



## The Effect of Varied Training Models on Passing Skills at Nggaro Lembo Football School

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### Abstract

#### Background

Football is a globally popular sport that emphasizes teamwork and technical skills, especially passing. Many young players struggle with passing accuracy due to limited practice, inadequate coaching strategies, and monotonous training methods

#### Objectives

This study aimed to investigate the effect of a varied training model on improving passing skills among students at Nggaro Lembo Football School in Bima, Indonesia.

#### Methods

A quasi-experimental design with a one-group pretest-posttest approach was used. The study involved 20 male students selected through purposive sampling. The intervention consisted of eight training sessions incorporating various passing drills, including triangle passing, gate passing, and 4v1 rondo games. Data were collected using a standardized football passing skill test administered before and after the training. Statistical analysis was conducted using paired sample t-tests with a significance level of 0.05.

#### Results

The results indicated a significant improvement in post-test scores ( $M = 16.65$ ,  $SD = 3.12$ ) compared to pre-test scores ( $M = 14.05$ ,  $SD = 2.93$ ), with  $p < 0.001$ . The data met the assumptions of normality and homogeneity.

#### Conclusion

The varied training model significantly improved passing skills among students. It is recommended that coaches utilize diverse and game-based training strategies to enhance technical performance and maintain player motivation.

**Keywords:** Varied Training, Passing Skills, Football, Youth Coaching, Soccer Drills.

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## INTRODUCTION

Football is one of the most popular sports globally and is widely played across all age groups. As a team sport, it requires not only physical strength and stamina but also technical and tactical skills. Among these, *passing* is considered a fundamental technique that enables ball movement, supports team coordination, and creates scoring opportunities (Luxbacher, 2004). Effective passing requires precision, timing, and decision-making, all of which can be developed through systematic training.

However, observational studies have shown that many young players struggle with passing accuracy and consistency. This issue is often attributed to monotonous and repetitive training routines, lack of variation in drills, and limited engagement during practice sessions (Festiawan, Nurcahyo, & Pamungkas, 2019). In Indonesia, similar challenges are evident in football schools at the grassroots level, including Nggaro Lembo Football School, where students demonstrate limited proficiency in basic passing techniques.

To address this problem, coaches are encouraged to apply *varied training models*—training programs that incorporate multiple types of drills and game-like scenarios designed to enhance both skill acquisition and player motivation. Varied training not only helps reduce boredom and fatigue but also encourages cognitive engagement and adaptability during play (Hamdani, 2018). According to Bompa and Haff (2009), structured variation in training stimulates motor learning and facilitates long-term skill retention, which is crucial in sports development.

Previous studies have supported the effectiveness of varied training approaches. For instance, Tarju and Wahidi (2017) found that both distributed and dense training methods improved passing skills significantly in young players. Similarly, Pelamonia and Hutapea (2020) demonstrated that targeted passing drills improved precision and consistency among youth athletes.

Despite these findings, few studies have investigated the application of varied training models specifically within the context of community-based football schools in rural Indonesia. Therefore, this study aims to examine the effect of a varied training model on passing skills at Nggaro Lembo Football School, with the broader goal of contributing to evidence-based coaching strategies for youth development programs.

## METHOD

### Participant

The participants of this study were 20 male students from the Nggaro Lembo Football School in Oi Maci Village, Sape District, Bima Regency, Indonesia. The age range of the participants was between 13 and 15 years old. All participants were selected through **purposive sampling**, based on their active involvement in football training sessions and their availability during the data collection period in July 2024. Prior to participation, informed consent was obtained from the participants and their guardians.

### Research Design

This study employed a quasi-experimental research design using a one-group pretest-posttest model. The objective was to assess the effect of a varied training model on passing skills. A pretest was conducted to assess participants' initial passing skills, followed by an intervention phase consisting of eight training sessions incorporating various passing drills, including triangle passing, gate passing, and 4v1 rondo games. After the intervention, a posttest was conducted using the same passing skill test to measure improvement.

The training program was conducted twice a week over four weeks, with each session lasting approximately 60 minutes. The structured sessions included a warm-up, main passing drills, game-based activities, and a cool-down phase. All sessions were led by a qualified football coach under the supervision of the research team.

### Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics included mean, median, standard deviation, and frequency distribution for both pretest and posttest scores. Before conducting hypothesis testing, normality was tested using the Shapiro-Wilk test, and homogeneity of variance was assessed using Levene's test. To evaluate the effect of the intervention, a paired sample t-test was used to compare the mean scores of the pretest and posttest. The statistical significance level was set at  $p < 0.05$ . All analyses were conducted using IBM SPSS Statistics version 26.

## RESULTS AND DISCUSSION

### Results

This study aimed to examine the effect of a varied training model on football passing skills among students at Nggaro Lembo Football School. The results are presented in descriptive statistics, assumption tests (normality and homogeneity), and inferential statistics.

