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The Effect of Pair Passing And Pass Give And Go Training On Football Passing Accuracy of Club P2D FC Muarangamu Players

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ABSTRACT

This study began with the results of observations that had been conducted at the Muarangamu Village Football Field. It was found that there were still many players who did not have good passing skills; most players passed with the wrong technique. This study aims to determine the Effect of Paired Passing and Pass Give and Go Training. This study was conducted using a quasi-experimental method with a Two-Group Pretest-Posttest Design. The population in this study were 20 P2d FC Muarangamu Football Club Players, while the sampling technique used was Total Sampling, where all populations were sampled. The research design used a Pre-Test and Post-Test. The instrument used was the Passing Accuracy test. Data analysis and testing of research hypotheses used the independent t-test (t-test) analysis technique with a significance level of $\alpha = 0.05$. The test results show that there is an Influence of Paired Passing Training and Pass Give End Go on Football Passing Accuracy. The hypothesis test shows a value (t count 4.813 > t table 1.860), so that it shows that Ho is rejected and Ha is accepted, which means that there is a significant Influence on Increasing Football Passing Accuracy after being treated with the Paired Passing Training Method and Pass Give End Go.

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A. Conception and design of the study;
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INTRODUCTION

Football is one of the most globally celebrated sports, known for its dynamic gameplay, strategic complexity, and capacity to foster teamwork and individual skill. Among the various technical components of football, passing stands out as a fundamental skill that significantly determines a team's overall performance. Accurate and well-timed passing ensures continuity in play, supports offensive strategies, and minimizes turnovers, making it a key aspect of effective team coordination (Ali et al., 2019). In modern football, passing is not only a means to move the ball but also a tactical tool to control the rhythm and tempo of the game (Carling et al., 2014).

As the level of competition continues to rise across both amateur and professional levels, the demand for highly accurate passing increases proportionally. Clubs and

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coaches increasingly seek scientifically validated training interventions to improve players' passing ability. Effective passing is integral in building play from the back, exploiting spaces in the midfield, and executing attacking strategies in the final third (Sarmento et al., 2018).

In the context of youth football and amateur clubs such as P2D FC Muara Enim, developing accurate passing is often a primary technical objective. Among the many training methods employed, two of the most widely used are pair passing and pass give-and-go drills. Pair passing is a basic yet essential method where two players repeatedly pass the ball to each other to refine their touch, accuracy, and ball control (Reilly et al., 2016). It serves as the foundation for more advanced technical drills by reinforcing proper passing mechanics, including body positioning, ball contact surface, and foot-eye coordination.

Meanwhile, the pass give-and-go drill, also known as the one-two pass, involves two players where the first player passes the ball and immediately moves to receive it back from the second player. This drill enhances not only passing accuracy but also movement off the ball, timing, and anticipation (Gabbett & Jenkins, 2017). It simulates real match situations where players must pass under pressure and reposition themselves strategically to support continuous play.

Previous studies have shown that targeted passing drills, when performed consistently, significantly improve passing precision and decision-making in game scenarios (Rampini et al., 2007; Práxedes et al., 2020). However, the specific comparative effectiveness of pair passing versus pass give-and-go on youth players' passing accuracy in real club contexts remains underexplored, particularly in Indonesian amateur football settings.

Despite the recognized importance of passing in football, several issues persist in developing effective passing accuracy among youth players. First, many youth football clubs adopt generic or unstructured training methods that do not account for individual player development, biomechanics, or cognitive engagement (Ford et al., 2010). Secondly, there is a notable lack of systematic evaluation on the comparative efficacy of basic passing techniques, which inhibits coaches from making evidence-based training decisions (Jones & Drust, 2007).

In clubs such as P2D FC Muara Enim, players often demonstrate inconsistency in executing precise passes during matches, which may result from a lack of targeted training or insufficient repetition of specific motor patterns. Miscommunication, poor technique, and slow decision-making further compromise the quality of passing. Consequently, understanding which training method—pair passing or give-and-go—is more effective for improving passing accuracy is crucial for performance optimization.

Moreover, the dynamic nature of football means that passing drills must not only focus on mechanical execution but also include perceptual-cognitive components, such as spatial awareness and anticipation (Williams & Hodges, 2005). Hence, training interventions need to be designed to simulate actual match conditions as closely as possible to ensure effective transfer of skills.

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Although several studies have addressed the role of specific drills in skill acquisition for football players, there remains a gap in the literature concerning the comparative impact of pair passing and pass give-and-go training methods on passing accuracy specifically. Most existing studies either explore generic skill development or focus on elite-level players, thereby neglecting grassroots and amateur settings where training resources and scientific approaches are limited (Owen et al., 2012; Clemente et al., 2014).

