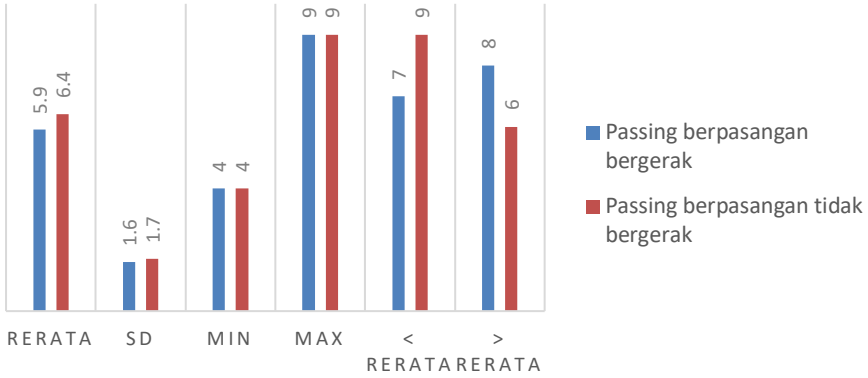
Table 1. Pre-test and post-test research results

Result	Grup			
	Passing in pairs moves		*Passing in pairs does not move*	
	Initial test	Final test	Initial test	Final test
Average	4,1	5,9	4,4	6,4
SD	1,5	1,6	1,5	1,7
MIN	2	4	2	4
MAX	7	9	7	9
<Average	9	7	9	9
>Average	6	8	6	6

A comparative illustration of the initial test of passing accuracy skills of students of SMPN 22 Bandar Lampung, Passing in pairs moves group and Passing in pairs does not move group can be illustrated through the bar chart below:



Picture 5. Comparison of Initial test of Passing Accuracy Skills Passing in pairs moves And Group Passing in pairs does not move



Picture 6. Comparison of Final Test Passing Accuracy of Students at SMPN 22 Bandar Lampung

1. Research results of the pair passing movement group

Table 2. Frequency Distribution of Passing Accuracy in pairs moves

Interval	Category	Frekuensi (f)		Presentase (%)	
		Initial test	**Final test**	**Initial test**	**Final test**
9-10	Very Good	0	1	0%	6,6%
7-8	Good	1	4	6,6%	26,6%
5-6	Fair	5	7	33,3%	46,6%
3-4	Poor	7	3	46,6%	20%
1-2	Very Poor	2	0	13,3%	0%
Total		**15**	**15**	**100%**	**100%**

The table above shows the accuracy of passing in SMPN 22 Bandar Lampung students totaling 15 people in the Initial test Group Passing in pairs moves is 0 students or 0% in the very good Category, as many as 1 student or 6.6% in the good Category, as many as 5 students or 33.3% in the sufficient Category, as many as 7 students or 46.6% students in the less Category and 2 or 13.3% in the very less Category. While the accuracy of passing in SMPN 22 Bandar Lampung students totaling 15 people in the Final test Group Passing in pairs moves is as many as 1 student or 6.6% in the very good Category, as many as 4 students or 26.6% in the good Category, as many as 7 students or 46.6% in the sufficient Category, as many as 3 students or 20% in the less Category, and 0 students or 0% in the very less Category.

2. Research results in the Passing in pairs does not move group

Table 3. Frequency Distribution of Passing Accuracy in pairs does not move

Interval	Category	Frekuensi (f)		Presentase (%)	
		Initial test	Final test	Initial test	Final test
9-10	Very Good	0	3	0%	20%
7-8	Good	2	3	13,3%	20%
5-6	Fair	4	8	26,6%	53,3%
3-4	Poor	8	1	53,3%	6,6%
1-2	Very Poor	1	0	6,6%	0%
Total		15	15	100%	100%

The table above shows the passing accuracy of 15 students at SMPN 22 Bandar Lampung in the Initial Test Group. 0 students (0%) scored in the Very Good category, 2 students (13.3%) scored in the Good category, 4 students (26.6%) scored in the Fair category, 8 students (53.3%) scored in the Poor category, and 1 student (6.6%) scored in the Very Poor category.

