

**Improving Passing Ability Using the Drill Method In Football Games****Ahmad Syafaat Asis<sup>1</sup> ✉, Ahmad<sup>2</sup>, Marhani<sup>3</sup>**

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**Keywords:**Passing; Drill  
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The aim of this study to improve passing ability by using drill method on students junior high school 2 BUA class VIII. This research includes classroom action research. The research subjects were grade VIII students of junior high school 2 BUA, with a total of 32 students, consisting of 18 boys and 14 girls in the 2023/2024 academic year. The meetings in this study were designed in two cycles, namely cycle I and cycle II. Passing data collection was carried out using passing assessment process sheets in cycles I and II. The collected data were analyzed quantitatively. The results of the quantitative analysis of passing data show that the number of students who passed in cycle I was 22 students with a percentage of 69% and the number of students who completed in cycle II was 30 people with a percentage of 94%. The results of the analysis show that there is a significant increase in passing ability. Based on the results of data analysis it was concluded that there was an increase in passing ability by using drill method on students junior high school 2 BUA class VIII.

**How to Cite**

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## INTRODUCTION

Physical education is an integral component of education that influences students' potential in terms of affective, cognitive, and psychomotor development.(Wibowo & Gani, 2018).Physical education aims to foster aspects of health, physical fitness, critical thinking, emotional stability, social skills, reasoning and moral action through physical activity and sports. It is basically an intrinsic part of the wider education system(Ding et al., 2022).Both formal and informal education are carried out in an effort to increase one's level of maturity, personality and knowledge. A person goes through an educational process throughout their life. Physical education is a type of education that makes use of carefully planned physical exercises to help students grow emotionally, cognitively, and physically, or towards full human development.(Supriyadi, 2018).

The game of football is one of the most popular sports in the world today. Football has undergone changes and developments from simple and primitive forms to a modern soccer game that is very popular and liked by many young parents, children and even women.(Husyaeri & Saleh, 2022). Football is a ball game played by two teams, each consisting of 11 people, played on a rectangular field with a size of 90-120 meters and a width of 45-90 meters.(Wea, 2020). Football always offers beauty in every corner both in terms of training and matches, football must also be required to have technical, physical, mental and strategic skills.(Okilanda et al., 2020).Football is a game sport that is very much loved by the community by all walks of life, which is one of the containers to obtain physical fitness, even in the education curriculum from the Elementary School level to the High School level, football is included in one of the big ball games. in sports and recreation physical education subjects.(Megawati & Maksum, 2022).

The basic technique is a fundamental that must be mastered by all students in order to be able to play soccer skillfully based on the ability of multilateral motion. Exercises that need to be developed in young children are correct basic technical abilities with good basic physical abilities(Okilanda et al., 2020). Soccer passing skills with the drill method are higher because with the drill method participants can know and observe a material that will be given along with an explanation of the types of exercises that will be carried out in a structured and repetitive manner, so that the learning process is very clear and

participants understand the the material that has been delivered, whereas in the treatment of the playing method the delivery of football passing material is less effective and unclear due to the various types of training given in the form of playing which can be competed with the same group(Academy, 2022).

Especially in the Passing technique, players must master this technique well, because the passing technique is very influential on the game of football players. There are four types of passing techniques: bait 1-2 (wall pass), through pass, cross (cross), and diagonal bait. In addition, the ability to pass (assist) is needed to support the mastery of the technique. Speed is Learning to do similar movements sequentially in the shortest possible time or Learning to cover a distance in the shortest possible time(Gusryanda & Suhairi, 2023).

To improve their skills in playing soccer, students must master various basic soccer techniques. In the game of soccer technique is needed, without mastering soccer techniques such as passing, shooting, dribbling, heading, good control, then the goal of the game, which is to find victory, will be difficult to achieve.(Gazali, 2016). In order to achieve optimal abilities in training to master basic skills, you can do it with friends or alone, for example by using a wall to bounce the ball, or by passing in pairs with friends or using cones to practice dribble movements.(Prasetya, 2020).

Passing is the most important technique that must be mastered by players so that there is no wrong pass that can be used by opponents to score goals. In this case, what needs to be considered in passing the ball is that the ball must be fully controlled. Passing using the inner leg is better because the inner leg has a wider surface area compared to the instep. In addition, the accuracy of the bait with the inside of the foot is more accurate than the other parts. Good and correct passing is needed in the game of soccer, because mastering this technique will make it easier for our friends to receive the ball(Mahfud et al., 2023).Passing in the game of football has the goal of passing the ball to a teammate in order to create space, so that players can score goals against opponents and can maintain the defensive area for defenders.(Ansar, 2018).If you have mastered the basic passing techniques, players can move the ball from one player to another, in order to open up the game space and control the game(Kristina et al., 2023).