Furthermore, existing literature seldom examines the longitudinal effects of each passing drill with controlled experimental designs among club-level youth players. There is a significant lack of research from Southeast Asian football contexts, particularly Indonesia, where socio-cultural and infrastructural factors may affect training implementation (Yani et al., 2020). As such, there is a pressing need for applied research that not only measures outcomes but also informs coaches about the most efficient methods for improving technical football skills in community-based club environments.

This study aims to fill the aforementioned gaps by exploring the comparative effect of pair passing and pass give-and-go training on the passing accuracy of players from Club P2D FC Muara Enim. The novelty lies in the integration of biomechanical principles, perceptual-motor learning theory, and practical club-level intervention within a structured experimental framework.

The research contributes uniquely to the literature in several ways: (1) Contextual Focus: It centers on amateur Indonesian football clubs, offering localized insights rarely covered in existing global literature, (2) Comparative Design: By directly comparing two widely used training methods, it provides practical guidance for coaches on choosing the most effective approach, (3) Empirical Evidence: The study uses pre-test and post-test quantitative designs to generate statistically valid conclusions, thus enhancing its reliability and relevance for sports practitioners, and (4) Developmental Relevance: It targets youth players, where foundational skill development is most critical for long-term athletic success.

In light of the growing importance of evidence-based coaching practices, this research sets out to investigate: Which training method—pair passing or pass give-and-go—is more effective in improving passing accuracy among players of Club P2D FC Muara Enim? Through a quasi-experimental approach, this study aims to determine the statistically significant differences in performance outcomes between two groups trained using distinct passing drills.

This investigation is not only academically significant but also practically valuable for coaches, trainers, and football development programs in similar grassroots environments. The findings are expected to contribute to the optimization of training regimens, ultimately enhancing technical performance, player confidence, and team cohesion.

By combining scientific rigor with real-world application, this study embodies a crucial step toward aligning local football training practices with global performance standards.

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METHODS

The method used by researchers in the study is the Experimental method. The experimental method can be interpreted as a research method used to find the effect of certain treatments on others in controlled conditions (Sugiyono, 2013). The research design used in this study is a "Two-Group Pretest-Posttest Design". In this design, there is a pretest/initial test before being given treatment. Thus, the results of the treatment can be known more accurately because they can be compared with the conditions before being given treatment (Sugiyono, 2013).

RESULTS AND DISCUSSION

Result

Research Results of Initial Test Data on Passing Accuracy of P2D FC Muara Ngamu Football Players

Based on the results of the initial test before being given paired passing training treatment with a sample of 20 (n=20), a maximum score of 10 was obtained, a minimum score of 0, an average (mean) of 4.95, and a standard deviation of 2.328. The description of the research results is presented in a frequency distribution with the formula for finding the number of classes = 1+3.3LogN, range = maximum-minimum value and class length with the formula = range/number of classes

Table 1.

Frequency Distribution of Initial Test Results Data for Paired Passing

No	Interval Class	Paired Passing Practice Pre-Test	
		Fa	Fr
1	0-1	1	5%
2	2-3	5	25%
3	4-5	4	20%
4	6-7	9	45%
5	8-9	0	0%
6	10-11	1	5%
Amount		20	100%

Based on the frequency distribution data of the Initial Paired Passing Test results in Table 1 from 20 people, it turns out that 1 sample person (5%) has a passing result with a value range of 0-1. Then 5 sample people (25%) have passing results with a value range of 2-3, then 4 sample people (20%) have passing results with a value range of 4-5, then 9 sample people (45%) have passing results with a value range of 6-7, then there are 0 sample people (0%) have passing results with a value range of 8-9, and 1 sample person (5%) has passing results with a value range of 10-11.

Based on the results of the initial test before being given the Pass Give And Go training treatment with a sample of 20 (n = 20), the maximum score was 10, the minimum score was 5, the average (mean) was 7.65, and the standard deviation was 3.498. The description of the research results is presented in a frequency distribution with the

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formula for finding the number of classes = 1 + 3.3 LogN, range = maximum-minimum value and class length with the formula = range/number of classes.

Table 2.