Meanwhile, the passing accuracy of 15 students at SMPN 22 Bandar Lampung in the Final Test Group. 3 students (20%) scored in the Very Good category, 3 students (20%) scored in the Good category, 8 students (53.3%) scored in the Fair category, 1 student (6.6%) scored in the Poor category, and 0 students (0%) scored in the Very Poor category.

Prerequisite Test

1. Normality Test

Table 4. Results Normality Test

No	Variabel	L. count	M. Table	Conclusion
1.	Initial test Grup *Passing in pairs moves*	0,168	0,220	Normal
2.	Final test Grup *Passing in pairs moves*	0,179	0,220	Normal
3.	Initial test Grup *Passing in pairs does not move*	0,205	0,220	Normal
4.	Final test Grup *Passing in pairs does not move*	0,194	0,220	Normal

The testing criteria are:

If L count < L table, then the variable is normally distributed, whereas if L count > L table, then the variable is not normally distributed.

2. Homogeneity Test

Table 5. Result Homogeneity Test

No	Data	F count	F Table	Conclusion
1.	Initial test Group Passing in pairs moves and Group Passing in pairs does not move	1,058	1,761	Homogen
2.	Final test Group Passing in pairs moves and passing without moving	1,194	1,761	Homogen

3. Hypothesis Testing

Table 6. Result Hypothesis Testing

Testing	Data	T count	T Table	Conclusion
Influence	Initial test and Final test Group Passing in pairs moves	16,99	2,145	There is significant influence
Influence	Initial test and Final test Group Passing in pairs does not move	17,71	2,145	There is significant influence
Difference	Final test of passing accuracy Group Passing in pairs moves and does not move	0,530	2,048	There is no significant difference

Discussion

Based on the results of research and activities during the study on students of SMPN 22 Bandar Lampung, before being given treatment, the author conducted an initial test or pre-test, ranked, divided into groups using ordinal pairing, after that Group A was given Passing in pairs moves exercise and Group B was given passing in pairs not moving exercise, then given treatment for 7 weeks with 3 meetings a week.

In this treatment there are 4 variations of exercises in the Passing in pairs moves group systematically, in the Passing in pairs does not move group there are 2 variations of systematic exercises, which are carried out on the same day but at different hours so that Group A and Group B do not see each other's exercises, in Group A there are 15 students as samples and in Group B there are 15 students as samples so the total sample is 30 students. This study demonstrated improvements in the accuracy of students' futsal passing from the initial and final tests. The paired passing group experienced an improvement in futsal passing after treatment. This was influenced by the intensity of the training, maximizing opportunities during practice, the students' desire to perform the movements correctly, and the supportive and adequate field conditions.

Conversely, the non-moving paired passing group experienced an improvement in futsal passing accuracy after treatment. This was because the non-moving paired passing group utilized active and efficient movements during passing. Through frequent trial and error, along with evaluating errors, passing accuracy improved. The difference in students' passing accuracy after

being given fixed pair passing training was due to the training portion or load being gradually increased according to their needs, physical condition, and the situation on the field.

Based on the results of the study, both fixed and moving pair passing training for students at SMPN 22 Bandar Lampung had a positive effect on improving passing accuracy. Therefore, it can be concluded that this study can serve as a reference for coaches that fixed and moving pair passing training can improve passing skills.

Based on the results of the study, it can be concluded that in the moving pair passing training group, there was a significant effect before and after 16 sessions of treatment. In the fixed pair passing training group, there was a significant effect before and after 16 sessions of treatment. This improvement indicates that the training method used in this study is effective in improving basic passing technique. However, there was no significant comparison between the two groups because both groups received the same 16 sessions of treatment. The success factor for improving passing is increased passing accuracy based on the pre-test and post-test results.

CONCLUSION

From the research and discussion, the researcher can conclude that:

1. There is a significant influence of the Passing in pairs moves group on the accuracy of futsal passes of students at SMPN 22 Bandar Lampung.
2. There is a significant influence of the Passing in pairs does not move group on the accuracy of futsal passes of students at SMPN 22 Bandar Lampung.
3. There is no significant difference between the Passing in pairs moves and the non-moving groups on the accuracy of futsal passes of students at SMPN 22 Bandar Lampung.

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