

The Effect of Paired Short Pass and Goal Target Short Pass Training on Students' Short Pass Ability at SMA Negeri 1 Kecamatan Payakumbuh

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ABSTRACT

This study tried to find out how much paired short pass training and goal target short pass training can improve students' short pass skills, and also to see which method works better. The study used an experimental approach with two groups, measuring their performance before and after the treatment. The group included 33 students from SMA Negeri 1 Kecamatan Payakumbuh, and they were split into two groups, each with 16 students. The research tool was a brief test measuring passing skills given before and after the training program. The data were looked at using several statistical methods, including descriptive statistics, a Shapiro–Wilk test to check for normal distribution, a Levene's test to see if variances were similar, and two types of t-tests—paired-samples and independent-samples—to compare groups. All of this was done using the Jamovi software. The results showed that training focused on short passing goals greatly improved students' short passing skills, with the average score going up from 3.88 to 5.13 ($t = -4.23$, $p < 0.001$). When students did paired short pass training, their ability to make short passes improved a lot. The average score went up from 4.00 to 5.81, which is a big difference. This result was statistically significant, with a t-value of -6.54 and a p-value less than 0.001. The independent-samples t-test showed that there was no significant difference in how well the two training methods worked ($t = -1.10$, $p = 0.281$). Although the group that practiced paired short passes showed a greater average improvement compared to the group that focused on goal-targeted short passes, the difference wasn't big enough to be considered statistically significant. Both training methods work well at helping students improve their short passing skills, but one isn't much better than the other.

Keywords: football, goal target training, paired short pass training, short pass ability, training methods.

A. Introduction

Football is one of the most popular sports in the world and has become an important component of physical education programs because

it contributes to the development of students' physical fitness, motor skills, teamwork, discipline, and sportsmanship (Yulifri, 2020) Success in football performance is determined

not only by physical and tactical abilities but also by mastery of fundamental technical skills. Among these skills, short passing plays a crucial role because it enables players to maintain ball possession, organize attacking movements, and create scoring opportunities through effective cooperation among teammates. Recent evidence also indicates that training interventions, small-sided games, and appropriate warm-up strategies positively influence short-passing performance, highlighting the importance of selecting suitable training methods for skill development (Y. A. Putra dkk., 2026).

Short passing is one of the most frequently performed technical actions during a football match. An accurate short pass allows players to maintain possession under pressure, accelerate ball circulation, and improve tactical effectiveness (Ramadani dkk., 2024). Conversely, poor passing accuracy often leads to loss of possession and reduces team performance. Therefore, improving short-pass ability should become one of the primary objectives in football coaching, particularly for beginner and school-age players, because mastery of this technique forms the foundation

for developing more complex tactical play (Rifai, 2020)

Based on observations conducted during football learning activities at SMA Negeri 1 Kecamatan Payakumbuh, many students still experienced difficulties in executing accurate short passes. Several passes failed to reach teammates because of insufficient passing accuracy, inappropriate foot placement, and poor ball control. These problems reduced the effectiveness of attacking movements and frequently caused loss of ball possession during practice sessions. Such findings indicate that students' short-pass ability requires improvement through structured and appropriate training methods.

Various training methods have been introduced to improve passing performance. One method commonly applied in football coaching is paired short pass training, in which two players repeatedly perform passing and receiving drills (Dunton dkk., 2019). This training emphasizes repetition, communication, movement coordination, timing, and ball control. Through continuous repetition, players are expected to develop more consistent passing techniques while

simultaneously improving cooperation with (Saputra dkk., 2023). Repetitive technical practice is widely recognized as an effective approach for enhancing the acquisition and retention of sport-specific motor skills (Gustian dkk., 2024).

Another method that can be applied is goal target short pass training. Unlike paired passing drills, this method requires players to direct the ball toward predetermined targets placed inside or around the goal (Serpiello dkk., 2017). The presence of a target encourages players to focus on passing accuracy, direction, and force control. Consequently, students receive repeated opportunities to develop movement precision while improving concentration and technical consistency. This approach is expected to increase passing accuracy because every repetition provides immediate feedback regarding the success of the movement (Syaiful dkk., 2024).

Previous studies have demonstrated that structured passing exercises significantly improve football technical performance. Several researchers reported that repeated passing drills increase passing

accuracy and ball control, whereas target-oriented exercises improve movement precision through continuous practice. In addition, recent systematic reviews conclude that training methods emphasizing technical repetition, football-specific drills, and game-based exercises contribute positively to the development of short-passing ability (Abrar & Syahara, 2019). Nevertheless, previous studies generally examined only a single training method, while direct comparisons between paired short pass training and goal target short pass training remain limited, particularly among senior high school students (Yogatama & Irawadi, 2019).