The drill method is a way of teaching in which students carry out training activities, so

that students have better skills than before (Irawan et al., 2019). The drill method is able to improve basic passing skills, because drill is an exercise that is repeated continuously and functions to gain effect or better mastery of various technical aspects. (Taufiqurrahman et al., 2023). The drill approach involves giving pupils exercises based on what they have studied so that they can master a particular ability (Ansar, 2018). Learning drill techniques, namely a skill that is repeated several times (drill) will be able to improve or master the technique (Megawati & Maksum, 2022).

The drill method is a method that is used to master movements automatically to achieve skill, skill in a sport (Rivai, 2019). The drill method is a training method that is suitable for the problems that occur because the drill method is a method to increase awareness of various factors related to motion, namely awareness of time, force and space. (Farid & Imam, 2016). The benefits of the drill method are: "(a) students can acquire motor skills, such as writing, pronouncing letters, making and using tools (b) can acquire mental skills, such as in multiplication, addition, subtraction, division, signs or symbols, and so on (c) can form habits and increase the accuracy and speed of implementation (Dede, 2016).

Meanwhile according to (Irawan et al., 2019) states that "exercise is done repeatedly in order to improve the technique gradually, because in the learning process one can gain dexterity in improving skills and proficiency properly". According to some of the expert opinions above, it can be concluded that the drill method is an exercise that is carried out repeatedly to improve movement skills that can help make a better challenge.

Drilling is a learning approach that can be applied in teaching and learning activities, especially in teaching kicking techniques in soccer games (Febrianto, 2017). The drill training method itself is very good to use because it strengthens the memory of students, and all thoughts, feelings, wills are concentrated on the lessons being trained. Students can also use their thinking power well, with good teaching, students become more thorough. There is immediate and direct supervision, guidance and correction from the teacher (Ding et al., 2022). To improve passing techniques in soccer games, this study tries to apply the Drill method in improving passing skills in soccer games with a sample of junior high school students. (Husyaeri & Saleh, 2022).

Several relevant previous studies have discussed that passing ability can be improved in the drill method, in this case related to soccer games.

Similar to the research conducted by Anwar to determine the effect of the drill method on basic passing technical skills in football extracurricular students at high school 1 Jasinga which was carried out by being given the drill method treatment in the training process going well. This can be proven by the results of the hypothesis test which is  $0.000 < 0.05$ , which means that there is an influence of the drill method on basic passing technique skills in soccer extracurricular students at high school 1 Jasinga (Anwar et al., 2022). This research was also carried out by M. Edi Alwijaya to determine the increase in learning outcomes of lower passing in volleyball games through the application of the drill method to class VII.A students of junior high school 2 Batukliang. The results of the study show that the application of the drill method can improve learning outcomes in volleyball underhand passing for class VII.A students of junior high school 2 Batukliang, Central Lombok Regency. (Alwijaya, 2018). The research of Kemas Ikral Akbar Permana is to find out whether there is an effect of the drill method on the learning outcomes of passing the inner leg in a soccer game in class VIII students of junior high school 2 Sungai Raya, Kubu Raya Regency. As for the percentage comparison of the application of the passing of the inner leg in a soccer game, the playing method is 17.18%, the drill method is 12.7% and the control group is 4.66%. (Permana et al., 2018).

Based on the problems stated above, the problems in this study are; Can passing ability be improved by using the drill method for grade VIII students of junior high school 2 BUA.

## METHODS

This study uses the type of Classroom Action Research (Classroom Action Research). The location of this classroom action research was carried out at SMPN 2 BUA. The research subjects were grade VIII students of SMPN 2 BUA, with a total of 32 students, consisting of 18 boys and 14 girls in the 2023/2024 academic year. There are four stages in action research, namely (1) planning, (2) implementation, (3) observation, and (4) reflection, while this research consists of two cycles with each cycle consisting of two meetings. (Hotimah, 2020). Researchers collaborated with subject teachers in schools. In the implementation of Classroom Action Research (CAR) and aims to improve passing skills by using the drill method in football games (Effendi, 2017).

Classroom Action Research is an observation made by the teacher in his own class through

self-reflection so that student learning outcomes increase (Prasetya, 2020). Classroom action research is a scientific activity carried out by the class teacher himself by designing, implementing, observing and reflecting on action through several cycles in a collaborative and participatory manner that aims to improve or enhance the quality of the learning process in class (Lamungga et al., 2020).

From the description above, it can be concluded that classroom action research (CAR) is a form of research that is reflective, participatory, and collaborative, with the aim of improving systems, work methods, content, competition, and situations.

