



Analysis Of Passing Ability In Futsal Games On Male Students Extracurricular Courses Of SMP PAB 8 SAMPALI MEDAN Year 2025

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Abstract.

- Background** Passing implementation by students participating in the futsal extracurricular at SMP PAB 8 Sampali. One of the main obstacles was ineffective passing, with many students unable to pass the ball accurately to their teammates.
- Objectives** This study aims to analyze the level of passing ability in futsal at SMP PAB 8 SAMPALI MEDAN. This study is descriptive.
- Methods** The method used in this study was a survey, with data collection using a passing accuracy test and observation sheets. The population in this study were seventh and eighth grade students at SMP PAB 8 SAMPALI MEDAN. The sampling technique used total sampling, resulting in a sample size of 35 students. Data analysis used quantitative descriptive analysis expressed as percentages.
- Results** The results showed that the analysis of passing ability in futsal at SMP PAB 8 SAMPALI MEDAN at SMP PAB 8 SAMPALI MEDAN was in the "very low" category (4 students), "low" category (5 students) (15 students), "moderate" category (7 students), "high" category (10 students), and "very high" category (9 students).
- Conclusion** The average score was 37.03. Analysis of passing ability in futsal games at SMP PAB 8 SAMPALI MEDAN is in the "moderate" category.

Keywords: Passing Ability, Extracurricular, Futsal.

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INTRODUCTION

Education is a continuous process aimed at developing students' potential both academically and non-academically. In the context of the Merdeka Curriculum, students are given the freedom to explore their interests and talents through a holistic learning approach. Extracurricular activities such as futsal become an integral part of the Merdeka Curriculum because they help students develop non-academic competencies.

One important aspect of education is the curriculum used. The Merdeka Curriculum, which is currently implemented in schools in Indonesia, provides flexibility for students to develop their interests and talents through various activities, one of which is extracurricular programs. Extracurricular activities serve as an important platform for character development, skill improvement, and the development of student achievements in certain fields. Education within the context of the Merdeka Curriculum implemented at SMP PAB 8 Sampali provides opportunities for students to develop their potential in various areas, including sports. The Merdeka Curriculum is designed to support the development of students' character and skills through a more flexible and student-centered learning process. One of the platforms for this development is the futsal extracurricular activity.

Extracurricular activities are programs conducted outside regular class hours with the aim of developing students' interests, talents, and skills. At SMP PAB 8 Sampali, the futsal extracurricular activity has become one of the popular programs among students. Futsal not only improves technical skills such as passing, dribbling, and shooting, but also builds teamwork, discipline, and sportsmanship.

Futsal is one of the most popular sports among students, including junior high school students. In futsal, passing skills are one of the key elements for team success because effective passing allows better ball possession and creates opportunities to score goals. Passing is a crucial element in building attacks, maintaining ball possession, creating scoring opportunities, and controlling the rhythm of the game. Therefore, understanding and properly executing passing techniques is fundamental in mastering futsal.

However, effective passing requires not only basic techniques but also an understanding of body position, kicking strength, and team coordination. Passing in futsal involves a combination of correct basic techniques, ball control, and the ability to read game situations. In futsal, the speed of passing execution is also a key factor because the limited playing space requires quick decision-making. Proper foot positioning greatly determines the quality of passing and ball control. When performing a pass, the supporting foot must be stable and directed toward the target, while the part of the foot used to pass the ball (instep, inside foot, or outside foot) must be adjusted according to the distance and power required.

Similarly, when receiving the ball, proper foot positioning helps players control the ball more effectively, whether to stop the ball or to pass it to a teammate. Good passing ability is also very important when facing pressure from opponents. Players must be able to read the movements of opponents and teammates, choose the safest and most effective passing option, and adjust the tempo of the game according to the situation.

Mastery of passing not only helps maintain ball possession but also provides a tactical advantage in creating goal-scoring opportunities. To overcome these challenges, focused and consistent training is required. Training basic passing techniques such as short passing, long passing, and ball control exercises can help improve players' abilities. In addition, coaches need to provide clear guidance regarding team coordination and decision-making during game situations. With good mastery of passing techniques, futsal players will not only be able to play more effectively but also create a more structured and strategic style of play, which is characteristic of futsal as a competitive sport.

At SMP PAB 8 Sampali, the futsal extracurricular activity has become a platform for students to develop their futsal playing skills. However, data collection regarding the passing ability of extracurricular participants has never been conducted. As a result, coaches often face difficulties in providing proper evaluations and designing suitable training programs. In addition, the school futsal team's achievements in local competitions are still not optimal, partly due to weaknesses in technical aspects such as passing.