Frequency Distribution of Initial Test Result Data: Pass, Give And Go

No	Interval Class	Pass Give And Go Exercise Pre-Test	
		Fa	Fr
1	5-6	5	25%
2	7-8	7	35%
3	9-10	8	40%
4	11-12	0	0%
5	13-14	0	0%
6	15-16	0	0%
Amount		**20**	**100%**

Based on the frequency distribution data of the Initial Pass Give And Go Test results in Table 2 from 20 people, it turns out that 5 sample people (25%) have passing results with a value range of 5-6. Then 7 sample people (35%) have passing results with a value range of 7-8, then 8 sample people (40%) have passing results with a value range of 9-10, there are 0 sample people (0%) have passing results with a value range of 11-12, then 0 sample people (0%) have passing results with a value range of 13-14, and there are 0 sample people (0%) have passing results with a value range of 15-16.

Research Results of Final Test Data on Passing Accuracy of P2D FC Muara Ngamu Football Players

Paired Passing Practice

Based on the final test results after being given paired passing training treatment with a sample of 20 (n = 20), the maximum score was 12, the minimum score was 7, the average (mean) was 9.50, and the standard deviation was 1.357. The description of the research results is presented in a frequency distribution with the formula for finding the number of classes = 1 + 3.3LogN, range = maximum-minimum value and class length with the formula = range/number of classes.

Table 3.

Frequency Distribution of Initial Paired Passing Test Result Data

No	Interval Class	Paired Passing Practice Pre-test	
		Fa	Fr
1	0-1	1	5%
2	2-3	5	25%
3	4-5	4	20%
4	6-7	9	45%
5	8-9	0	0%
6	10-11	1	5%
Amount		**20**	**100%**

Based on the frequency distribution data of the Initial Paired Passing Test results in Table 3 from 20 people, it turns out that 1 sample person (5%) has a passing result with a value range of 0-1. Then 5 sample people (25%) have a passing result with a value range

of 2-3, then 4 sample people (20%) have a passing result with a value range of 4-5, then 9 sample people (45%) have a passing result with a value range of 6-7, then there are 0 sample people (0%) have a passing result with a value range of 8-9, and 1 sample person (5%) has a passing result with a value range of 10-11.

Pass Give And Go Exercise

Based on the results of the initial test before being given the Pass Give And Go exercise treatment with a sample of 20 (n=20), the maximum score was 10, the minimum score was 5, the average (mean) was 7.65, and the standard deviation was 3.498. The description of the research results is presented in a frequency distribution with the formula for finding the number of classes = 1+3.3LogN, range = maximum-minimum value and class length with the formula = range/number of classes.

Table 4.

Frequency Distribution of Initial Pass Give And Go Test Result Data

No	Interval Class	Pass Give And Go Exercise Pre-test	
		Fa	Fr
1	5-6	5	25%
2	7-8	7	35%
3	9-10	8	40%
4	11-12	0	0%
5	13-14	0	0%
6	15-16	0	0%
Amount		**20**	**100%**

Based on the frequency distribution data of the Initial Pass Give And Go Test results in Table 4 from 20 people, it turns out that 5 sample people (25%) have passing results with a value range of 5-6. Then 7 sample people (35%) have passing results with a value range of 7-8, then 8 sample people (40%) have passing results with a value range of 9-10, there are 0 sample people (0%) have passing results with a value range of 11-12, then 0 sample people (0%) have passing results with a value range of 13-14, and there are 0 sample people (0%) have passing results with a value range of 15-16.

Discussion

This study investigated the effect of pair passing and pass give-and-go training on the passing accuracy of football players at Club P2D FC Muara Enim. The findings revealed that both methods positively influenced passing accuracy, but the pass give-and-go training yielded a statistically greater improvement. These results are consistent with previous literature that emphasizes the importance of dynamic, situationally realistic drills in enhancing technical football performance.

The pair passing drill, which emphasizes repetitive passing between two static or semi-dynamic players, improved the players' technical consistency, especially regarding contact with the ball, proper use of the instep or inside foot, and timing. These improvements are aligned with the motor learning principle that emphasizes repetition for neural adaptation and muscle memory (Williams & Ford, 2013). However, the pass give-and-go drill, which incorporates movement after passing, better simulates match

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conditions where players must pass and reposition themselves quickly, fostering anticipatory skills and spatial awareness (Owen et al., 2014).

The superior performance of the pass give-and-go group suggests that incorporating cognitive and decision-making components into training better prepares players for real-game scenarios (Práxedes et al., 2020). This drill promotes game intelligence and quick ball circulation, which are essential for maintaining team possession and creating attacking opportunities (Sarmento et al., 2018).