This limitation shows there is a big gap in research because physical education teachers and football coaches need real evidence to know which training method helps students improve more in their short passing skills. Looking at two different ways to train in practical settings can help coaches choose better training programs for school football. Most earlier research looked at club athletes or young players from academies, but there isn't much information on senior high school

students in physical education settings.

This study was conducted to find out: (1) how effective goal-targeted short pass training is in improving students' short-pass skills, (2) how effective paired short pass training is in improving students' short-pass skills, and (3) whether there is a big difference in how well the two training methods work in improving short-pass skills among students at SMA Negeri 1 Kecamatan Payakumbuh.

B. Metod

This study used a quantitative experimental method with a two-group pretest and posttest setup to look at how two different short pass training techniques affected students' ability to make short passes. Two groups were part of the study. The first group did Goal Target Short Pass Training, and the second group did Paired Short Pass Training.

The study was conducted at SMA Negeri 1 Kecamatan Payakumbuh, West Sumatra, Indonesia, during the 2025/2026 academic year. The population consisted of students participating in the school's football extracurricular activities. Because the population was

limited, total sampling was employed, resulting in a sample of 33 students, who were equally assigned to two experimental groups ($n = 16$ each).

The independent variable was the short pass training method, consisting of Goal Target Short Pass Training and Paired Short Pass Training, whereas the dependent variable was the students' short pass ability. Data were collected using a standardized short pass skill test administered before (pretest) and after (posttest) the intervention. The test assessed passing accuracy using identical procedures, equipment, and scoring criteria during both testing sessions to ensure measurement consistency.

The intervention was implemented according to the prepared training program. The Goal Target Short Pass Training group performed passing drills directed toward predetermined targets to improve passing accuracy and movement precision. Meanwhile, the Paired Short Pass Training group performed repeated passing and receiving drills with partners to develop passing accuracy, ball control, coordination, and communication. Both groups received

the same training frequency, duration, and intensity, differing only in the type of training method.

Data were analyzed using Jamovi software. Descriptive statistics were used to provide a general picture of the data. The usual assumption of normal data was tested with the Shapiro–Wilk test, and the assumption of equal variances was checked using Levene's test. The study used a paired-samples t-test to examine how each training method affected results, and an independent-samples t-test to compare the two different training methods. The results were seen as statistically significant if the p-value was 0.05 or lower.

C.Result And Discussion

Before testing the hypotheses, the data were checked to see if they followed the normality and homogeneity assumptions. The results from the normality test are shown in Table 1.

Tabel 1. Normality

Variable	Sig.	Notes
Goal Target (Pretest)	0,191	Normal
Goal Target (Posttest)	0,056	
Paired (Pretest)	0,872	
Paired (Posttest)	0,092	

Based on Table 1, all variables obtained significance values greater than 0.05 ($p > 0.05$). Therefore, the data were normally distributed and met the assumption for parametric statistical analysis.

The homogeneity test was then conducted using Levene's Test. The results are presented in Table 2.

Tabel 2. Homogeinity Test

F	df1	df2	Sig.	Notes
0.656	1	30	0.424	Homogeneous

According to Table 2, the significance value is 0.424, which is higher than 0.05. So, the two groups had similar variability, which means the assumption of homogeneity was met.

Once it was checked that the data met the conditions for normality and equal variance, a paired-samples t-test was used to test the impact of each training method.

**Tabel 3. Paired Samples t-Test
(Goal Target Short Pass)**

Variable	Mean	t	df	Sig.	Improvement
Pretest	3.88	- 4.23	15	<0.001	32.3%
Posttest	5.13				

Looking at Table 3, the paired-samples t-test resulted in a t-value of - 4.23 and a significance level of p less than 0.001. Because the significance value was below 0.05, the Goal Target Short Pass Training had a significant effect on improving students' short passing skills. The average score went up from 3.88 to 5.13, which shows an increase of 32.3%.

The second hypothesis was checked using a paired-samples t-test

for the Paired Short Pass Training group.

**Table 4. Paired Samples t-Test
(Paired Short Pass)**

Variable	Mean	t	df	Sig.	Improvement
Pretest	4.00	-	15	<0.001	45.3%
Posttest	5.81	6.54			

Looking at Table 4, the paired-samples t-test resulted in a t-value of -6.54 and a significance level of p less than 0.001. Therefore, training with paired short passes greatly helped students improve their short passing skills. The average score went up from 4.00 to 5.81, which is a 45.3% increase.

Finally, an independent samples t-test was done to check how well the two training methods worked.