The futsal extracurricular activity at SMP PAB 8 Sampali aims to train students' abilities in technical, physical, and mental aspects. However, the lack of attention to analyzing individual abilities, such as passing skills, is one of the reasons why the school futsal team's performance has not been optimal. When facing opponents, weak passing ability often results in loss of ball possession and difficulty in building effective attacks.

Based on preliminary observations, there are several obstacles in the implementation of passing among students participating in the futsal extracurricular activity at SMP PAB 8 Sampali. One of the main problems is ineffective passing, where many students are not yet able to pass the ball accurately to their teammates. In addition, the basic techniques in executing passes, such as foot positioning when passing and receiving the ball, are often performed incorrectly, which affects the quality of the pass.

The lack of evaluation of passing ability is also a major challenge, as systematic data collection or evaluation to measure students' abilities has never been conducted. As a result, the school futsal team's achievements are not very prominent, even though students' interest in the sport is quite high. In fact, evaluation is an important part of identifying weaknesses and designing appropriate training programs.

METHOD

Research Design

This study used a quantitative approach with a descriptive design. This approach was used to analyze the passing ability in futsal games of extracurricular students at SMP PAB 8 Sampali Medan. Data obtained from the passing ability measurements will be processed statistically to objectively describe the students' ability levels.

A quantitative approach was chosen in this study because it aligns with the research objective of obtaining measurable and statistically analyzable data. A quantitative approach focuses on collecting numerical data, which is then processed and analyzed to produce an objective picture of the phenomenon under study. In this study, quantitative data was obtained by measuring students' passing abilities in futsal.

Participant

This research was conducted at the Sampali Medan Futsal Field, located on Jalan Dusun XVII GG.Tawon, Medan Estate, Deli Serdang. The sampling technique used was simple random sampling, so from 35 students actively participating in extracurricular futsal activities, 25 students were randomly selected as the research sample. This sample selection was carried out to ensure that each student had an equal chance of being selected, in accordance with the quantitative approach applied in this study.

Data Analysis

The explanation of data analysis refers to the activity of organizing, arranging, grouping, coding or marking, and categorizing data so that working hypotheses can be identified and formulated based on the data. The collected data will be analyzed through the following steps:

1. Descriptive Statistics

The analysis begins by calculating descriptive statistical measures to describe the distribution of students' passing abilities, namely:

a. Mean (Average):

Measures the central value of the data using the formula:

$$\text{Mean} = \frac{\Sigma X}{N}$$

Where ΣX is the total score of passing ability and N is the number of students.

b. Median:

The middle value of the ordered data, used to determine whether the data distribution is symmetrical or skewed.

c. Standard Deviation (SD):

Measures the level of data dispersion from the mean using the formula:

$$SD = \sqrt{\frac{\Sigma(X - \bar{X})^2}{N}}$$

Where X is the individual score, \bar{X} is the mean, and N is the number of data points.

2. Ability Classification

Students are grouped into categories such as "very good," "good," "fair," "poor," or "very poor" based on assessment norms.

3. Data Presentation

The results of the analysis will be presented in the form of:

a. Tables:

Presenting descriptive statistics and the distribution of students' ability categories.

b. Graphs:

Bar charts or pie charts to visualize the proportion of student categories.

RESULTS AND DISCUSSION

Results

The results of the descriptive statistical analysis of passing ability in futsal games at SMP PAB 8 SAMPALI MEDAN obtained the lowest score (minimum) of 21, the highest score (maximum) of 49, the average (mean) of 37.03, the middle value (median) of 39, the most frequently appearing value (mode) of 42, and the standard deviation (SD) of 9.00. The complete results can be seen in the following table:

Table 1 Descriptive Statistical Analysis of Passing Ability in Futsal Games at SMP PAB 8 SAMPALI MEDAN (n=35)

<i>Statistic</i>	<i>Test result</i>
<i>N</i>	35
<i>Mean</i>	37.03
<i>Median</i>	39
<i>Mode</i>	42
<i>Std. Deviation</i>	9.00
<i>Minimum</i>	21
<i>Maximum</i>	49