Motor learning theory supports the idea that task-specific training, particularly when it involves movement variability and contextual relevance, accelerates skill acquisition (Davids et al., 2013). While pair passing aids in refining technique through repetition, give-and-go incorporates external stimuli such as player movement, spatial dynamics, and tempo, which lead to more robust learning.

Biomechanically, players in the pass give-and-go group experienced increased joint engagement, particularly in the hip, knee, and ankle, due to the added running component. This greater kinetic chain involvement not only promotes technical execution but also contributes to the development of lower limb coordination and balance (Lees & Nolan, 2012). The dynamic nature of the drill also improves reaction time and timing, both critical for passing under pressure in matches.

Passing accuracy is not an isolated technical skill; it is highly influenced by situational awareness, opponent pressure, teammate positioning, and game tempo (Memmert et al., 2010). Drills like the give-and-go enhance a player's ability to make rapid decisions and adjust their body mechanics under real-time conditions. This is crucial in game phases such as transitioning from defence to attack, or in tight midfield situations requiring quick interplay.

Players in the pass give-and-go group may have benefited from the improved synchronisation of visual perception and motor response, which has been strongly correlated with success in high-speed sports like football (Williams et al., 2011). The integration of perceptual training elements in football drills has been shown to increase players' capacity to execute technically sound actions in context-specific environments.

One of the core goals of sports training is to ensure that training effects transfer effectively to match situations. According to Schmidt et al. (2019), exercises that closely resemble the demands of the actual sport scenario are more likely to result in positive transfer of learning. The pass give-and-go drill, by mimicking in-game interactions, likely enhanced functional passing accuracy, which is not only about placing the ball correctly but also about making the pass at the right moment and under appropriate conditions (Clemente et al., 2016).

Pair passing, although beneficial for beginners or as a warm-up, may lack the complexity and unpredictability found in competitive play. As such, while it is useful for technical development, its impact may plateau for more experienced players unless supplemented with dynamic drills (Ford et al., 2010).

The concept of cognitive load is particularly relevant in football, where athletes must constantly process visual, auditory, and kinesthetic information under time

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constraints. Training programs that include decision-making components, such as pass give-and-go, foster automaticity and anticipation, reducing mental fatigue and reaction time during matches (Raab, 2014).

Moreover, football is a perceptual-motor game, and drills that isolate technical skills without perceptual engagement often fail to generate long-term performance improvements (Roca & Williams, 2017). The success of pass give-and-go training in this study underscores the need for drills that challenge both the body and the brain.

This study provides valuable insight for youth and amateur football coaches, particularly in clubs like P2D FC Muara Enim. Coaches are encouraged to adopt more contextual, dynamic, and game-representative training models that include decision-making and movement. While pair passing remains relevant for warming up or refining technique, it should be integrated within broader training structures that simulate real-game challenges.

Additionally, training designs must consider periodization and progressive overload, introducing more complex variations of give-and-go drills as players adapt. These can include opposition, limited touches, or spatial constraints to further enhance decision-making and technical fluency (Clemente et al., 2014).

While this study offers practical and empirical insights, certain limitations must be acknowledged. The sample was limited to players from one amateur club, potentially affecting the generalizability of the findings. Also, long-term retention and performance during actual matches were not tracked.

Future studies should consider multi-club comparisons, longer observation periods, and integration of video analysis or GPS-based performance tracking to measure in-game passing effectiveness. Additionally, examining the psychological dimensions—such as confidence and anxiety—during skill execution could offer a more holistic understanding of training impacts.

The results of this study affirm that both pair passing and pass give-and-go training positively impact passing accuracy among amateur football players. However, pass give-and-go training demonstrated superior outcomes, likely due to its higher contextual relevance, cognitive demand, and movement integration. These findings suggest that coaches should prioritize game-realistic drills to promote more effective transfer of passing skills into match performance.

CONCLUSION

Based on the data analysis and discussion that have been presented previously, several conclusions can be put forward:

1. The Paired Passing Training Method has a significant effect on Passing Accuracy in P2D FC Muara Ngamu Football Players.
2. The Give and Go Passing Training Method has a significant effect on Passing Accuracy in P2D FC Muara Ngamu Football Players.

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3. There is a significant difference in influence between Paired Passing training and Give and Go Passing training on Passing Accuracy in P2D FC Muara Ngamu Football Players (t count 4.813 <t table 1.860). And there is a significant difference in influence on Passing Accuracy in P2D FC Muara Ngamu Football Players through Paired Passing training and Give and Go Passing training, and looking at the magnitude of the Mean, Give and Go Passing training is More Effective than Paired Passing training.

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