## RESULTS AND DISCUSSION

Before carrying out the action, the researchers and collaborators took the initial research data. This is intended to determine the initial conditions of the class state on students' passing abilities using the drill method junior high school 2 BUA class VIII. The description of the data taken is the passing ability using the drill method for students junior high school 2 BUA class VIII. The initial condition of passing ability using the drill method for students junior high school 2 BUA class VIII before being given action through the drill method is presented in **Table 1** form as follows:

**Table 1.** Preliminary Data Observation Results

Value Range	Category	Frequency	Percentage
93 -100	Very good	0	0%
84-92	Good	0	0%
75-83	Enough	9	28%
<75	Not enough	23	72%
Amount	32		100%

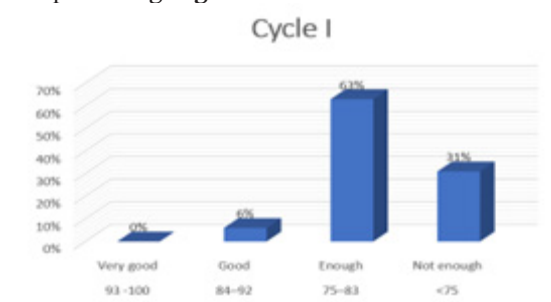
Based on **Table 1**, the percentage of learning completeness above, the learning mastery of passing ability is obtained with details, namely from 32 students (100%). Which has a very good category 0 students (0%), good category 0 (0%), sufficient category 9 (28%), less category 23 students (63%). It can be seen that the average student achievement in the initial assessment results was 28%. However, this value classification does not meet the performance indicator of 75%. For this reason, it is necessary to carry out further actions to further improve passing abilities.

### Learning Outcomes of Cycle I

In cycle I, the presentation of passing using the drill method for two sessions, for the

test activities conducted at the second meeting, or taking into account the psychomotor components was the activity that was completed. Students can be categorized into four categories based on their ability to pass utilizing the drill method: very good, good, enough, and less.

It is obtained that the learning mastery of passing abilities with details is from 32 students (100%). Which has a very good category 0 students (0%), good category 2 (6%), sufficient category 20 (63%), less category 10 students (31%). The following can be observed in the bar graph of the percentage score scores for cycle I based on the preceding **Figure 1**.



**Figure 1.** Cycle I bar chart

Based on the bar chart in **Figure 1** above, it appears that of the 32 research subjects, there were 0 students (0%) in very good categories, 2 students (6%) in the good category in scores (84-92), category sufficient in value (75-83) as many as 20 students (63%), poor category in value (<75) as many as 10 students (31%). Based on the learning outcomes in the first cycle, the percentage of student learning completeness can be seen in the **Table 2**.

**Table 2.** Description of Cycle I Learning Mastery

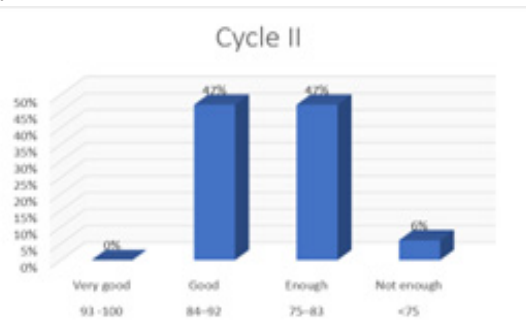
Completeness Criteria	Category	Frequency	Percentage (%)
0 - 74	Not Completed	10	31%
75 - 100	complete	22	69%
Amount	32		100%

### Cycle II Learning Outcomes

The cycle II activity was the cross-presentation of passing information using the drill method for two meetings, followed by test activities at the second meeting or consideration of the psychomotor component. Students can be divided into four categories based on their performance on the cross drill test: very good, good, enough, and less.

It is obtained that the learning mastery of passing abilities with details is from 32 students (100%). Which has a very good category 0 stu-

dents (0%), good category 15 (47%), sufficient category 15 (47%), less category 2 students (6%). So. In cycle II students increased drastically to a good category, meaning that students experienced mastery in learning passing abilities reaching 75% of the pass category from all student results to be achieved. It can be seen in the bar chart of the percentage score score in the following **Figure 2.**



**Figure 2.** Cycle II Bar Chart

Based on the bar chart in **Figure 2** above, it appears that of the 32 research subjects, there were 0 students (0.0%) in a very good category, 15 students (47) in a very good category (84-92) %, the category is sufficient in the value (75-83) of 15 students (47%), the category is lacking in the value (<75) of 2 students (6%). Based on the learning outcomes in the second cycle, the percentage of student learning completeness can be seen in the **Table 3.**

**Table 3.** Description of Learning Mastery Cycle II

Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Not Completed	2	6%
75 – 100	complete	30	94%
Amount	32	100%	

**Comparison of Cycles I and II**

The increase in learning outcomes of students' passing abilities in the first cycle reached an average, while in the second cycle it increased. The table below contains further information about passing using the drill methodon students junior high school 2 BUA class VIII.