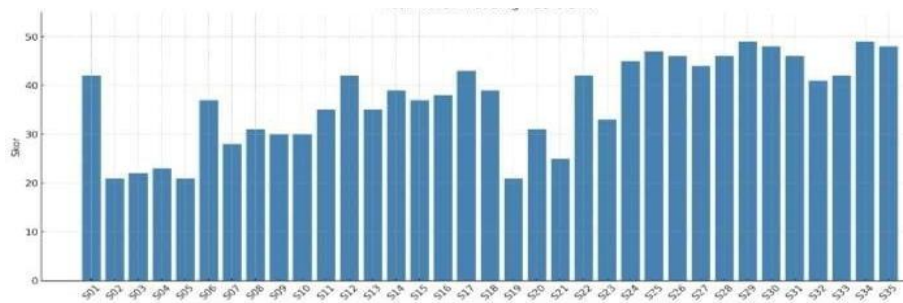


Figure 1. Graph of Passing Accuracy Test Score Data

Discussion

This discussion aims to explain in detail the findings of the study, namely the classification of abilities based on the Passing Accuracy Test results. Based on the results of the analysis of passing ability in the futsal game at SMP PAB 8 Sampali Medan, the research data indicate that the passing ability of each student varies from one student to another.

The data obtained from students who completed the passing accuracy test were then converted according to the classification norms of the passing accuracy test. The passing ability found in this study ranges from the classification of “Very High” to “Very Low.”

1. Very High Category

There are 9 students categorized as very high. This shows that only a small number of students possess very high passing ability in the learning process, especially in passing during futsal games. Mistakes in passing and ways to correct them must be carefully observed by the coach. In general, athletes are not able to identify the errors they make. A coach must be able to observe every form of movement performed by the athletes so that the location of the errors can be identified. Whenever an error occurs, the coach should immediately correct the movement so that the quality of the passing performed meets the expected standards.

2. High Category

There are 10 students categorized as high. Students in this category demonstrate good passing ability during learning, show seriousness, and have adequate psychological or mental readiness to participate in the passing learning process in futsal. In addition, these students understand the correct passing techniques, especially in the preparation stance, ball contact, and follow-through movement. In the preparation stance, the body position is low, the knees are bent, and the body is relaxed. During ball contact, most students make accurate contact with the ball, resulting in good passing performance.

3. Moderate Category

There are 7 students categorized as moderate. Students in this category demonstrate moderate passing ability in the learning process and show seriousness and psychological readiness to participate in the passing learning process using the inside of the foot in futsal. These students generally understand the correct technique of passing with the inside of the foot, especially regarding the preparation stance, ball contact, and follow-through movement. In the preparation stance, the body position is low, the knees are bent, and the body is relaxed. In most cases, ball contact is correct, resulting in relatively good passing outcomes.

4. Low Category

There are 5 students categorized as low. Students in this category demonstrate low passing ability during the learning process, which can be seen from their lack of confidence, emotional control, motivation, and overall skill level. This condition is also influenced by the lack of understanding of futsal learning materials, resulting in limited knowledge of the stages of passing using the inside of the foot. Additionally, these students are less familiar with the correct passing technique, particularly in the preparation stance, ball contact, and follow-through movement.

5. Very Low Category

There are 4 students categorized as very low. Students in this category demonstrate very low passing ability using the inside of the foot during the learning process. They also tend to be less serious and show insufficient psychological or mental readiness to participate in the learning process of passing in futsal. In addition, they often lack confidence, motivation, and emotional control, and their skill levels remain very limited. This is also due to their lack of understanding of futsal learning materials, which results in insufficient knowledge of the stages of passing with the inside of the foot. Furthermore, these students are

not yet familiar with the correct passing technique, particularly in the preparation stance, ball contact, and follow-through movement.

According to Badaru (2017) and Sugiarto et al. (2020), “*futsal is a complex game and not easy for everyone to perform.*” It requires knowledge of both basic and advanced techniques in order to play futsal effectively. Therefore, mastering the basic passing technique using the inside of the foot cannot be achieved instantly; instead, it requires repetitive practice within the learning context of futsal games. This opinion is further supported by Fikri & Fahrizqi (2021), who state that passing is an effort made by a futsal player using a specific technique.

CONCLUSION

Based on the research results, students' passing ability is generally in the moderate category with an average score of 37.03. The distribution of abilities shows that 4 students (10%) are very low, 5 students (15%) are low, 7 students (20%) are medium, 10 students (29%) are high, and 9 students (26%) are very high. Overall, most students (75%) are in the moderate and high categories, which indicates that the majority of students have mastered the basic passing techniques, although there are still some students with low abilities.

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Wahyu Alexandrian Sirait, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Dicky Hendrawan performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in manuscript revisions, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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