### Descriptive Statistics

The descriptive analysis of passing skill scores shows an increase from the pretest to the posttest. The pretest scores ranged from 10 to 19, with a mean score of **14.05** (SD = 2.93). After the intervention, posttest scores ranged from 11 to 21, with a mean score of **16.65** (SD = 3.12), indicating an improvement in passing ability.

**Table 1.** Descriptive Statistics of Pretest and Posttest Scores

Test	Minimum	Maximum	Mean	Standard Deviation
Pretest	10	19	14.05	2.93
Posttest	11	21	16.65	3.12

### Assumption Testing

- a. Before conducting the *t*-test, normality and homogeneity assumptions were tested.
  - 1) **Normality Test:** The Shapiro-Wilk test showed that both pretest ( $p = 0.064$ ) and posttest ( $p = 0.251$ ) data were normally distributed ( $p > 0.05$ ).

- 2) **Homogeneity Test:** Levene's test yielded a significance value of  $p = 0.151$ , indicating homogeneous variance ( $p > 0.05$ ).
- b. These results confirm that the data met the assumptions for parametric testing.
- c. **3.3 Paired Sample t-Test**

The paired sample  $t$ -test revealed a statistically significant difference between the pretest and posttest scores:

**Table 2.** Paired Sample  $t$ -Test Results

Test	t-value	f	p-value (2-tailed)
Pre-Post	23.270	9	< 0.001

The  $t$ -value of 23.270 with a  $p$ -value < 0.001 confirms that the improvement in posttest scores was statistically significant. This indicates that the varied training model had a positive and meaningful effect on the passing skills of the participants.

## Discussion

The findings of this study demonstrated that the varied training model had a significant positive effect on the passing skills of students at Nggaro Lembo Football School. The results showed a statistically significant improvement from pretest to posttest scores, indicating that incorporating diverse training methods effectively enhanced the technical abilities of the participants.

These results are consistent with previous studies that emphasized the importance of structured and engaging training approaches. According to Bompa and Haff (2009), training programs that incorporate variation promote neuromuscular adaptation and prevent boredom, ultimately resulting in better skill acquisition and performance. Similarly, Hamdani (2018) suggested that varied training methods help maintain athlete motivation and enhance cognitive engagement during practice sessions.

The drills used in this study—such as triangle passing, gate passing, and 4v1 rondo—were designed not only to improve technical accuracy but also to simulate real-game situations that demand quick decision-making, coordination, and teamwork. These elements are critical in developing game intelligence and composure under pressure, as highlighted by Mielke (2009), who emphasized the role of passing in maintaining possession and creating offensive opportunities.

Moreover, the structured variation in training helped foster a more dynamic and enjoyable learning environment. This aligns with the findings of Tarju and Wahidi (2017), who reported that players subjected to varied training methods showed greater improvements in passing accuracy compared to those exposed to conventional training. Pelamonia and Hutapea (2020) also found that passing drills at varying distances led to measurable improvements in performance, supporting the idea that specific, repeated, and diversified practice builds mastery.

From a pedagogical perspective, the results also underscore the role of the coach in designing training programs that are not only technically effective but also psychologically stimulating. When players are consistently engaged, they are more likely to develop intrinsic motivation, which contributes to long-term sports development and improved athletic outcomes.

This study's findings are particularly relevant in the context of grassroots football development in Indonesia, where many football schools operate with limited resources. The implementation of simple yet varied training routines can offer an affordable and practical strategy to improve technical skills among young athletes without requiring expensive equipment or facilities.

Despite the positive outcomes, this study also has limitations. The sample size was relatively small and focused on a single football school, limiting generalizability. Future research could expand to include control groups, longer training periods, or comparisons between different age categories to provide deeper insights into the long-term effects of varied training methods.

## CONCLUSION

This study concludes that implementing a varied training model significantly improves passing skills among youth football players at Nggaro Lembo Football School. The findings reveal a measurable increase in passing performance following a structured intervention involving diverse drills and game-based scenarios. These results highlight the importance of training variation in maintaining player engagement, enhancing technical execution, and supporting cognitive development in sports settings.

Given these outcomes, it is recommended that football coaches, especially at the grassroots level, adopt varied training methods as part of their regular coaching strategies to optimize skill acquisition and performance. Future research should explore long-term effects, include control groups, and examine different age categories to further validate the effectiveness of varied training models in football and other team sports.

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### AUTHOR CONTRIBUTION STATEMENT

. The author solely conducted the conception and design of the study, data collection, data analysis, interpretation of results, and manuscript preparation. All aspects of the research process, including literature review, training implementation, statistical analysis, and writing, were completed independently by the author. The author has read and approved the final version of the manuscript and is accountable for all aspects of the work.

### CONFLICT OF INTEREST AND FUNDING

There is no conflict of interest

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