**Table 4** shows a considerable improvement in ability to pass using the drill method based on data analysis findings. Prior to the study, 23 students were included in the incomplete category with a percentage of 72%, while 9 students were included in the complete category with a percentage of 28%. 22 students were included in the complete category in cycle I, accounting for 69% of the total, while 10 students were included

in the incomplete category, accounting for 31% of the total. In cycle II, 30 students with a 94% completion rate were categorized as complete, while 2 students with a 6% completion rate were categorized as incomplete.

**Table 4.** Description of Completeness Cycles I and II

Mark	Category	Cycle I		Cycle II	
		Fre-quency	(%)	Fre-quency	(%)
<75.00	Not Completed	10	31	2	6
>75.00	complete	22	69	30	94
	Amount	30	100	30	100

Cycle I took place in two meetings, with the learning outcomes passing test taking place at the second meeting. Improving the results of learning to pass under by using the drill methodon students junior high school 2 BUA class VIII achieved an average score of 74 or in the less category in cycle I. In cycle I the percentage of student completeness reached 69% of the total frequency of 22 students. However, there are still students who do not meet the school's KKM standards, namely 31% (incomplete) of the total frequency of 10 students.

In cycle II, there were 2 meetings and one meeting to test the completeness of learning outcomes. In cycle II, the improvement in the learning outcomes of junior high school 2 BUA grade VIII students was as expected, this can be seen from the achievement of indicators of success both individually and classically that have been determined. Attention, activeness, and motivating students are increasing. From the research cycles I and II, changes were recorded in the psychomotor aspect of students while participating in the Physical Education subject with passing material, the researcher noted the changes that occurred during the learning process. Students in junior high school 2 BUA class VIII acquire an average value of 86 or fall into the good category as a result of studying passing in cycle II, which increases the results of passing using the drill method. When viewed from the percentage of student completeness in cycle II, it reaches 94% of the total frequency of 30 students. For 2 students who did not complete in cycle II will be given directions and motivation so they can experience improvement. Based on the findings of this study, it can be concluded that class VIII students at junior high school 2 BUA can improve their passing skills by employing the drill approach.

This means that the average student passing results have increased in a better direction. This increase is possible because the drill training method approach is very supportive in developing student passing results (Rivai, 2019). The results of learning football passing skills with the drill method are higher because with the drill method participants can know and observe a material that will be given along with an explanation of the types of exercises that will be carried out in a structured and repetitive manner, so that the learning process is very clear and the participants understand regarding the material that has been delivered, whereas in the treatment of the playing method the delivery of football passing material is less effective and unclear due to the various types of training given in the form of playing which can be competed with the same group (Sharifuddin et al, 2022). High achievement can be achieved with exercises that are well planned and carried out continuously (Effendi et al., 2022).

When using the drill method, there are several factors to take into account, including: (1) Drill is used until the correct movement can be done automatically or becomes accustomed to, and emphasizes certain circumstances that the movement must be carried out; (2) Students are directed to concentrate on the correctness of the movement execution and the accuracy of its use; (3) During the execution of the drill, it is necessary to always make corrections so that attention remains focused. This can increase interest in training. (5) Transitional exercises must be performed from a drill situation to an actual game situation. (6) A competitive environment must be created during the execution of the drill, but there is still control over the correctness of the movement.

The drill training method is suitable when used to train students who have high agility. This is because in the drill training method the form of the exercise is simple so that students who have high agility will be maximal in carrying out quality repetition of motion tasks (Prahastara & Sugiyanto, 2021). There is an increase in shooting practice using the drill method for the accuracy of shooting at goal, is accepted. This means that shooting exercises using the drill method have a significant influence on the accuracy of shooting at goal for young football players (Suherman et al., 2018). The drill method provided has succeeded in improving the basic technique of heading the ball for the students of the Putra Arema football school, Malang City. Based on the results of observations from each cycle there are advantages to the drill method which is used as a way to solve problems that occur in Putra Arema foot-

ball school students in Malang City in line with several theories that have supported and the results of observations that have been carried out. Overall, it can be said that the basic technique of heading the ball has increased as a result of the drill method (Mustakim & Roesdiyanto, 2018).

## CONCLUSION

Students in junior high school 2 BUA class VIII were the subjects of two cycles of classroom action research. The four stages of each cycle are planning, implementing, observing, and reflecting. Based on the study's findings, it can be said that using the drill approach can help students in junior high school 2 BUA class VIII learn more and develop their passing skills. The examination of the data revealed a significant improvement in students' capacity to pass the junior high school 2 BUA class VIII exam, with cycle I's passing percentage of students being 69% and cycle II's passing rate being 94%.

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