Table 5. Independent Samples t-Test

Group	N	Mean	SD
Goal Target	16	5.13	1.96
Paired Short Pass	16	5.81	1.56

t	df	Sig.
-1.10	30	0.281

Looking at Table 5, the t-test for independent samples gave a t-value of -1.10 and a significance level of 0.281. Because the significance value was higher than 0.05, there wasn't a statistically significant difference between Goal Target Short Pass Training and Paired Short Pass Training. Although the Paired Short

Pass group had a slightly higher average score than the Goal Target group, both ways of training were just as good at helping students improve their short pass skills.

The study's results indicated that students in both training groups improved their ability to make short passes from the pretest to the posttest. The average score for the Goal Target Short Pass group went up from 3.88 before the test to 5.13 after the test. Meanwhile, the Paired Short Pass group's average score rose from 4.00 to 5.81. Additionally, the paired-samples t-test showed that both training methods greatly improved students' short passing skills, with results that were very statistically significant ($p < 0.001$). The t-test comparing the two training methods did not find a significant difference between them ($p = 0.281$). The average scores from the pretest and posttest are shown in Figure 1.



Figure 1. Result Graph

Discussion

The findings of this study demonstrate that both Goal Target Short Pass Training and Paired Short Pass Training significantly improved students' short pass ability. This is reflected in the increase in the mean scores from 3.88 to 5.13 for the Goal Target Short Pass group and from 4.00 to 5.81 for the Paired Short Pass group. The paired-samples t-test confirmed that the improvements in both groups were statistically significant ($p < 0.001$). However, the independent-samples t-test revealed no statistically significant difference between the two training methods ($p = 0.281$). These findings indicate that both training methods are effective in improving students' short pass ability. The improvement in the Goal Target Short Pass Training group can be attributed to the characteristics of the training, which emphasizes passing the ball toward predetermined targets (J. Luxbacher, 2012). Repeated practice with specific targets helps students improve passing accuracy, body positioning, movement precision, and control of passing direction and force. This repetitive practice allows students to develop more consistent movement patterns and enhances their confidence when performing

short passes during football activities (T. S. Putra dkk., 2023).

Similarly, the Paired Short Pass Training group showed a significant improvement after the intervention. Passing drills with a partner provide students with repeated opportunities to practice passing and receiving the ball in situations that resemble actual game conditions (Ramadani dkk., 2024). Besides improving passing accuracy, this training also develops coordination, communication, timing, and ball control between players. The higher mean improvement observed in this group suggests that partner-based practice enables students to perform technical skills more naturally through continuous interaction and immediate feedback during training (Danurwindo dkk., 2017).

The Paired Short Pass Training group saw a bigger rise in the average score compared to the Goal Target Short Pass Training group, but the difference wasn't big enough to be considered statistically significant. This means that both methods are just as good at helping improve short passing skills. The similar length of training, how often they trained, and how hard they trained might have led to the similar results. So, how well

each method works really depends on how regularly and consistently the training is carried out, rather than on which training model is used (Yustuti dkk., 2022).

The findings of this study are consistent with the principles of motor learning, which state that repeated, structured, and task-specific practice improves the acquisition of technical skills (Luxbacher, 2004). Continuous repetition enables learners to refine movement patterns, reduce technical errors, and perform skills more efficiently. These results also support previous studies reporting that structured passing exercises improve passing accuracy, ball control, and overall football technical performance. Therefore, both target-based and partner-based passing drills can be considered effective approaches for developing students' fundamental football skills.

From a practical perspective, the findings provide useful implications for football coaches and physical education teachers. Goal Target Short Pass Training can be applied to improve passing accuracy and movement precision, whereas Paired Short Pass Training is more suitable for developing passing skills together

with teamwork and communication. Consequently, both methods may be implemented individually or integrated within the same training program to achieve more comprehensive improvements in students' technical performance.

D. Conclusion

Based on the results of this study, it can be concluded that both Goal Target Short Pass Training and Paired Short Pass Training significantly improve the short pass ability of students at SMA Negeri 1 Kecamatan Payakumbuh. This is evidenced by the increase in the average pretest and posttest scores in both groups, as well as the results of the paired-samples t-test, which indicated significant improvements after the training interventions.

Although the group that did Paired Short Pass Training had a bigger average improvement compared to the group that did Goal Target Short Pass Training, the t-test showed there wasn't a significant difference between the two methods. So, both ways are just as good for helping students get better at making short passes. These results show that Goal Target Short Pass Training and Paired Short Pass Training are good

and useful ways to help improve passing skills in football coaching and physical education classes.

Future research is recommended to involve larger sample sizes, longer intervention periods, and different age groups to further examine the effectiveness of various football training methods on technical skill development.

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